

**2014-2015 Comprehensive District
Improvement Plan for Hopkins County
Schools**

Hopkins County

320 S Seminary St
Madisonville, KY 42431

TABLE OF CONTENTS

| | |
|--|----|
| Overview | 1 |
| Goals Summary | 2 |
| Goal 1: 2014-2015: Maintain the percentage of students who are college- and career-ready (71.2% in 2014) to achieve 2015 target of 66% | 3 |
| Goal 2: 2014-2015: Increase graduation from from 88.8% in 2014 to 90% by 2015 | 7 |
| Goal 3: 2014-2015: Achieve 70% fidelity for district-wide PBIS implementation | 11 |
| Goal 4: 2014-2015: Increase the percentage of Program Reviews that are Proficient/Distinguished from 84% in 2014 to 92% by 2019 | 12 |
| Goal 5: 2014-2015: Increase the overall effectiveness of teachers and principals through the implementation of Kentucky's Professional Growth and Effectiveness System | 14 |
| Goal 6: 2014-2015: Increase the average combined reading and math K-PREP scores for elementary and middle school students from 54.55 in 2014 to 72 in 2017 | 16 |
| Goal 7: 2014-2015: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.2% in 2014 to 68.2% in 2017 | 27 |
| Activity Summary by Funding Source | 39 |
| Activity Summary by School | 53 |

Overview

Plan Name

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | 2014-2015: Maintain the percentage of students who are college- and career-ready (71.2% in 2014) to achieve 2015 target of 66% | Objectives: 1 Strategies: 6 Activities: 13 | Academic | \$341900 |
| 2 | 2014-2015: Increase graduation from from 88.8% in 2014 to 90% by 2015 | Objectives: 1 Strategies: 6 Activities: 10 | Organizational | \$459140 |
| 3 | 2014-2015: Achieve 70% fidelity for district-wide PBIS implementation | Objectives: 1 Strategies: 4 Activities: 5 | Organizational | \$8800 |
| 4 | 2014-2015: Increase the percentage of Program Reviews that are Proficient/Distinguished from 84% in 2014 to 92% by 2019 | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$54688 |
| 5 | 2014-2015: Increase the overall effectiveness of teachers and principals through the implementation of Kentucky's Professional Growth and Effectiveness System | Objectives: 2 Strategies: 2 Activities: 9 | Organizational | \$16017 |
| 6 | 2014-2015: Increase the average combined reading and math K-PREP scores for elementary and middle school students from 54.55 in 2014 to 72 in 2017 | Objectives: 2 Strategies: 4 Activities: 17 | Academic | \$91000 |
| 7 | 2014-2015: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.2% in 2014 to 68.2% in 2017 | Objectives: 2 Strategies: 6 Activities: 16 | Academic | \$1816754 |

Goal 1: 2014-2015: Maintain the percentage of students who are college- and career-ready (71.2% in 2014) to achieve 2015 target of 66%

Measurable Objective 1:

66% of Eleventh and Twelfth grade students will demonstrate a proficiency in Career & Technical by 05/18/2015 as measured by CCR benchmarks on ACT, COMPAS, KYOTE, ASVAB, KOSSA, WorkKeys, and/or Industry Certification.

Strategy 1:

CCR Pathways - CTE teachers and staff will review and update industry certifications available to preparatory students.

Category: Career Readiness Pathways

Research Cited: KBE CCR Goals

| Activity - Career Pathways | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|--|
| <p>Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test.</p> <p>Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, Hopkins County Schools Academy, South Hopkins Middle School, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School</p> | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Middle & High School Counselors, Principals & Teachers |
| Activity - Industry Certification Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>CTE teachers and staff will evaluate our current industry certification offerings and develop a plan to afford more opportunities to provide industry certification as staffing allows.</p> <p>Schools: Hopkins County Central High School, Madisonville North Hopkins High School</p> | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; CTE Teachers & Staff |

Strategy 2:

CTE Curriculum & Assessment Alignment - CTE teachers will utilize common core standards and career and technical standards in lesson planning, assessment development, and curriculum mapping.

Category: Career Readiness Pathways

Research Cited: KBE CCR Goal

| Activity - CTE Curriculum Mapping & Assessment Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| | | | | | | |
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| High school CTE teachers will ensure alignment between the common core and career/technical standards and the curriculum they teach. Lesson plans and curriculum maps will provide evidence that both sets of standards are taught in each unit as appropriate. The development of formative/interim assessments for each CTE program will be used to determine chances of successful on KOSSA, Work Keys and Industry Certification assessments. Schools: Hopkins County Central High School, Madisonville North Hopkins High School | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; CTE Teachers |
|--|--------------------------------|------------|------------|-----|---------------------|---------------------------------------|

Strategy 3:

Acceleration through AP Courses - Increase student enrollment in Advance Placement courses through strategies proposed by AdvanceKY

Category: Integrated Methods for Learning

Research Cited: AdvanceKY and National Math & Science Institute

| Activity - AP Course Accessibility | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Students will be pre-enrolled to AP courses based on assessment data such as EXPLORE, PLAN, ACT and/or MAP data. Schools: Hopkins County Central High School, Madisonville North Hopkins High School | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | High School Counselors; AP Teachers; District AP liaison |

| Activity - Project Lead the Way | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| Teachers will be certified to offer PLTW so that students may take rigorous PLTW courses and any KOSSA exams for which they are eligible. Schools: Hopkins County Central High School, Madisonville North Hopkins High School | Professional Learning | 08/06/2014 | 05/18/2015 | \$110000 | District Funding | District PLTW Delegate; PLTW Teachers; High School Principals; High School Counselors |

Strategy 4:

Career & Academic Advising & Supports - The district will provide a variety of academic and career exploration experiences and resources to support students in becoming college/career ready.

Category: Stakeholder Engagement

Research Cited: KBE CCR Goal

| Activity - Operation Preparation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|--------------------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, South Hopkins Middle School, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District and School ILP Coordinators; Principals; Community Volunteers |
| Activity - College Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, Hopkins County Schools Academy, South Hopkins Middle School, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Middle & High School Staff |
| Activity - School to Career Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| School to Career Coordinator will develop and schedule yearly STC programs and field trips for all elementary, middle, and high school students. These activities will include but are not limited to JA, MAP, LIFE, Groundhog Shadow Day, I'm Going to College, Breakfast of Champions, and other programs or events that allow students to explore college and career opportunities. Creating Futures Career Fair is an additional career preparation opportunity for students with disabilities. Schools: All Schools | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$25900 | District Funding | School to Career Coordinator; Community Partners; Directors of Instruction; School Staff |
| Activity - IEP Transition Services & Community Partners | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| For Students with Disabilities ages 15+, outside agencies are invited to attend ARC meetings to provide post-secondary advice. Post-secondary transition planning includes goal-setting and identification of transition services. Graduating seniors with IEPs will be required to work with community partners to assist the students with post-secondary plans. Schools: Hopkins County Schools Academy, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Special Education; High School Building Coaches; High School Special Education Teachers |

Strategy 5:

Test Preparation - High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities.

Category: Learning Systems

Research Cited: KBE CCR Goal

| Activity - EPAS Test Preparation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|-------------------|---|
| <p>High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance.</p> <p>Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, Hopkins County Schools Academy, South Hopkins Middle School, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School</p> | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Title IV Part A | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |

Strategy 6:

CCR Targeted Interventions - District and schools will review EPAS related data, make instructional decisions based on student needs, and provide targeted interventions for students below benchmark on college readiness or college placement tests to improve their college readiness.

Category: Learning Systems

Research Cited: KBE CCR Goal

| Activity - Transitional Course Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|------------------------------|--|
| <p>High school seniors that do not meet benchmarks on the junior ACT administration will be placed into CCR courses based on the Transitional Model provided by KDE.</p> <p>Schools: Hopkins County Schools Academy, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School</p> | Academic Support Program | 08/06/2014 | 05/18/2015 | \$200000 | General Fund, Title I Part A | High School Guidance Counselors; Interventionist; Directors of Instruction |
| Activity - College Placement & Work Ready Testing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|--------------------------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Provide students with practice opportunities for COMPASS, KYOTE, WorkKeys, and KOSSA assessments Schools: Hopkins County Schools Academy, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | High School Curriculum Coordinators; High School Counselors; Director of Assessment |
| Activity - WorkKeys Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Madisonville Community and Technical College and KDE will provide high school seniors with opportunities to take the WorkKeys assessment Schools: Hopkins County Schools Academy, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | High School Curriculum Coordinators; High School Guidance Counselors; Director of Assessment |

Goal 2: 2014-2015: Increase graduation from from 88.8% in 2014 to 90% by 2015

Measurable Objective 1:

demonstrate a behavior of 90% of all students successfully completing the requirements of graduating from High School by 05/18/2015 as measured by 5-year Adjusted Cohort Graduation Rate provided by KDE.

Strategy 1:

ILP & Career Readiness Pathways - The ILP will be used to place freshmen in CTE courses aligned with their career interests.

Category: Career Readiness Pathways

Research Cited: Research Cited: Provided by the ASSIST - KBE Graduation Goals

| | | | | | | |
|--|--------------------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Activity - Career Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, Hopkins County Schools Academy, South Hopkins Middle School, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity - ILP Completion & Utilization | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|--|
| <p>All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests.</p> <p>Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, Hopkins County Schools Academy, South Hopkins Middle School, Hopkins County Central High School, Hopkins County Day Treatment</p> | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |

Strategy 2:

Persistence to Graduation Tool - All schools in the district will be trained on the use of the PtGt found in IC. The data will identify students who are off-track or accelerated to determine the most appropriate way schools can engage students and provided needed interventions to ensure they graduate college/career ready.

Category: Persistence to Graduation

Research Cited: KBE Graduation Goals

| Activity - Use of PtGt | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| <p>All schools in the district will be trained on the use of the PtGt found in IC. The data will identify students who are off-track or accelerated to determine the most appropriate way schools can engage students and provide needed interventions to ensure they graduate college/career ready. The PtGt in IC will help identify students who may be at risk in order for school staff to provide the needed interventions and to remove barriers to academic success and graduation.</p> <p>Schools: All Schools</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction, Director of Assessment, Director of Special Education, Principals, Guidance Counselors, Building Coaches |

Strategy 3:

Academic & Career Supports - The district will provide a variety of academic and career exploration experiences and resources to support students in becoming college/career ready and graduating high school.

Category: Career Readiness Pathways

Research Cited: KBE Graduation Goals

| Activity - Special Education Building Coaches | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|--------------------|------------|------------|----------|------|---|
| The Special Education Building Coach will mentor individual SPED students to keep them on track for graduation. The Building Coach will also ensure transition services are provided to SPED students as part of their IEP. Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, South Hopkins Middle School, Hopkins County Central High School, Madisonville North Hopkins High School | Policy and Process | 08/06/2014 | 05/18/2015 | \$300000 | IDEA | Director of Special Education; Building Coaches |
|---|--------------------|------------|------------|----------|------|---|

| Activity - Special Education Work-Based Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|-------------------|---|
| Junior and senior students with disabilities will be provided the opportunity for Work- Based Learning during the regular school day through supervised employment opportunities at local businesses. Schools: Hopkins County Central High School, Madisonville North Hopkins High School | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$15000 | IDEA | Director of Special Education; Classified Instructional Assistant |

Strategy 4:

Community Engagement & Supports - The district will elicit the assistance of parents, community organizations, and businesses to provide students with exposure to college and career options and support completion of a high school diploma.

Category: Stakeholder Engagement

Research Cited: KBE Graduation Goals

| Activity - School Counts! | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|-------------------|---|
| Hopkins County Schools and Madisonville Community and Technical College have partnered together in the School Counts! program to award high school graduates who meet academic and attendance goals with a scholarship to MCC upon graduation. Schools: Hopkins County Schools Academy, Hopkins County Central High School, Madisonville North Hopkins High School | Community Engagement | 08/06/2014 | 05/18/2015 | \$640 | General Fund | Superintendent; MCC Staff; High School Counselors |

| Activity - College Experiences | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|----------------------|-------------------|
| At-risk students will gain increased college exposure through on-campus visits from college and university representatives. Students will also have field trip opportunities to visit local colleges and universities and tour the campus to witness an active college campus firsthand. All 2nd and 5th grade students also visit colleges through the "I'm Going to College" program. Schools: All Schools | Community Engagement | 08/06/2014 | 05/18/2015 | \$5000 | School Council Funds | School Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

Strategy 5:

Acceleration through Dual Credit - High school students will be able to earn college credit while in high school through dual credit offerings.

Category: Persistence to Graduation

Research Cited: KBE Graduation Goals

| Activity - Dual Credit Courses | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| High school students will be able to earn college credit while in high school through dual credit offerings. Schools: Hopkins County Central High School, Madisonville North Hopkins High School | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | High School Guidance Counselors; Dual Credit Teachers |

Strategy 6:

Alternative Programs - Hopkins County Schools provides students with alternatives to the traditional instructional setting as well as opportunities for credit recovery, remediation, and additional content supports. These activities will allow students to persist through their program of study in efforts to graduate high school.

Category: Persistence to Graduation

Research Cited: KBE Graduation Goals

| Activity - Hopkins County Schools Academy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| Hopkins County Schools provides high school juniors and seniors the opportunity to complete their graduation requirements in a non-traditional setting using APEX Learning. The program provides students the opportunity for self-paced, technology based learning with a flexible alternative high school setting. Schools: Hopkins County Schools Academy, Hopkins County Central High School, Madisonville North Hopkins High School | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | General Fund | Academy Staff; Director of Instruction; DPP |

| Activity - APEX Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| APEX is utilized by all district high schools and programs that support high school students for credit recovery and self-paced learning. Summer school programs, Enhanced Learning programs, and Extended School Services also utilize APEX platform. Schools: Hopkins County Schools Academy, Hopkins County Central High School, Hopkins County Day Treatment, Madisonville North Hopkins High School | Technology | 08/06/2014 | 05/18/2015 | \$38500 | State Funds | Director of Instruction; Hopkins County Schools Academy & Day Treatment Staff; High School Teachers and ESS Teachers |

Goal 3: 2014-2015: Achieve 70% fidelity for district-wide PBIS implementation

Measurable Objective 1:

collaborate to implement PBIS district-wide implementation with 70% fidelity by 05/18/2015 as measured by the Benchmark of Quality tool.

Strategy 1:

District Team & Coach - District Instructional Team and District PBIS coach work collaboratively to provide supports and monitor PBIS district-wide implementation and disciplinary data collected through the School-Wide Information System (SWIS) to establish fidelity.

Category: Learning Systems

Research Cited: Horner, R.H., Sugai, G., & Anderson, C.M. (2010). Examining the evidence base for school-wide positive behavior support. Focus on Exceptional Children, 42(8).

| Activity - Site Visits/SET | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|--|
| District Instructional Team members and district administrative team will be assigned to individual schools to conduct School-Wide Evaluation Tool visits and/or site visits throughout the 2014-2015 school year. Data collected will be compiled by the District PBIS coach, feedback will be provided to each school team, and recommendations for improvements will be provided to each school team based on data collected during visits. Schools: All Schools | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District Instructional Team Members; District PBIS Coach |

| Activity - Coaches Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|---------------------|
| District PBIS Coach will meet with school coaches 4 times per year to provide updated information and share implementation ideas among schools Schools: All Schools | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District PBIS Coach |

Strategy 2:

Tier II Training & Implementation - Based upon needs assessment, eleven schools have elected to implement PBIS Tier II interventions & supports during the 2014-2015 school year. District PBIS coach will facilitate training of schools' Tier II teams and provide supports for implementation throughout the school year.

Category: Learning Systems

Research Cited: KYCID

| Activity - School Tier II Teams | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|----------------------------|------------|------------|--------|------------------|--|
| 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, Madisonville North Hopkins High School | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District Funding | District PBIS Coach; School-level Tier II Teams; School Administrators |
|---|----------------------------|------------|------------|--------|------------------|--|

Strategy 3:

Area Resource for PBIS - Hopkins County School has been identified as a model PBIS site for other districts to visit to assist with their implementation of PBIS. This recognition will require our district to be ever-diligent in our continuing efforts to improve PBIS implementation in our schools.

Category: Continuous Improvement

Research Cited: KYCID

| Activity - Area Resource for PBIS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|--|
| By serving as an area resource for PBIS implementation, our schools will have to continue to use data analysis to monitor and support continuous improvement of PBIS implementation within our schools in order to effectively assist other districts/schools with their own implementation plans. Schools: All Schools | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District PBIS Coach; School PBIS Teams; Teachers; Staff |

Strategy 4:

Celebrating Successes - Schools implementing PBIS with fidelity will receive monetary rewards, thus encouraging other schools to effectively implement PBIS which in turn reduces problem behaviors and increases instructional time

Category: Continuous Improvement

Research Cited: KYCID

| Activity - Celebrating Successes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|--|
| Schools implementing PBIS with fidelity will receive a monetary incentive for their implementation efforts, thus encouraging other schools to improve their implementation efforts Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$6800 | District Funding | District PBIS Coach; Superintendent |

Goal 4: 2014-2015: Increase the percentage of Program Reviews that are Proficient/Distinguished from 84% in 2014 to 92% by 2019

Hopkins County

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Page 12

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

Measurable Objective 1:

collaborate to increase the district-wide percentage of Program Reviews that are Proficient/Distinguished from 84% in 2014 to 85.6% by 05/18/2015 as measured by KDE provided Program Review Rubrics.

Strategy 1:

Assessing & Supporting Program Reviews - Program Reviews are a systematic method of analyzing components of an instructional program and are part of Kentucky's assessment and accountability model. Program Reviews include: Arts & Humanities, Writing, Practical Living and Career Studies, and K-3 for school year 2014-2015. The purpose of program review is to improve quality of teaching and learning; allow equal access for all students; allow students to demonstrate understanding beyond a paper-pencil test; and to ensure school-wide integration of all skills. Program Reviews utilize a rubric for self-assessment and next steps planning.

Category: Learning Systems

Research Cited: KDE Proficiency Delivery Plan; Senate Bill 1 - March 2009; KRS 158.6453(1)(i)

| Activity - External District-Level Program Reviews | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|----------------------------------|--|
| At the end of the 2014-2015 school year, the district-level program review team will conduct external reviews of each school's required program reviews to ensure accuracy in school reporting; to identify patterns and gaps among grade spans; to determine next steps needed from the district to improve programs; and to discuss with individual schools their plan for addressing concerns revealed in the review of programs. Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment |
| Activity - Disseminate Resources to Support Program Reviews | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Based upon district review of school data, support on-going professional learning opportunities that will provide educators with the skills and confidence to provide learners with the explicit instruction specific to each program review area Schools: All Schools | Professional Learning | 08/06/2014 | 05/18/2015 | \$10000 | Title IV Part B | Directors of Instruction; Director of Assessment |
| Activity - Collaboration with Community & Business Partners & Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Will utilize district's School to Careers coordinator and Title I Family Involvement coordinators to coordinate and feature in-school and out-of-school learning opportunities to incorporate community and business partners and resources Schools: All Schools | Academic Support Program | 08/06/2014 | 05/18/2015 | \$44688 | District Funding, Title I Part A | School to Careers Coordinator; Title I Family Involvement Coordinators; Directors of Instruction |

Goal 5: 2014-2015: Increase the overall effectiveness of teachers and principals through the implementation of Kentucky's Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to increase the overall effectiveness of teachers in Hopkins County by 05/18/2015 as measured by TPGES to include self-reflection, professional growth goals, student growth goals, Framework for Teaching, and Student Voice Surveys.

Strategy 1:

TPGES Implementation - Central office administrators will develop a 50/50 committee to develop and review the district's Certified Evaluation Plan; train building level administrative teams on district's CEP; and provide resources to support the full implementation of TPGES as outlined in the district CEP.

Category: Teacher PGES

Research Cited: KDE Next Generation Professionals Documents; TeachScape

| Activity - Development of District CEP through 50/50 Committee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|---|
| The district's 50/50 committee will develop, review, and revise the district's CEP as needed to ensure the district's certified employees are provided with a document that clearly outlines the TPGES requirements, timelines, and criteria for effectiveness Schools: All Schools | Policy and Process | 07/01/2014 | 05/18/2015 | \$10000 | Race to the Top | District Administrative Team; School Administrative Teams; 50/50 Committee; Certified Staff |

| Activity - Professional Learning for TPGES Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| School level administrative teams were provided an administrative retreat for comprehensive training on the district's CEP, full implementation of TPGES, and CIITS documentation requirements. School administrative teams and/or district level administrators in turn provided all certified staff with training on CEP/TPGES implementation. All certified staff were provided an electronic and/or paper copy of the CEP. Schools: All Schools | Professional Learning | 07/21/2014 | 10/01/2014 | \$0 | No Funding Required | District Administrator s; School Level Administrator s |

| Activity - Principal Calibration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|--|
| District and school level administrators will complete the calibration process as outlined in the district CEP and following TeachScape guidelines to ensure scoring accuracy for TPGES classroom observations. Schools: All Schools | Policy and Process | 10/01/2014 | 05/18/2015 | \$1980 | Race to the Top | District Level Administrator s; School Level Administrator s |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity - Assistant Principal Certifications | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| <p>Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective.</p> <p>Schools: Browning Springs Middle School, James Madison Middle School, Jesse Stuart Elementary School, Hanson Elementary School, West Hopkins School, South Hopkins Middle School, Hopkins County Central High School, Madisonville North Hopkins High School</p> | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Race to the Top | Directors of Instruction; Assistant Principals |

| Activity - CIITS Educator Development Suite Usage | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|--|
| <p>All district administrators, principals, assistant principals, and certified staff will be provided training and resources in order to successfully enter all CEP/TPGES requirements in CIITS as outlined in CEP and required by KDE.</p> <p>Schools: All Schools</p> | Technology | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment; Building Level Administrators; Certified Staff |

| Activity - Student Voice Survey Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| <p>Students in grades 3-12 will participate in the completion of Student Voice Surveys. Teachers will utilize student feedback gained through the completion of Student Voice Surveys as a source of evidence to improve professional practices and become more effective.</p> <p>Schools: All Schools</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Certified Teachers; Students |

Measurable Objective 2:

collaborate to increase the effectiveness of all principals through the implementation of PPGES by 05/18/2015 as measured by self-reflection, professional growth goals, student growth goals, TELL KY Survey, new Principal Standards, and site visits.

Strategy 1:

PPGES Implementation - Central office administrators will develop a 50/50 committee to develop and review the district's Certified Evaluation Plan; train building level administrators on district's CEP; and provide resources to support the full implementation of PPGES as outlined in the district CEP.

Category: Principal PPGES

Research Cited: Net Generation Professionals

| Activity - Professional Learning for PPGES Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| District Administrative Team has provided all principals training on PPGES requirements as outlined in CEP; utilization of TELL KY results to develop Working Conditions Goal & Professional Growth Goals; use of School Report Card to develop growth goals; printed copy of CEP, new principal standards, and CIITS quick reference cards; and resources on documentation requirements and procedures in CIITS for PPGES. Schools: All Schools | Professional Learning | 07/01/2014 | 05/18/2015 | \$0 | No Funding Required | District Administrative Team |
| Activity - Development of District CEP through 50/50 Committee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The district's 50/50 committee will develop, review, and revise the district's CEP as needed to ensure the district's principals are provided with a document that clearly outlines the PPGES requirements, timelines, and criteria for effectiveness Schools: All Schools | Policy and Process | 07/01/2014 | 05/18/2015 | \$0 | No Funding Required | District Administrative Team; 50/50 Committee |
| Activity - TELL KY Survey Completion & Data Dissagregation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will be encouraged to participate in the completion of the 2015 TELL KY Surveys. Principals will be provided resources to effectively analyze survey data in order to improve working conditions, student achievement, and school culture. Schools: All Schools | Policy and Process | 01/05/2015 | 05/18/2015 | \$0 | No Funding Required | District Administrator s; Principals; Certified Staff |

Goal 6: 2014-2015: Increase the average combined reading and math K-PREP scores for elementary and middle school students from 54.55 in 2014 to 72 in 2017

Measurable Objective 1:

63% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Reading by 05/18/2015 as measured by 2015 K-PREP reading assessments.

(shared) Strategy 1:

Curriculum, Assessment, & Alignment - Hopkins County Schools has developed curriculum maps, pacing guides, and common assessments aligned with CCSS/KCAS for grades K-8.

Category: Learning Systems

Research Cited: KBE K-PREP Proficiency

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|--|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - Common Core Reading & Math Program K-5 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|--|---------------------------------|-------------------|-------------------|------------|-------------------------|---|
| <p>K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | <p>Academic Support Program</p> | <p>08/06/2014</p> | <p>05/18/2015</p> | <p>\$0</p> | <p>District Funding</p> | <p>Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers</p> |
|--|---------------------------------|-------------------|-------------------|------------|-------------------------|---|

| Activity - K-8 District Common Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------|-------------------|-------------------|-------------------|----------------------------|---|
| <p>District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly.</p> <p>Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, South Hopkins Middle School</p> | <p>Policy and Process</p> | <p>08/06/2014</p> | <p>05/18/2015</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers</p> |

| Activity - K-8 District Pacing Guides | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------|-------------------|-------------------|-------------------|----------------------------|--|
| <p>District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS.</p> <p>Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, South Hopkins Middle School</p> | <p>Policy and Process</p> | <p>08/06/2014</p> | <p>05/18/2015</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers</p> |

| Activity - Common Core Instructional Supports | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------|-------------------|-------------------|-------------------|-----------------------|---|
| <p>Common Core aligned Bellringers, Test Banks, and Formative Assessment Resources have been purchased for K-12 supplemental instruction and formative assessment for ELA and Math.</p> <p>Schools: All Schools</p> | <p>Academic Support Program</p> | <p>08/06/2014</p> | <p>05/18/2015</p> | <p>\$14400</p> | <p>Title I Part A</p> | <p>Directors of Instruction; Curriculum Coordinators; K-12 Teachers</p> |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

(shared) Strategy 2:

Analysis of Data - Each school will disaggregate and analyze KPREP, MAP, common assessment, and formative assessment data to identify instructional gaps, provide remediation/interventions as needed, and ensure all students have access to KCAS.

Category: Continuous Improvement

Research Cited: Directors of Instruction; Director of Assessment; Curriculum Coordinators; BACs; Principals; PAC; PLCs

| Activity - MAP Data Analysis Tool | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, South Hopkins Middle School | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Title I Part A | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| Activity - K-PREP Data Analysis Tools | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. Schools: Browning Springs Middle School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Grapevine Elementary School, Hanson Elementary School, Madisonville North Hopkins High School, Pride Elementary School, Earlington Elementary School, West Hopkins School, Hopkins County Central High School, South Hopkins Middle School | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Title I Part A | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Activity - Big Button Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All schools were guided through the completion of the Big Button Analysis Tool Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Assessment; Principals; BACs; Curriculum Coordinators; Teachers |
| Activity - Common Assessment Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|----------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, South Hopkins Middle School | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| Activity - BRIGANCE Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | District Funding | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |

(shared) Strategy 3:

On-Going Professional Learning - The district will utilize various data sources to identify professional learning needs and provide resources, supports, and professional learning opportunities.

Category: Professional Learning & Support

Research Cited: KBE K-PREP Proficiency Goal

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|--|-----------------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Activity - Professional Learning Communities Initiative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All schools have received training on implementation, best practices, and assessing PLC effectiveness. PLCs are utilized as a way to provide job embedded professional learning based on student data and instructional needs. Schools: All Schools | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment; Principals; PLCs |
| Activity - Professional Development & Trainings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional development will be provided based on needs assessments Schools: All Schools | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity - District Teacher Consultant | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| District provides all schools with access to the District Teacher Consultant to provide on-going job embedded professional learning opportunities. Schools: All Schools | Professional Learning | 08/06/2014 | 05/18/2015 | \$65000 | District Funding | Superintendent; District Teacher Consultant |

(shared) Strategy 4:

Early Learning to Support School Readiness - The district embraces and recognizes the importance and impact of school readiness and early learning on reaching proficiency.

The district operates a blended KERA Preschool - Head Start Program that provides early learning services and opportunities to over 300 children and families each year. The curriculum and program foster the growth and development of children ages 3-5 in the five developmental domains - cognitive, social, communication, physical, and approaches to learning. Parent education on the school readiness definition and strategies for developing parents as advocates for their children and supporters of education are encouraged through home visits, parent conference, parents volunteers in the classroom, parental education, and parent involvement activities. The district strives to meet the transition needs of these children and families with transition conferences, utilization of Briagance Screener in preschool and Kindergarten, providing parents with Kindergarten expectations and activities to support development and smooth transitions.

Category: Early Learning

Research Cited: KBE K-PREP Proficiency Goals

| Activity - Readiness Definition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|---------------------|--|
| The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Preschool Staff; Kindergarten Staff |

| Activity - Use of BRIGANCE Screener in Preschool & Kindergarten | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Preschool Staff; Kindergarten Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity - District-wide Preschool Curriculum & Assessment Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| <p>ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Preschool Staff |

| Activity - Preschool to Kindergarten Transition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| <p>Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Preschool Staff; Kindergarten Staff |

| Activity - Early Learning Leadership Network | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| <p>District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; ELLN Team |

Measurable Objective 2:

60% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by 2015 K-PREP math assessments.

(shared) Strategy 1:

Curriculum, Assessment, & Alignment - Hopkins County Schools has developed curriculum maps, pacing guides, and common assessments aligned with CCSS/KCAS

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

for grades K-8.

Category: Learning Systems

Research Cited: KBE K-PREP Proficiency

| Activity - Common Core Reading & Math Program K-5 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--|
| <p>K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | District Funding | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |

| Activity - K-8 District Common Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| <p>District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly.</p> <p>Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, South Hopkins Middle School</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |

| Activity - K-8 District Pacing Guides | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| <p>District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS.</p> <p>Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, South Hopkins Middle School</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |

| Activity - Common Core Instructional Supports | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|--|--------------------------|------------|------------|---------|----------------|--|
| Common Core aligned Bellringers, Test Banks, and Formative Assessment Resources have been purchased for K-12 supplemental instruction and formative assessment for ELA and Math. Schools: All Schools | Academic Support Program | 08/06/2014 | 05/18/2015 | \$14400 | Title I Part A | Directors of Instruction; Curriculum Coordinators; K-12 Teachers |
|--|--------------------------|------------|------------|---------|----------------|--|

(shared) Strategy 2:

Analysis of Data - Each school will disaggregate and analyze KPREP, MAP, common assessment, and formative assessment data to identify instructional gaps, provide remediation/interventions as needed, and ensure all students have access to KCAS.

Category: Continuous Improvement

Research Cited: Directors of Instruction; Director of Assessment; Curriculum Coordinators; BACs; Principals; PAC; PLCs

| Activity - MAP Data Analysis Tool | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, South Hopkins Middle School | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Title I Part A | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |

| Activity - K-PREP Data Analysis Tools | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|--|
| All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. Schools: Browning Springs Middle School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Grapevine Elementary School, Hanson Elementary School, Madisonville North Hopkins High School, Pride Elementary School, Earlington Elementary School, West Hopkins School, Hopkins County Central High School, South Hopkins Middle School | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Title I Part A | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |

| Activity - Big Button Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| All schools were guided through the completion of the Big Button Analysis Tool Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Assessment; Principals; BACs; Curriculum Coordinators; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity - Common Assessment Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 Schools: Browning Springs Middle School, Pride Elementary School, James Madison Middle School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School, South Hopkins Middle School | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| Activity - BRIGANCE Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | District Funding | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |

(shared) Strategy 3:

On-Going Professional Learning - The district will utilize various data sources to identify professional learning needs and provide resources, supports, and professional learning opportunities.

Category: Professional Learning & Support

Research Cited: KBE K-PREP Proficiency Goal

| Activity - Professional Learning Communities Initiative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| All schools have received training on implementation, best practices, and assessing PLC effectiveness. PLCs are utilized as a way to provide job embedded professional learning based on student data and instructional needs. Schools: All Schools | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment; Principals; PLCs |
| Activity - Professional Development & Trainings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|--|-----------------------|------------|------------|-----|---------------------|--|
| Professional development will be provided based on needs assessments Schools: All Schools | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals |
|--|-----------------------|------------|------------|-----|---------------------|--|

| Activity - District Teacher Consultant | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| District provides all schools with access to the District Teacher Consultant to provide on-going job embedded professional learning opportunities. Schools: All Schools | Professional Learning | 08/06/2014 | 05/18/2015 | \$65000 | District Funding | Superintendent; District Teacher Consultant |

(shared) Strategy 4:

Early Learning to Support School Readiness - The district embraces and recognizes the importance and impact of school readiness and early learning on reaching proficiency.

The district operates a blended KERA Preschool - Head Start Program that provides early learning services and opportunities to over 300 children and families each year. The curriculum and program foster the growth and development of children ages 3-5 in the five developmental domains - cognitive, social, communication, physical, and approaches to learning. Parent education on the school readiness definition and strategies for developing parents as advocates for their children and supporters of education are encouraged through home visits, parent conference, parents volunteers in the classroom, parental education, and parent involvement activities. The district strives to meet the transition needs of these children and families with transition conferences, utilization of Brigance Screener in preschool and Kindergarten, providing parents with Kindergarten expectations and activities to support development and smooth transitions.

Category: Early Learning

Research Cited: KBE K-PREP Proficiency Goals

| Activity - Readiness Definition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|---------------------|--|
| The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Preschool Staff; Kindergarten Staff |

| Activity - Use of BRIGANCE Screener in Preschool & Kindergarten | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| <p>BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provide needed immediate intervention and programming.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Activity - District-wide Preschool Curriculum & Assessment Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Preschool Staff |
| Activity - Preschool to Kindergarten Transition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Activity - Early Learning Leadership Network | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| <p>District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Instruction; ELLN Team |
|--|-----------------------|------------|------------|-----|---------------------|------------------------------------|

Goal 7: 2014-2015: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.2% in 2014 to 68.2% in 2017

Measurable Objective 1:

56% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will demonstrate a proficiency in Reading by 05/18/2015 as measured by 2015 K-PREP reading assessments.

(shared) Strategy 1:

Data Driven Decision Making & Action Planning - District will provide resources, training, coaching, and modeling of the use of data to drive decision making and to develop action plans to facilitate continuous improvement. Data analysis and action planning will occur through district directors' meetings, instructional team meetings, school PACs with district coaches, and school level PLCs. Non-academic data and academic data sources will be used in the decision making process and the principal of data triangulation will be modeled and monitored. Examples of non-academic data will include: PtGT, TELL KY Survey Results, SWIS, attendance reports, & walkthrough data. Academic data sources will include: BRIGANCE, MAP, KPREP, EPAS & Common Assessments

Category: Continuous Improvement

Research Cited: KDE Achievement Gap Delivery Plan

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|--|
| <p>Analyze student achievement by gap groups utilizing MAP, KPREP, EOC, EPAS, & BRIGANCE to determine needed resources, instructional changes, and professional learning needs. All schools will be provided KASC accountability data analysis tools and MAP data analysis tools. District will provide "Big Buttons" data analysis tools to examine achievement scores and gaps. All schools will be provided guidance, resources and training on how to effectively analyze data in a meaningful way for teachers and how to use data to develop a focused CSIP.</p> <p>Schools: All Schools</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$2500 | Title I Part A | Directors of Instruction; Director of Assessment |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity - Consolidated Action Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| District and schools will utilize ASSIST platform to develop CSIPs and CDIP based upon data analysis of Unbridled Learning Accountability results and district initiatives to support high quality teaching and learning. Research-based strategies and best practices will be used to develop strategies and activities to target goals, allocate resources, and continuously monitor progress toward goals. Consolidated planning improves the likelihood that decisions, resource allocations, and instructional priorities are student needs focused. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District Administrative Team; School Administrative Teams |
| Schools: All Schools | | | | | | |

| Activity - Big Button Analysis & Planning for Students with Disabilities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| The special education Teacher Leadership Team was trained on the completion of the 20-50-30 Big Button plan to close the achievement gap identified for students with disabilities. This gap reduction plans encourages each school to analyze their achievement data for students with disabilities and strive to have 20% novice, 50% apprentice, and 30% proficient. The TLT was trained to facilitate this plan in their respective schools and to develop a 30-60-90 day plan to include strategies to achieve the 20-50-30 in their school and to "name and claim" each student with disabilities in their school. | Academic Support Program | 10/29/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Special Education; Director of Assessment; TLT |
| Schools: All Schools | | | | | | |

(shared) Strategy 2:

Integrated Programs & Equitable Staffing - The district will efficiently and effectively utilize fiscal resources and staffing to support student learning. The district will review varied data sources in order to prioritize needs and allocate resources to address identified needs. The district will ensure all school receive equitable staffing allocation so that economically disadvantaged, students with disabilities, and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out of field teachers. District staffing policy will be followed. Federal funding sources will be utilized to supplement not supplant staffing allocations. Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. The district will strive to recruit and retain highly qualified and effective teachers through recruiting efforts and Teacher Induction Program.

Category: Human Capital Management

Research Cited: Next Generation Professionals; Federal Program Compliance; KDE Achievement Gap Delivery Plan

| Activity - Equitable Staffing Distribution | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| <p>The district will ensure all schools receive equitable staffing allocation so that economically disadvantaged, students with disabilities, and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out of field teachers. District staffing policy will be followed. Federal funding sources will be utilized to supplement not supplant staffing allocations.</p> <p>Schools: All Schools</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Superintendent; Directors of Instruction; Principals; SBDM Councils |
| <p>Activity - Class Size Reduction Teachers</p> <p>Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Policy and Process</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Title II Part A | Director of Instruction; Principals; SBDM Councils |
| <p>Activity - Curriculum Coordinators</p> <p>Each school is staffed with a curriculum coordinator to provide on-going professional learning, instructional coaching, curriculum alignment, data analysis, intervention coordination, and comprehensive school planning.</p> <p>Schools: All Schools</p> | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Academic Support Program</p> | Academic Support Program | 08/06/2014 | 05/18/2015 | \$965000 | Title I Part A | Director of Instruction with Title I oversight; Principals; Curriculum Coordinators |
| <p>Activity - Special Education Building Coaches</p> <p>Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff.</p> <p>Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, South Hopkins Middle School, Hopkins County Central High School, Madisonville North Hopkins High School</p> | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Academic Support Program</p> | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | IDEA | Director of Special Education; Building Coaches |
| <p>Activity - Recruitment & Retention of Effective Teachers & Leaders</p> | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|--------------------|------------|------------|-----|---------------------|---|
| The district is committed to recruiting and retaining effective teachers and leaders. Recruitment and retention efforts are outlined in the Title II Program Budget approved by KDE. District specific activities include: Teacher Induction Program; District Administrator assigned Building Coaches; District Principal PLC; District Administrators Meeting; Teacher mentors; Principal Advisory Committees (PAC) at each school; and PLCs in each building. The efforts are to provide continuous support, mentoring, and coaching in order to nurture the developmental of new and experienced teachers and administrators. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District Administrator s, Principals, PACs; PLCs; Teacher Mentors |
| Schools: All Schools | | | | | | |

| Activity - Integrated Programs & Funding | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Hopkins County Schools is committed to integrating programs and federal, state, and local funding sources in order to address the needs of students, teachers, administrators, and the community in order for all students to graduate from our schools college and career ready. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Superintendent; District Administrative Staff; Principals; SBDM Councils |
| Schools: All Schools | | | | | | |

(shared) Strategy 3:

Interventions - KSI/Rtl - The district will administer universal screener(s) at least three times per year for students K-10 in order to identify students not achieving academic and behavior expectations. Through the triangulation of data, school level student assistance teams will identify students needing targeted or intensive intervention plans and deliver evidence-based interventions based upon data analysis. District-wide intervention process and plan will be coordinated by the district PBIS/KSI coach.

Category: Learning Systems

Research Cited: KDE Proficiency Delivery Plan

| Activity - District Intervention Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| The district has a well defined and documented KSI/Rtl process for academic and behavior tiered interventions. The process is fluid and is refined as the intervention process changes to meet student needs and state expectations. Implementation of the KSI process is in its fifth year of implementation. | Policy and Process | 08/05/2014 | 05/18/2015 | \$0 | No Funding Required | District PBIS/KSI Coach; School Level Student Support Teams |
| Schools: All Schools | | | | | | |

| Activity - School Level Student Support Teams | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|--------------------|------------|------------|-----|---------------------|--|
| Each school has a student support team that meets monthly with district PBIS/KSI coach to review student academic and non-academic data, develop/revise student intervention plans, analyze student progress monitoring, modify interventions, and determine if students are in need of a referral for an evaluation. Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District PBIS/KSI Coach; School Level Student Support Teams |
|---|--------------------|------------|------------|-----|---------------------|--|

(shared) Strategy 4:

Professional Learning & Supports for Closing Achievement Gaps - Hopkins County Schools uses data analysis and needs assessments to direct professional learning initiatives. Data sources include: BRIGANCE; KPREP; MAP; EPAS; Program Reviews; PtGT; TELL KY Survey Results; and Walkthrough Data. District initiatives for SY 2014-2015 include: PLC Training, Co-Teaching Model Training, On Demand Writing/Constructed Response Training; Curriculum Implementation Coaching
Category: Professional Learning & Support
Research Cited: KDE Achievement Gap Delivery Plan

| Activity - Co-Teaching Initiative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Hopkins County Schools continues to collaborate and partner with the West Kentucky Special Education Cooperative to provide continued support for HCCHS and MNHHS following the 3 year model and has initiated the 3 year project at BSMS. The collaborative partnership provides professional learning, observations and coaching for classroom teachers by the WKSEC staff. Co-Teaching allows students to receive content instruction delivered by a content specialist and a specialist in providing specially designed instruction. Co-teaching provides students with SDI in the least restrictive environment and ensure a culture of high expectations for all students. Schools: Browning Springs Middle School, Hopkins County Central High School, Madisonville North Hopkins High School | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Special Education; Building Coaches; WKSEC Consultants; Principals; Teachers |

| Activity - Professional Learning Community & Principal Advisory Committee Initiative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| The district is supporting the development of effective PLCs and PACs through district wide training, assigning district administrators as school coaches, and continuous monitoring. PLCs and PACs are charged with the task of utilizing data to make decisions that will impact student learning. PLCs and PACs allow for student work analysis, data driven decision making, collegial collaboration, enhanced instructional practices, horizontal alignment/planning and vertical alignment/planning. Schools: All Schools | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District Level Coaches; School Level PLCs; School Level PACs |

(shared) Strategy 5:

Parental Involvement & Community Engagement - The district and school strive to engage in collaboration with parents and community stakeholders to address the academic and social of the district, schools and students. Collaboration is necessary to determine and address the needs of students, families, and communities in

Hopkins County

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

order to reduce barriers to learning and elicit partnerships for high expectations of all students in regards to academic achievement.

Category: Stakeholder Engagement

Research Cited: KDE Guidelines for Closing the Gaps for All Students

| Activity - Family Engagement Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| The district and schools design family engagement activities throughout the school year to provide parents with information regarding curriculum assessment, academic/behavior expectations, and strategies to support learning in the home. Activities vary based on student needs and parent needs. In addition to parent involvement activities, each school holds two parent teacher conferences per year. The district also provides parents with access to student information via Infinite Campus Parent Portal and Messenger. The district, schools, and teachers use varied media sources to provide parents and students with current information regarding curriculum, assessment, student performance, and extracurricular opportunities. Schools: All Schools | Parent Involvement | 08/06/2014 | 05/18/2015 | \$19000 | Title II Part A | Directors of Instruction; Title I Family Involvement Coordinators; School Staff |

| Activity - Community Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|-------------------|--|
| The district utilizes community engagement specialist, monthly newsletters, Facebook, Twitter, IC Messenger, district and school websites, local newspaper, and local radio stations to provide all community stakeholders with the most current information regarding school performance and changes in the education process. In addition the district provides information to celebrate school and student successes. The school to careers coordinator facilitates community engagement in college and career readiness activities across all grade levels to elicit community business partners to facilitate and support initiatives. The CDIP Review Team includes both internal and external community stakeholders in the planning and review process to gain community input. Schools: All Schools | Community Engagement | 08/06/2014 | 05/18/2015 | \$50000 | General Fund | Community Engagement Specialist, Title I Coordinators, School To Careers Coordinator, District Administrators, Principals |

(shared) Strategy 6:

Use of Extended School Services - ESS is a state funded initiative that provides students with tutoring services based upon identified need. Each school receives a district allocation for ESS services and has an ESS coordinator that manages the identification of students in need of services, implementing services, and progress monitoring documentations.

Category: Learning Systems

Research Cited: KERA Flex Focus Funding

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|--|--------------------------|------------|------------|----------|-------------|---|
| Each school is allocated flex focus funds to offer extended school services to students identified in need of remediation or acceleration. Schools: All Schools | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | State Funds | Director of Instruction; ESS Coordinators; ESS Tutors |
|--|--------------------------|------------|------------|----------|-------------|---|

Measurable Objective 2:

52% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will demonstrate a proficiency in Mathematics by 05/18/2015 as measured by 2015 K-PREP math assessments.

(shared) Strategy 1:

Data Driven Decision Making & Action Planning - District will provide resources, training, coaching, and modeling of the use of data to drive decision making and to develop action plans to facilitate continuous improvement. Data analysis and action planning will occur through district directors' meetings, instructional team meetings, school PACs with district coaches, and school level PLCs. Non-academic data and academic data sources will be used in the decision making process and the principal of data triangulation will be modeled and monitored. Examples of non-academic data will include: PtGT, TELL KY Survey Results, SWIS, attendance reports, & walkthrough data. Academic data sources will include: BRIGANCE, MAP, KPREP, EPAS & Common Assessments

Category: Continuous Improvement

Research Cited: KDE Achievement Gap Delivery Plan

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| Analyze student achievement by gap groups utilizing MAP, KPREP, EOC, EPAS, & BRIGANCE to determine needed resources, instructional changes, and professional learning needs. All schools will be provided KASC accountability data analysis tools and MAP data analysis tools. District will provide "Big Buttons" data analysis tools to examine achievement scores and gaps. All schools will be provided guidance, resources and training on how to effectively analyze data in a meaningful way for teachers and how to use data to develop a focused CSIP. Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$2500 | Title I Part A | Directors of Instruction; Director of Assessment |

| Activity - Consolidated Action Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| District and schools will utilize ASSIST platform to develop CSIPs and CDIP based upon data analysis of Unbridled Learning Accountability results and district initiatives to support high quality teaching and learning. Research-based strategies and best practices will be used to develop strategies and activities to target goals, allocate resources, and continuously monitor progress toward goals. Consolidated planning improves the likelihood that decisions, resource allocations, and instructional priorities are student needs focused. Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District Administrative Team; School Administrative Teams |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity - Big Button Analysis & Planning for Students with Disabilities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| <p>The special education Teacher Leadership Team was trained on the completion of the 20-50-30 Big Button plan to close the achievement gap identified for students with disabilities. This gap reduction plans encourages each school to analyze their achievement data for students with disabilities and strive to have 20% novice, 50% apprentice, and 30% proficient. The TLT was trained to facilitate this plan in their respective schools and to develop a 30-60-90 day plan to include strategies to achieve the 20-50-30 in their school and to "name and claim" each student with disabilities in their school.</p> <p>Schools: All Schools</p> | Academic Support Program | 10/29/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Special Education; Director of Assessment; TLT |

(shared) Strategy 2:

Integrated Programs & Equitable Staffing - The district will efficiently and effectively utilize fiscal resources and staffing to support student learning. The district will review varied data sources in order to prioritize needs and allocate resources to address identified needs. The district will ensure all school receive equitable staffing allocation so that economically disadvantaged, students with disabilities, and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out of field teachers. District staffing policy will be followed. Federal funding sources will be utilized to supplement not supplant staffing allocations. Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. The district will strive to recruit and retain highly qualified and effective teachers through recruiting efforts and Teacher Induction Program.

Category: Human Capital Management

Research Cited: Next Generation Professionals; Federal Program Compliance; KDE Achievement Gap Delivery Plan

| Activity - Equitable Staffing Distribution | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| <p>The district will ensure all schools receive equitable staffing allocation so that economically disadvantaged, students with disabilities, and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out of field teachers. District staffing policy will be followed. Federal funding sources will be utilized to supplement not supplant staffing allocations.</p> <p>Schools: All Schools</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Superintendent; Directors of Instruction; Principals; SBDM Councils |

| Activity - Class Size Reduction Teachers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|--|
| <p>Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE.</p> <p>Schools: Pride Elementary School, West Broadway Elementary School, Southside Elementary School, Jesse Stuart Elementary School, Earlington Elementary School, Hanson Elementary School, Grapevine Elementary School, West Hopkins School</p> | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Title II Part A | Director of Instruction; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity - Curriculum Coordinators | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Each school is staffed with a curriculum coordinator to provide on-going professional learning, instructional coaching, curriculum alignment, data analysis, intervention coordination, and comprehensive school planning. Schools: All Schools | Academic Support Program | 08/06/2014 | 05/18/2015 | \$965000 | Title I Part A | Director of Instruction with Title I oversight; Principals; Curriculum Coordinators |
| Activity - Special Education Building Coaches | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff. Schools: Browning Springs Middle School, James Madison Middle School, West Hopkins School, South Hopkins Middle School, Hopkins County Central High School, Madisonville North Hopkins High School | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | IDEA | Director of Special Education; Building Coaches |
| Activity - Recruitment & Retention of Effective Teachers & Leaders | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The district is committed to recruiting and retaining effective teachers and leaders. Recruitment and retention efforts are outlined in the Title II Program Budget approved by KDE. District specific activities include: Teacher Induction Program; District Administrator assigned Building Coaches; District Principal PLC; District Administrators Meeting; Teacher mentors; Principal Advisory Committees (PAC) at each school; and PLCs in each building. The efforts are to provide continuous support, mentoring, and coaching in order to nurture the developmental of new and experienced teachers and administrators. Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District Administrators, Principals, PACs; PLCs; Teacher Mentors |
| Activity - Integrated Programs & Funding | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Hopkins County Schools is committed to integrating programs and federal, state, and local funding sources in order to address the needs of students, teachers, administrators, and the community in order for all students to graduate from our schools college and career ready. Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Superintendent; District Administrative Staff; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

(shared) Strategy 3:

Interventions - KSI/RtI - The district will administer universal screener(s) at least three times per year for students K-10 in order to identify students not achieving academic and behavior expectations. Through the triangulation of data, school level student assistance teams will identify students needing targeted or intensive intervention plans and deliver evidence-based interventions based upon data analysis. District-wide intervention process and plan will be coordinated by the district PBIS/KSI coach.

Category: Learning Systems

Research Cited: KDE Proficiency Delivery Plan

| Activity - District Intervention Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| The district has a well defined and documented KSI/RtI process for academic and behavior tiered interventions. The process is fluid and is refined as the intervention process changes to meet student needs and state expectations. Implementation of the KSI process is in its fifth year of implementation. Schools: All Schools | Policy and Process | 08/05/2014 | 05/18/2015 | \$0 | No Funding Required | District PBIS/KSI Coach; School Level Student Support Teams |

| Activity - School Level Student Support Teams | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Each school has a student support team that meets monthly with district PBIS/KSI coach to review student academic and non-academic data, develop/revise student intervention plans, analyze student progress monitoring, modify interventions, and determine if students are in need of a referral for an evaluation. Schools: All Schools | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District PBIS/KSI Coach; School Level Student Support Teams |

(shared) Strategy 4:

Professional Learning & Supports for Closing Achievement Gaps - Hopkins County Schools uses data analysis and needs assessments to direct professional learning initiatives. Data sources include: BRIGANCE; KPREP; MAP; EPAS; Program Reviews; PtGT; TELL KY Survey Results; and Walkthrough Data. District initiatives for SY 2014-2015 include: PLC Training, Co-Teaching Model Training, On Demand Writing/Constructed Response Training; Curriculum Implementation Coaching

Category: Professional Learning & Support

Research Cited: KDE Achievement Gap Delivery Plan

| Activity - Co-Teaching Initiative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| <p>Hopkins County Schools continues to collaborate and partner with the West Kentucky Special Education Cooperative to provide continued support for HCCHS and MNHHS following the 3 year model and has initiated the 3 year project at BSMS. The collaborative partnership provides professional learning, observations and coaching for classroom teachers by the WKSEC staff. Co-Teaching allows students to receive content instruction delivered by a content specialist and a specialist in providing specially designed instruction. Co-teaching provides students with SDI in the least restrictive environment and ensure a culture of high expectations for all students.</p> | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | Director of Special Education; Building Coaches; WKSEC Consultants; Principals; Teachers |
| <p>Schools: Browning Springs Middle School, Hopkins County Central High School, Madisonville North Hopkins High School</p> | | | | | | |

| Activity - Professional Learning Community & Principal Advisory Committee Initiative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| <p>The district is supporting the development of effective PLCs and PACs through district wide training, assigning district administrators as school coaches, and continuous monitoring. PLCs and PACs are charged with the task of utilizing data to make decisions that will impact student learning. PLCs and PACs allow for student work analysis, data driven decision making, collegial collaboration, enhanced instructional practices, horizontal alignment/planning and vertical alignment/planning.</p> | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | No Funding Required | District Level Coaches; School Level PLCs; School Level PACs |
| <p>Schools: All Schools</p> | | | | | | |

(shared) Strategy 5:

Parental Involvement & Community Engagement - The district and school strive to engage in collaboration with parents and community stakeholders to address the academic and social of the district, schools and students. Collaboration is necessary to determine and address the needs of students, families, and communities in order to reduce barriers to learning and elicit partnerships for high expectations of all students in regards to academic achievement.

Category: Stakeholder Engagement

Research Cited: KDE Guidelines for Closing the Gaps for All Students

| Activity - Family Engagement Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| <p>The district and schools design family engagement activities throughout the school year to provide parents with information regarding curriculum assessment, academic/behavior expectations, and strategies to support learning in the home. Activities vary based on student needs and parent needs. In addition to parent involvement activities, each school holds two parent teacher conferences per year. The district also provides parents with access to student information via Infinite Campus Parent Portal and Messenger. The district, schools, and teachers use varied media sources to provide parents and students with current information regarding curriculum, assessment, student performance, and extracurricular opportunities.</p> | Parent Involvement | 08/06/2014 | 05/18/2015 | \$19000 | Title II Part A | Directors of Instruction; Title I Family Involvement Coordinators; School Staff |
| Schools: All Schools | | | | | | |

| Activity - Community Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|-------------------|---|
| <p>The district utilizes community engagement specialist, monthly newsletters, Facebook, Twitter, IC Messenger, district and school websites, local newspaper, and local radio stations to provide all community stakeholders with the most current information regarding school performance and changes in the education process. In addition the district provides information to celebrate school and student successes. The school to careers coordinator facilitates community engagement in college and career readiness activities across all grade levels to elicit community business partners to facilitate and support initiatives. The CDIP Review Team includes both internal and external community stakeholders in the planning and review process to gain community input.</p> | Community Engagement | 08/06/2014 | 05/18/2015 | \$50000 | General Fund | Community Engagement Specialist, Title I Coordinators, School To Careers Coordinator, District Administrators, Principals |
| Schools: All Schools | | | | | | |

(shared) Strategy 6:

Use of Extended School Services - ESS is a state funded initiative that provides students with tutoring services based upon identified need. Each school receives a district allocation for ESS services and has an ESS coordinator that manages the identification of students in need of services, implementing services, and progress monitoring documentations.

Category: Learning Systems

Research Cited: KERA Flex Focus Funding

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| <p>Each school is allocated flex focus funds to offer extended school services to students identified in need of remediation or acceleration.</p> | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | State Funds | Director of Instruction; ESS Coordinators; ESS Tutors |
| Schools: All Schools | | | | | | |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|--------------------------|------------|------------|-------------------|--|
| APEX Learning | APEX is utilized by all district high schools and programs that support high school students for credit recovery and self-paced learning. Summer school programs, Enhanced Learning programs, and Extended School Services also utilize APEX platform. | Technology | 08/06/2014 | 05/18/2015 | \$38500 | Director of Instruction; Hopkins County Schools Academy & Day Treatment Staff; High School Teachers and ESS Teachers |
| Extended School Services | Each school is allocated flex focus funds to offer extended school services to students identified in need of remediation or acceleration. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | Director of Instruction; ESS Coordinators; ESS Tutors |
| Total | | | | | \$138500 | |

School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|----------------------|------------|------------|-------------------|-------------------|
| College Experiences | At-risk students will gain increased college exposure through on-campus visits from college and university representatives. Students will also have field trip opportunities to visit local colleges and universities and tour the campus to witness an active college campus firsthand. All 2nd and 5th grade students also visit colleges through the "I'm Going to College" program. | Community Engagement | 08/06/2014 | 05/18/2015 | \$5000 | School Staff |
| Total | | | | | \$5000 | |

Title I Part A

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|--------------------------|------------|------------|-------------------|---|
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| Common Core Instructional Supports | Common Core aligned Bellringers, Test Banks, and Formative Assessment Resources have been purchased for K-12 supplemental instruction and formative assessment for ELA and Math. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$14400 | Directors of Instruction; Curriculum Coordinators; K-12 Teachers |
| Transitional Course Interventions | High school seniors that do not meet benchmarks on the junior ACT administration will be placed into CCR courses based on the Transitional Model provided by KDE. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | High School Guidance Counselors; Interventionist s; Directors of Instruction |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Data Analysis | Analyze student achievement by gap groups utilizing MAP, KPREP, EOC, EPAS, & BRIGANCE to determine needed resources, instructional changes, and professional learning needs. All schools will be provided KASC accountability data analysis tools and MAP data analysis tools. District will provide "Big Buttons" data analysis tools to examine achievement scores and gaps. All schools will be provided guidance, resources and training on how to effectively analyze data in a meaningful way for teachers and how to use data to develop a focused CSIP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$2500 | Directors of Instruction; Director of Assessment |
| Curriculum Coordinators | Each school is staffed with a curriculum coordinator to provide on-going professional learning, instructional coaching, curriculum alignment, data analysis, intervention coordination, and comprehensive school planning. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$965000 | Director of Instruction with Title I oversight; Principals; Curriculum Coordinators |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Collaboration with Community & Business Partners & Resources | Will utilize district's School to Careers coordinator and Title I Family Involvement coordinators to coordinate and feature in-school and out-of-school learning opportunities to incorporate community and business partners and resources | Academic Support Program | 08/06/2014 | 05/18/2015 | \$18745 | School to Careers Coordinator; Title I Family Involvement Coordinators; Directors of Instruction |
| Total | | | | | \$1104245 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|---|--------------------------------|------------|------------|-------------------|---|
| Celebrating Successes | Schools implementing PBIS with fidelity will receive a monetary incentive for their implementation efforts, thus encouraging other schools to improve their implementation efforts | Policy and Process | 08/06/2014 | 05/18/2015 | \$6800 | District PBIS Coach; Superintendent |
| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provide needed immediate intervention and programming. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| School to Career Activities | School to Career Coordinator will develop and schedule yearly STC programs and field trips for all elementary, middle, and high school students. These activities will include but are not limited to JA, MAP, LIFE, Groundhog Shadow Day, I'm Going to College, Breakfast of Champions, and other programs or events that allow students to explore college and career opportunities. Creating Futures Career Fair is an additional career preparation opportunity for students with disabilities. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$25900 | School to Career Coordinator; Community Partners; Directors of Instruction; School Staff |
| Project Lead the Way | Teachers will be certified to offer PLTW so that students may take rigorous PLTW courses and any KOSSA exams for which they are eligible. | Professional Learning | 08/06/2014 | 05/18/2015 | \$110000 | District PLTW Delegate; PLTW Teachers; High School Principals; High School Counselors |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|--|---|----------------------------|------------|------------|-----------------|--|
| Collaboration with Community & Business Partners & Resources | Will utilize district's School to Careers coordinator and Title I Family Involvement coordinators to coordinate and feature in-school and out-of-school learning opportunities to incorporate community and business partners and resources | Academic Support Program | 08/06/2014 | 05/18/2015 | \$25943 | School to Careers Coordinator; Title I Family Involvement Coordinators; Directors of Instruction |
| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |
| District Teacher Consultant | District provides all schools with access to the District Teacher Consultant to provide on-going job embedded professional learning opportunities. | Professional Learning | 08/06/2014 | 05/18/2015 | \$65000 | Superintendent; District Teacher Consultant |
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Total | | | | | \$243643 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|---|--------------------------|------------|------------|-------------------|---|
| Transitional Course Interventions | High school seniors that do not meet benchmarks on the junior ACT administration will be placed into CCR courses based on the Transitional Model provided by KDE. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | High School Guidance Counselors; Interventionists; Directors of Instruction |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|--------------------------------|---|--------------------------|------------|------------|----------|--|
| Community Engagement | The district utilizes community engagement specialist, monthly newsletters, Facebook, Twitter, IC Messenger, district and school websites, local newspaper, and local radio stations to provide all community stakeholders with the most current information regarding school performance and changes in the education process. In addition the district provides information to celebrate school and student successes. The school to careers coordinator facilitates community engagement in college and career readiness activities across all grade levels to elicit community business partners to facilitate and support initiatives. The CDIP Review Team includes both internal and external community stakeholders in the planning and review process to gain community input. | Community Engagement | 08/06/2014 | 05/18/2015 | \$50000 | Community Engagement Specialist, Title I Coordinators, School To Careers Coordinator, District Administrator s, Principals |
| Hopkins County Schools Academy | Hopkins County Schools provides high school juniors and seniors the opportunity to complete their graduation requirements in a non-traditional setting using APEX Learning. The program provides students the opportunity for self-paced, technology based learning with a flexible alternative high school setting. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | Academy Staff; Director of Instruction; DPP |
| School Counts! | Hopkins County Schools and Madisonville Community and Technical College have partnered together in the School Counts! program to award high school graduates who meet academic and attendance goals with a scholarship to MCC upon graduation. | Community Engagement | 08/06/2014 | 05/18/2015 | \$640 | Superintendent; MCC Staff; High School Counselors |
| Total | | | | | \$250640 | |

Title IV Part B

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|-----------------------|------------|------------|-------------------|--|
| Disseminate Resources to Support Program Reviews | Based upon district review of school data, support on-going professional learning opportunities that will provide educators with the skills and confidence to provide learners with the explicit instruction specific to each program review area | Professional Learning | 08/06/2014 | 05/18/2015 | \$10000 | Directors of Instruction; Director of Assessment |
| Total | | | | | \$10000 | |

IDEA

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|--------------------|------------|------------|-------------------|---|
| Special Education Building Coaches | The Special Education Building Coach will mentor individual SPED students to keep them on track for graduation. The Building Coach will also ensure transition services are provided to SPED students as part of their IEP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---------------------------------------|---|--------------------------------|------------|------------|-----------------|---|
| Special Education Work-Based Learning | Junior and senior students with disabilities will be provided the opportunity for Work- Based Learning during the regular school day through supervised employment opportunities at local businesses. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$15000 | Director of Special Education; Classified Instructional Assistant |
| Special Education Building Coaches | Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Total | | | | | \$615000 | |

Title IV Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|--|--------------------------------|------------|------------|-------------------|---|
| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |
| Total | | | | | \$6000 | |

Race to the Top

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|---|--------------------|------------|------------|-------------------|--|
| Principal Calibration | District and school level administrators will complete the calibration process as outlined in the district CEP and following TeachScape guidelines to ensure scoring accuracy for TPGES classroom observations. | Policy and Process | 10/01/2014 | 05/18/2015 | \$1980 | District Level Administrators; School Level Administrators |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|---|-----------------------|------------|------------|----------------|---|
| Development of District CEP through 50/50 Committee | The district's 50/50 committee will develop, review, and revise the district's CEP as needed to ensure the district's certified employees are provided with a document that clearly outlines the TPGES requirements, timelines, and criteria for effectiveness | Policy and Process | 07/01/2014 | 05/18/2015 | \$10000 | District Administrative Team; School Administrative Teams; 50/50 Committee; Certified Staff |
| Assistant Principal Certifications | Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Total | | | | | \$16017 | |

Title II Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|---|--------------------|------------|------------|-------------------|---|
| Family Engagement Activities | The district and schools design family engagement activities throughout the school year to provide parents with information regarding curriculum assessment, academic/behavior expectations, and strategies to support learning in the home. Activities vary based on student needs and parent needs. In addition to parent involvement activities, each school holds two parent teacher conferences per year. The district also provides parents with access to student information via Infinite Campus Parent Portal and Messenger. The district, schools, and teachers use varied media sources to provide parents and students with current information regarding curriculum, assessment, student performance, and extracurricular opportunities. | Parent Involvement | 08/06/2014 | 05/18/2015 | \$19000 | Directors of Instruction; Title I Family Involvement Coordinators; School Staff |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |
| Total | | | | | \$399254 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
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2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| CTE Curriculum Mapping & Assessment Development | High school CTE teachers will ensure alignment between the common core and career/technical standards and the curriculum they teach. Lesson plans and curriculum maps will provide evidence that both sets of standards are taught in each unit as appropriate. The development of formative/interim assessments for each CTE program will be used to determine chances of successful on KOSSA, Work Keys and Industry Certification assessments. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; CTE Teachers |
| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provide needed immediate intervention and programming. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Professional Development & Trainings | Professional development will be provided based on needs assessments | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals |
| Student Voice Survey Implementation | Students in grades 3-12 will participate in the completion of Student Voice Surveys. Teachers will utilize student feedback gained through the completion of Student Voice Surveys as a source of evidence to improve professional practices and become more effective. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Certified Teachers; Students |
| Area Resource for PBIS | By serving as an area resource for PBIS implementation, our schools will have to continue to use data analysis to monitor and support continuous improvement of PBIS implementation within our schools in order to effectively assist other districts/schools with their own implementation plans. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | District PBIS Coach; School PBIS Teams; Teachers; Staff |
| Equitable Staffing Distribution | The district will ensure all schools receive equitable staffing allocation so that economically disadvantaged, students with disabilities, and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out of field teachers. District staffing policy will be followed. Federal funding sources will be utilized to supplement not supplant staffing allocations. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Superintendent; Directors of Instruction; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| | | | | | | |
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| Dual Credit Courses | High school students will be able to earn college credit while in high school through dual credit offerings. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | High School Guidance Counselors; Dual Credit Teachers |
| External District-Level Program Reviews | At the end of the 2014-2015 school year, the district-level program review team will conduct external reviews of each school's required program reviews to ensure accuracy in school reporting; to identify patterns and gaps among grade spans; to determine next steps needed from the district to improve programs; and to discuss with individual schools their plan for addressing concerns revealed in the review of programs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment |
| CIITS Educator Development Suite Usage | All district administrators, principals, assistant principals, and certified staff will be provided training and resources in order to successfully enter all CEP/TPGES requirements in CIITS as outlined in CEP and required by KDE. | Technology | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Building Level Administrators; Certified Staff |
| Consolidated Action Planning | District and schools will utilize ASSIST platform to develop CSIPs and CDIP based upon data analysis of Unbridled Learning Accountability results and district initiatives to support high quality teaching and learning. Research-based strategies and best practices will be used to develop strategies and activities to target goals, allocate resources, and continuously monitor progress toward goals. Consolidated planning improves the likelihood that decisions, resource allocations, and instructional priorities are student needs focused. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | District Administrative Team; School Administrative Teams |
| ILP Completion & Utilization | All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |
| Professional Learning for TPGES Implementation | School level administrative teams were provided an administrative retreat for comprehensive training on the district's CEP, full implementation of TPGES, and CIITS documentation requirements. School administrative teams and/or district level administrators in turn provided all certified staff with training on CEP/TPGES implementation. All certified staff were provided an electronic and/or paper copy of the CEP. | Professional Learning | 07/21/2014 | 10/01/2014 | \$0 | District Administrators; School Level Administrators |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| | | | | | | |
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| Big Button Analysis | All schools were guided through the completion of the Big Button Analysis Tool | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Assessment; Principals; BACs; Curriculum Coordinators; Teachers |
| College Placement & Work Ready Testing | Provide students with practice opportunities for COMPASS, KYOTE, WorkKeys, and KOSSA assessments | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Counselors; Director of Assessment |
| Site Visits/SET | District Instructional Team members and district administrative team will be assigned to individual schools to conduct School-Wide Evaluation Tool visits and/or site visits throughout the 2014-2015 school year. Data collected will be compiled by the District PBIS coach, feedback will be provided to each school team, and recommendations for improvements will be provided to each school team based on data collected during visits. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | District Instructional Team Members; District PBIS Coach |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| Professional Learning Community & Principal Advisory Committee Initiative | The district is supporting the development of effective PLCs and PACs through district wide training, assigning district administrators as school coaches, and continuous monitoring. PLCs and PACs are charged with the task of utilizing data to make decisions that will impact student learning. PLCs and PACs allow for student work analysis, data driven decision making, collegial collaboration, enhanced instructional practices, horizontal alignment/planning and vertical alignment/planning. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | District Level Coaches; School Level PLCs; School Level PACs |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|--|--------------------------------|------------|------------|-----|---|
| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| District Intervention Plan | The district has a well defined and documented KSI/Rtl process for academic and behavior tiered interventions. The process is fluid and is refined as the intervention process changes to meet student needs and state expectations. Implementation of the KSI process is in its fifth year of implementation. | Policy and Process | 08/05/2014 | 05/18/2015 | \$0 | District PBIS/KSI Coach; School Level Student Support Teams |
| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Development of District CEP through 50/50 Committee | The district's 50/50 committee will develop, review, and revise the district's CEP as needed to ensure the district's principals are provided with a document that clearly outlines the PPGES requirements, timelines, and criteria for effectiveness | Policy and Process | 07/01/2014 | 05/18/2015 | \$0 | District Administrative Team; 50/50 Committee |
| IEP Transition Services & Community Partners | For Students with Disabilities ages 15+, outside agencies are invited to attend ARC meetings to provide post-secondary advice. Post-secondary transition planning includes goal-setting and identification of transition services. Graduating seniors with IEPs will be required to work with community partners to assist the students with post-secondary plans. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; High School Building Coaches; High School Special Education Teachers |
| TELL KY Survey Completion & Data Dissagregation | All staff will be encouraged to participate in the completion of the 2015 TELL KY Surveys. Principals will be provided resources to effectively analyze survey data in order to improve working conditions, student achievement, and school culture. | Policy and Process | 01/05/2015 | 05/18/2015 | \$0 | District Administrator s; Principals; Certified Staff |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |
| Coaches Meetings | District PBIS Coach will meet with school coaches 4 times per year to provide updated information and share implementation ideas among schools | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | District PBIS Coach |

Hopkins County

Page 49

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|---|--------------------------------|------------|------------|-----|--|
| Recruitment & Retention of Effective Teachers & Leaders | The district is committed to recruiting and retaining effective teachers and leaders. Recruitment and retention efforts are outlined in the Title II Program Budget approved by KDE. District specific activities include: Teacher Induction Program; District Administrator assigned Building Coaches; District Principal PLC; District Administrators Meeting; Teacher mentors; Principal Advisory Committees (PAC) at each school; and PLCs in each building. The efforts are to provide continuous support, mentoring, and coaching in order to nurture the developmental of new and experienced teachers and administrators. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | District Administrator s, Principals, PACs; PLCs; Teacher Mentors |
| WorkKeys Assessment | Madisonville Community and Technical College and KDE will provide high school seniors with opportunities to take the WorkKeys assessment | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Guidance Counselors; Director of Assessment |
| School Level Student Support Teams | Each school has a student support team that meets monthly with district PBIS/KSI coach to review student academic and non-academic data, develop/revise student intervention plans, analyze student progress monitoring, modify interventions, and determine if students are in need of a referral for an evaluation. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | District PBIS/KSI Coach; School Level Student Support Teams |
| Industry Certification Review | CTE teachers and staff will evaluate our current industry certification offerings and develop a plan to afford more opportunities to provide industry certification as staffing allows. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; CTE Teachers & Staff |
| Professional Learning for PPGES Implementation | District Administrative Team has provided all principals training on PPGES requirements as outlined in CEP; utilization of TELL KY results to develop Working Conditions Goal & Professional Growth Goals; use of School Report Card to develop growth goals; printed copy of CEP, new principal standards, and CIITS quick reference cards; and resources on documentation requirements and procedures in CIITS for PPGES. | Professional Learning | 07/01/2014 | 05/18/2015 | \$0 | District Administrative Team |
| Integrated Programs & Funding | Hopkins County Schools is committed to integrating programs and federal, state, and local funding sources in order to address the needs of students, teachers, administrators, and the community in order for all students to graduate from our schools college and career ready. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Superintendent; District Administrative Staff; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Professional Learning Communities Initiative | All schools have received training on implementation, best practices, and assessing PLC effectiveness. PLCs are utilized as a way to provide job embedded professional learning based on student data and instructional needs. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Principals; PLCs |
| Operation Preparation | Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | District and School ILP Coordinators; Principals; Community Volunteers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Big Button Analysis & Planning for Students with Disabilities | The special education Teacher Leadership Team was trained on the completion of the 20-50-30 Big Button plan to close the achievement gap identified for students with disabilities. This gap reduction plans encourages each school to analyze their achievement data for students with disabilities and strive to have 20% novice, 50% apprentice, and 30% proficient. The TLT was trained to facilitate this plan in their respective schools and to develop a 30-60-90 day plan to include strategies to achieve the 20-50-30 in their school and to "name and claim" each student with disabilities in their school. | Academic Support Program | 10/29/2014 | 05/18/2015 | \$0 | Director of Special Education; Director of Assessment; TLT |
| Co-Teaching Initiative | Hopkins County Schools continues to collaborate and partner with the West Kentucky Special Education Cooperative to provide continued support for HCCHS and MNHHS following the 3 year model and has initiated the 3 year project at BSMS. The collaborative partnership provides professional learning, observations and coaching for classroom teachers by the WKSEC staff. Co-Teaching allows students to receive content instruction delivered by a content specialist and a specialist in providing specially designed instruction. Co-teaching provides students with SDI in the least restrictive environment and ensure a culture of high expectations for all students. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; Building Coaches; WKSEC Consultants; Principals; Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| AP Course Accessibility | Students will be pre-enrolled to AP courses based on assessment data such as EXPLORE, PLAN, ACT and/or MAP data. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | High School Counselors; AP Teachers; District AP liaison |
| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |
| Use of PtGt | All schools in the district will be trained on the use of the PtGt found in IC. The data will identify students who are off-track or accelerated to determine the most appropriate way schools can engage students and provide needed interventions to ensure they graduate college/career ready. The PtGt in IC will help identify students who may be at risk in order for school staff to provide the needed interventions and to remove barriers to academic success and graduation. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction, Director of Assessment, Director of Special Education, Principals, Guidance Counselors, Building Coaches |
| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Total | | | | | \$0 | |

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|----------------------------|------------|------------|-------------------|--|
| Site Visits/SET | District Instructional Team members and district administrative team will be assigned to individual schools to conduct School-Wide Evaluation Tool visits and/or site visits throughout the 2014-2015 school year. Data collected will be compiled by the District PBIS coach, feedback will be provided to each school team, and recommendations for improvements will be provided to each school team based on data collected during visits. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | District Instructional Team Members; District PBIS Coach |
| Coaches Meetings | District PBIS Coach will meet with school coaches 4 times per year to provide updated information and share implementation ideas among schools | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | District PBIS Coach |
| Area Resource for PBIS | By serving as an area resource for PBIS implementation, our schools will have to continue to use data analysis to monitor and support continuous improvement of PBIS implementation within our schools in order to effectively assist other districts/schools with their own implementation plans. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$0 | District PBIS Coach; School PBIS Teams; Teachers; Staff |
| Celebrating Successes | Schools implementing PBIS with fidelity will receive a monetary incentive for their implementation efforts, thus encouraging other schools to improve their implementation efforts | Policy and Process | 08/06/2014 | 05/18/2015 | \$6800 | District PBIS Coach; Superintendent |
| External District-Level Program Reviews | At the end of the 2014-2015 school year, the district-level program review team will conduct external reviews of each school's required program reviews to ensure accuracy in school reporting; to identify patterns and gaps among grade spans; to determine next steps needed from the district to improve programs; and to discuss with individual schools their plan for addressing concerns revealed in the review of programs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment |
| Disseminate Resources to Support Program Reviews | Based upon district review of school data, support on-going professional learning opportunities that will provide educators with the skills and confidence to provide learners with the explicit instruction specific to each program review area | Professional Learning | 08/06/2014 | 05/18/2015 | \$10000 | Directors of Instruction; Director of Assessment |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Collaboration with Community & Business Partners & Resources | Will utilize district's School to Careers coordinator and Title I Family Involvement coordinators to coordinate and feature in-school and out-of-school learning opportunities to incorporate community and business partners and resources | Academic Support Program | 08/06/2014 | 05/18/2015 | \$44688 | School to Careers Coordinator; Title I Family Involvement Coordinators; Directors of Instruction |
| Development of District CEP through 50/50 Committee | The district's 50/50 committee will develop, review, and revise the district's CEP as needed to ensure the district's certified employees are provided with a document that clearly outlines the TPGES requirements, timelines, and criteria for effectiveness | Policy and Process | 07/01/2014 | 05/18/2015 | \$10000 | District Administrative Team; School Administrative Teams; 50/50 Committee; Certified Staff |
| Professional Learning for TPGES Implementation | School level administrative teams were provided an administrative retreat for comprehensive training on the district's CEP, full implementation of TPGES, and CIITS documentation requirements. School administrative teams and/or district level administrators in turn provided all certified staff with training on CEP/TPGES implementation. All certified staff were provided an electronic and/or paper copy of the CEP. | Professional Learning | 07/21/2014 | 10/01/2014 | \$0 | District Administrator s; School Level Administrator s |
| Principal Calibration | District and school level administrators will complete the calibration process as outlined in the district CEP and following TeachScape guidelines to ensure scoring accuracy for TPGES classroom observations. | Policy and Process | 10/01/2014 | 05/18/2015 | \$1980 | District Level Administrator s; School Level Administrator s |
| CIITS Educator Development Suite Usage | All district administrators, principals, assistant principals, and certified staff will be provided training and resources in order to successfully enter all CEP/TPGES requirements in CIITS as outlined in CEP and required by KDE. | Technology | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Building Level Administrator s; Certified Staff |
| Student Voice Survey Implementation | Students in grades 3-12 will participate in the completion of Student Voice Surveys. Teachers will utilize student feedback gained through the completion of Student Voice Surveys as a source of evidence to improve professional practices and become more effective. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Certified Teachers; Students |
| Professional Learning for PPGES Implementation | District Administrative Team has provided all principals training on PPGES requirements as outlined in CEP; utilization of TELL KY results to develop Working Conditions Goal & Professional Growth Goals; use of School Report Card to develop growth goals; printed copy of CEP, new principal standards, and CIITS quick reference cards; and resources on documentation requirements and procedures in CIITS for PPGES. | Professional Learning | 07/01/2014 | 05/18/2015 | \$0 | District Administrative Team |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Development of District CEP through 50/50 Committee | The district's 50/50 committee will develop, review, and revise the district's CEP as needed to ensure the district's principals are provided with a document that clearly outlines the PPGES requirements, timelines, and criteria for effectiveness | Policy and Process | 07/01/2014 | 05/18/2015 | \$0 | District Administrative Team; 50/50 Committee |
| TELL KY Survey Completion & Data Dissagregation | All staff will be encouraged to participate in the completion of the 2015 TELL KY Surveys. Principals will be provided resources to effectively analyze survey data in order to improve working conditions, student achievement, and school culture. | Policy and Process | 01/05/2015 | 05/18/2015 | \$0 | District Administrator s; Principals; Certified Staff |
| Data Analysis | Analyze student achievement by gap groups utilizing MAP, KPREP, EOC, EPAS, & BRIGANCE to determine needed resources, instructional changes, and professional learning needs. All schools will be provided KASC accountability data analysis tools and MAP data analysis tools. District will provide "Big Buttons" data analysis tools to examine achievement scores and gaps. All schools will be provided guidance, resources and training on how to effectively analyze data in a meaningful way for teachers and how to use data to develop a focused CSIP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$2500 | Directors of Instruction; Director of Assessment |
| Consolidated Action Planning | District and schools will utilize ASSIST platform to develop CSIPs and CDIP based upon data analysis of Unbridled Learning Accountability results and district initiatives to support high quality teaching and learning. Research-based strategies and best practices will be used to develop strategies and activities to target goals, allocate resources, and continuously monitor progress toward goals. Consolidated planning improves the likelihood that decisions, resource allocations, and instructional priorities are student needs focused. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | District Administrative Team; School Administrative Teams |
| Big Button Analysis & Planning for Students with Disabilities | The special education Teacher Leadership Team was trained on the completion of the 20-50-30 Big Button plan to close the achievement gap identified for students with disabilities. This gap reduction plans encourages each school to analyze their achievement data for students with disabilities and strive to have 20% novice, 50% apprentice, and 30% proficient. The TLT was trained to facilitate this plan in their respective schools and to develop a 30-60-90 day plan to include strategies to achieve the 20-50-30 in their school and to "name and claim" each student with disabilities in their school. | Academic Support Program | 10/29/2014 | 05/18/2015 | \$0 | Director of Special Education; Director of Assessment; TLT |
| Equitable Staffing Distribution | The district will ensure all schools receive equitable staffing allocation so that economically disadvantaged, students with disabilities, and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out of field teachers. District staffing policy will be followed. Federal funding sources will be utilized to supplement not supplant staffing allocations. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Superintendent; Directors of Instruction; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Curriculum Coordinators | Each school is staffed with a curriculum coordinator to provide on-going professional learning, instructional coaching, curriculum alignment, data analysis, intervention coordination, and comprehensive school planning. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$965000 | Director of Instruction with Title I oversight; Principals; Curriculum Coordinators |
| Recruitment & Retention of Effective Teachers & Leaders | The district is committed to recruiting and retaining effective teachers and leaders. Recruitment and retention efforts are outlined in the Title II Program Budget approved by KDE. District specific activities include: Teacher Induction Program; District Administrator assigned Building Coaches; District Principal PLC; District Administrators Meeting; Teacher mentors; Principal Advisory Committees (PAC) at each school; and PLCs in each building. The efforts are to provide continuous support, mentoring, and coaching in order to nurture the developmental of new and experienced teachers and administrators. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | District Administrators, Principals, PACs; PLCs; Teacher Mentors |
| Integrated Programs & Funding | Hopkins County Schools is committed to integrating programs and federal, state, and local funding sources in order to address the needs of students, teachers, administrators, and the community in order for all students to graduate from our schools college and career ready. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Superintendent; District Administrative Staff; Principals; SBDM Councils |
| District Intervention Plan | The district has a well defined and documented KSI/RtI process for academic and behavior tiered interventions. The process is fluid and is refined as the intervention process changes to meet student needs and state expectations. Implementation of the KSI process is in its fifth year of implementation. | Policy and Process | 08/05/2014 | 05/18/2015 | \$0 | District PBIS/KSI Coach; School Level Student Support Teams |
| School Level Student Support Teams | Each school has a student support team that meets monthly with district PBIS/KSI coach to review student academic and non-academic data, develop/revise student intervention plans, analyze student progress monitoring, modify interventions, and determine if students are in need of a referral for an evaluation. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | District PBIS/KSI Coach; School Level Student Support Teams |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Family Engagement Activities | The district and schools design family engagement activities throughout the school year to provide parents with information regarding curriculum assessment, academic/behavior expectations, and strategies to support learning in the home. Activities vary based on student needs and parent needs. In addition to parent involvement activities, each school holds two parent teacher conferences per year. The district also provides parents with access to student information via Infinite Campus Parent Portal and Messenger. The district, schools, and teachers use varied media sources to provide parents and students with current information regarding curriculum, assessment, student performance, and extracurricular opportunities. | Parent Involvement | 08/06/2014 | 05/18/2015 | \$19000 | Directors of Instruction; Title I Family Involvement Coordinators; School Staff |
| Community Engagement | The district utilizes community engagement specialist, monthly newsletters, Facebook, Twitter, IC Messenger, district and school websites, local newspaper, and local radio stations to provide all community stakeholders with the most current information regarding school performance and changes in the education process. In addition the district provides information to celebrate school and student successes. The school to careers coordinator facilitates community engagement in college and career readiness activities across all grade levels to elicit community business partners to facilitate and support initiatives. The CDIP Review Team includes both internal and external community stakeholders in the planning and review process to gain community input. | Community Engagement | 08/06/2014 | 05/18/2015 | \$50000 | Community Engagement Specialist, Title I Coordinators, School To Careers Coordinator, District Administrators, Principals |
| Extended School Services | Each school is allocated flex focus funds to offer extended school services to students identified in need of remediation or acceleration. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | Director of Instruction; ESS Coordinators; ESS Tutors |
| Professional Learning Community & Principal Advisory Committee Initiative | The district is supporting the development of effective PLCs and PACs through district wide training, assigning district administrators as school coaches, and continuous monitoring. PLCs and PACs are charged with the task of utilizing data to make decisions that will impact student learning. PLCs and PACs allow for student work analysis, data driven decision making, collegial collaboration, enhanced instructional practices, horizontal alignment/planning and vertical alignment/planning. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | District Level Coaches; School Level PLCs; School Level PACs |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Use of PtGt | All schools in the district will be trained on the use of the PtGt found in IC. The data will identify students who are off-track or accelerated to determine the most appropriate way schools can engage students and provide needed interventions to ensure they graduate college/career ready. The PtGt in IC will help identify students who may be at risk in order for school staff to provide the needed interventions and to remove barriers to academic success and graduation. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction, Director of Assessment, Director of Special Education, Principals, Guidance Counselors, Building Coaches |
| College Experiences | At-risk students will gain increased college exposure through on-campus visits from college and university representatives. Students will also have field trip opportunities to visit local colleges and universities and tour the campus to witness an active college campus firsthand. All 2nd and 5th grade students also visit colleges through the "I'm Going to College" program. | Community Engagement | 08/06/2014 | 05/18/2015 | \$5000 | School Staff |
| School to Career Activities | School to Career Coordinator will develop and schedule yearly STC programs and field trips for all elementary, middle, and high school students. These activities will include but are not limited to JA, MAP, LIFE, Groundhog Shadow Day, I'm Going to College, Breakfast of Champions, and other programs or events that allow students to explore college and career opportunities. Creating Futures Career Fair is an additional career preparation opportunity for students with disabilities. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$25900 | School to Career Coordinator; Community Partners; Directors of Instruction; School Staff |
| Common Core Instructional Supports | Common Core aligned Bellringers, Test Banks, and Formative Assessment Resources have been purchased for K-12 supplemental instruction and formative assessment for ELA and Math. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$14400 | Directors of Instruction; Curriculum Coordinators; K-12 Teachers |
| Big Button Analysis | All schools were guided through the completion of the Big Button Analysis Tool | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Assessment; Principals; BACs; Curriculum Coordinators; Teachers |
| Professional Learning Communities Initiative | All schools have received training on implementation, best practices, and assessing PLC effectiveness. PLCs are utilized as a way to provide job embedded professional learning based on student data and instructional needs. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Principals; PLCs |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Professional Development & Trainings | Professional development will be provided based on needs assessments | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals |
| District Teacher Consultant | District provides all schools with access to the District Teacher Consultant to provide on-going job embedded professional learning opportunities. | Professional Learning | 08/06/2014 | 05/18/2015 | \$65000 | Superintendent; District Teacher Consultant |
| Total | | | | | \$1320268 | |

West Hopkins School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Assistant Principal Certifications | Purchase TeachScope access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |
| Special Education Building Coaches | Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| ILP Completion & Utilization | All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |
| Special Education Building Coaches | The Special Education Building Coach will mentor individual SPED students to keep them on track for graduation. The Building Coach will also ensure transition services are provided to SPED students as part of their IEP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |
| Operation Preparation | Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | District and School ILP Coordinators; Principals; Community Volunteers |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |
| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Total | | | | | \$1003891 | |

West Broadway Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |
| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provide needed immediate intervention and programming. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provide needed immediate intervention and programming. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Total | | | | | \$393854 | |

Southside Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Total | | | | | \$393854 | |

South Hopkins Middle School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|--------------------------------|------------|------------|-------------------|---|
| Assistant Principal Certifications | Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Special Education Building Coaches | Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| ILP Completion & Utilization | All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |
| Special Education Building Coaches | The Special Education Building Coach will mentor individual SPED students to keep them on track for graduation. The Building Coach will also ensure transition services are provided to SPED students as part of their IEP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |
| Operation Preparation | Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | District and School ILP Coordinators; Principals; Community Volunteers |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |
| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| | | | | | Total | \$613637 |

Pride Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Total | | | | | \$393854 | |

Madisonville North Hopkins High School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Assistant Principal Certifications | Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Special Education Building Coaches | Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Co-Teaching Initiative | Hopkins County Schools continues to collaborate and partner with the West Kentucky Special Education Cooperative to provide continued support for HCCHS and MNHHS following the 3 year model and has initiated the 3 year project at BSMS. The collaborative partnership provides professional learning, observations and coaching for classroom teachers by the WKSEC staff. Co-Teaching allows students to receive content instruction delivered by a content specialist and a specialist in providing specially designed instruction. Co-teaching provides students with SDI in the least restrictive environment and ensure a culture of high expectations for all students. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; Building Coaches; WKSEC Consultants; Principals; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| Special Education Building Coaches | The Special Education Building Coach will mentor individual SPED students to keep them on track for graduation. The Building Coach will also ensure transition services are provided to SPED students as part of their IEP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Special Education Work-Based Learning | Junior and senior students with disabilities will be provided the opportunity for Work- Based Learning during the regular school day through supervised employment opportunities at local businesses. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$15000 | Director of Special Education; Classified Instructional Assistant |
| School Counts! | Hopkins County Schools and Madisonville Community and Technical College have partnered together in the School Counts! program to award high school graduates who meet academic and attendance goals with a scholarship to MCC upon graduation. | Community Engagement | 08/06/2014 | 05/18/2015 | \$640 | Superintendent; MCC Staff; High School Counselors |
| Dual Credit Courses | High school students will be able to earn college credit while in high school through dual credit offerings. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | High School Guidance Counselors; Dual Credit Teachers |
| Hopkins County Schools Academy | Hopkins County Schools provides high school juniors and seniors the opportunity to complete their graduation requirements in a non-traditional setting using APEX Learning. The program provides students the opportunity for self-paced, technology based learning with a flexible alternative high school setting. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | Academy Staff; Director of Instruction; DPP |
| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |
| Industry Certification Review | CTE teachers and staff will evaluate our current industry certification offerings and develop a plan to afford more opportunities to provide industry certification as staffing allows. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; CTE Teachers & Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| CTE Curriculum Mapping & Assessment Development | High school CTE teachers will ensure alignment between the common core and career/technical standards and the curriculum they teach. Lesson plans and curriculum maps will provide evidence that both sets of standards are taught in each unit as appropriate. The development of formative/interim assessments for each CTE program will be used to determine chances of successful on KOSSA, Work Keys and Industry Certification assessments. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; CTE Teachers |
| AP Course Accessibility | Students will be pre-enrolled to AP courses based on assessment data such as EXPLORE, PLAN, ACT and/or MAP data. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | High School Counselors; AP Teachers; District AP liaison |
| Project Lead the Way | Teachers will be certified to offer PLTW so that students may take rigorous PLTW courses and any KOSSA exams for which they are eligible. | Professional Learning | 08/06/2014 | 05/18/2015 | \$110000 | District PLTW Delegate; PLTW Teachers; High School Principals; High School Counselors |
| Operation Preparation | Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | District and School ILP Coordinators; Principals; Community Volunteers |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |
| IEP Transition Services & Community Partners | For Students with Disabilities ages 15+, outside agencies are invited to attend ARC meetings to provide post-secondary advice. Post-secondary transition planning includes goal-setting and identification of transition services. Graduating seniors with IEPs will be required to work with community partners to assist the students with post-secondary plans. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; High School Building Coaches; High School Special Education Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |
| Transitional Course Interventions | High school seniors that do not meet benchmarks on the junior ACT administration will be placed into CCR courses based on the Transitional Model provided by KDE. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$200000 | High School Guidance Counselors; Interventionists; Directors of Instruction |
| College Placement & Work Ready Testing | Provide students with practice opportunities for COMPASS, KYOTE, WorkKeys, and KOSSA assessments | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Counselors; Director of Assessment |
| WorkKeys Assessment | Madisonville Community and Technical College and KDE will provide high school seniors with opportunities to take the WorkKeys assessment | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Guidance Counselors; Director of Assessment |
| APEX Learning | APEX is utilized by all district high schools and programs that support high school students for credit recovery and self-paced learning. Summer school programs, Enhanced Learning programs, and Extended School Services also utilize APEX platform. | Technology | 08/06/2014 | 05/18/2015 | \$38500 | Director of Instruction; Hopkins County Schools Academy & Day Treatment Staff; High School Teachers and ESS Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Total | | | | | \$1078127 | |

Jesse Stuart Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|----------------------------|------------|------------|-------------------|---|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Assistant Principal Certifications | Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |
| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Total | | | | | \$397891 | |

James Madison Middle School

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|--------------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Assistant Principal Certifications | Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Special Education Building Coaches | Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| ILP Completion & Utilization | All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |
| Special Education Building Coaches | The Special Education Building Coach will mentor individual SPED students to keep them on track for graduation. The Building Coach will also ensure transition services are provided to SPED students as part of their IEP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Operation Preparation | Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | District and School ILP Coordinators; Principals; Community Volunteers |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |
| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| | | | | | Total | \$615637 |

Hopkins County Schools Academy

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|--|--------------------------------|------------|------------|-------------------|--|
| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| ILP Completion & Utilization | All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |
| School Counts! | Hopkins County Schools and Madisonville Community and Technical College have partnered together in the School Counts! program to award high school graduates who meet academic and attendance goals with a scholarship to MCC upon graduation. | Community Engagement | 08/06/2014 | 05/18/2015 | \$640 | Superintendent; MCC Staff; High School Counselors |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Hopkins County Schools Academy | Hopkins County Schools provides high school juniors and seniors the opportunity to complete their graduation requirements in a non-traditional setting using APEX Learning. The program provides students the opportunity for self-paced, technology based learning with a flexible alternative high school setting. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | Academy Staff; Director of Instruction; DPP |
| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |
| IEP Transition Services & Community Partners | For Students with Disabilities ages 15+, outside agencies are invited to attend ARC meetings to provide post-secondary advice. Post-secondary transition planning includes goal-setting and identification of transition services. Graduating seniors with IEPs will be required to work with community partners to assist the students with post-secondary plans. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; High School Building Coaches; High School Special Education Teachers |
| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |
| Transitional Course Interventions | High school seniors that do not meet benchmarks on the junior ACT administration will be placed into CCR courses based on the Transitional Model provided by KDE. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$200000 | High School Guidance Counselors; Interventionists; Directors of Instruction |
| College Placement & Work Ready Testing | Provide students with practice opportunities for COMPASS, KYOTE, WorkKeys, and KOSSA assessments | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Counselors; Director of Assessment |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| WorkKeys Assessment | Madisonville Community and Technical College and KDE will provide high school seniors with opportunities to take the WorkKeys assessment | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Guidance Counselors; Director of Assessment |
| APEX Learning | APEX is utilized by all district high schools and programs that support high school students for credit recovery and self-paced learning. Summer school programs, Enhanced Learning programs, and Extended School Services also utilize APEX platform. | Technology | 08/06/2014 | 05/18/2015 | \$38500 | Director of Instruction; Hopkins County Schools Academy & Day Treatment Staff; High School Teachers and ESS Teachers |
| Total | | | | | \$345140 | |

Hopkins County Day Treatment

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|--------------------------------|------------|------------|-------------------|---|
| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| ILP Completion & Utilization | All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |
| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Operation Preparation | Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | District and School ILP Coordinators; Principals; Community Volunteers |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |
| IEP Transition Services & Community Partners | For Students with Disabilities ages 15+, outside agencies are invited to attend ARC meetings to provide post-secondary advice. Post-secondary transition planning includes goal-setting and identification of transition services. Graduating seniors with IEPs will be required to work with community partners to assist the students with post-secondary plans. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; High School Building Coaches; High School Special Education Teachers |
| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |
| Transitional Course Interventions | High school seniors that do not meet benchmarks on the junior ACT administration will be placed into CCR courses based on the Transitional Model provided by KDE. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$200000 | High School Guidance Counselors; Interventionists; Directors of Instruction |
| College Placement & Work Ready Testing | Provide students with practice opportunities for COMPASS, KYOTE, WorkKeys, and KOSSA assessments | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Counselors; Director of Assessment |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| WorkKeys Assessment | Madisonville Community and Technical College and KDE will provide high school seniors with opportunities to take the WorkKeys assessment | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Guidance Counselors; Director of Assessment |
| APEX Learning | APEX is utilized by all district high schools and programs that support high school students for credit recovery and self-paced learning. Summer school programs, Enhanced Learning programs, and Extended School Services also utilize APEX platform. | Technology | 08/06/2014 | 05/18/2015 | \$38500 | Director of Instruction; Hopkins County Schools Academy & Day Treatment Staff; High School Teachers and ESS Teachers |
| Total | | | | | \$244500 | |

Hopkins County Central High School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|--------------------------|------------|------------|-------------------|---|
| Assistant Principal Certifications | Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Special Education Building Coaches | Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Co-Teaching Initiative | Hopkins County Schools continues to collaborate and partner with the West Kentucky Special Education Cooperative to provide continued support for HCHS and MNHHS following the 3 year model and has initiated the 3 year project at BSMS. The collaborative partnership provides professional learning, observations and coaching for classroom teachers by the WKSEC staff. Co-Teaching allows students to receive content instruction delivered by a content specialist and a specialist in providing specially designed instruction. Co-teaching provides students with SDI in the least restrictive environment and ensure a culture of high expectations for all students. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; Building Coaches; WKSEC Consultants; Principals; Teachers |
| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| ILP Completion & Utilization | All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |
| Special Education Building Coaches | The Special Education Building Coach will mentor individual SPED students to keep them on track for graduation. The Building Coach will also ensure transition services are provided to SPED students as part of their IEP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Special Education Work-Based Learning | Junior and senior students with disabilities will be provided the opportunity for Work- Based Learning during the regular school day through supervised employment opportunities at local businesses. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$15000 | Director of Special Education; Classified Instructional Assistant |
| School Counts! | Hopkins County Schools and Madisonville Community and Technical College have partnered together in the School Counts! program to award high school graduates who meet academic and attendance goals with a scholarship to MCC upon graduation. | Community Engagement | 08/06/2014 | 05/18/2015 | \$640 | Superintendent; MCC Staff; High School Counselors |
| Dual Credit Courses | High school students will be able to earn college credit while in high school through dual credit offerings. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | High School Guidance Counselors; Dual Credit Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Hopkins County Schools Academy | Hopkins County Schools provides high school juniors and seniors the opportunity to complete their graduation requirements in a non-traditional setting using APEX Learning. The program provides students the opportunity for self-paced, technology based learning with a flexible alternative high school setting. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$100000 | Academy Staff; Director of Instruction; DPP |
| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |
| Industry Certification Review | CTE teachers and staff will evaluate our current industry certification offerings and develop a plan to afford more opportunities to provide industry certification as staffing allows. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; CTE Teachers & Staff |
| CTE Curriculum Mapping & Assessment Development | High school CTE teachers will ensure alignment between the common core and career/technical standards and the curriculum they teach. Lesson plans and curriculum maps will provide evidence that both sets of standards are taught in each unit as appropriate. The development of formative/interim assessments for each CTE program will be used to determine chances of successful on KOSSA, Work Keys and Industry Certification assessments. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; CTE Teachers |
| AP Course Accessibility | Students will be pre-enrolled to AP courses based on assessment data such as EXPLORE, PLAN, ACT and/or MAP data. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | High School Counselors; AP Teachers; District AP liaison |
| Project Lead the Way | Teachers will be certified to offer PLTW so that students may take rigorous PLTW courses and any KOSSA exams for which they are eligible. | Professional Learning | 08/06/2014 | 05/18/2015 | \$110000 | District PLTW Delegate; PLTW Teachers; High School Principals; High School Counselors |
| Operation Preparation | Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | District and School ILP Coordinators; Principals; Community Volunteers |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| IEP Transition Services & Community Partners | For Students with Disabilities ages 15+, outside agencies are invited to attend ARC meetings to provide post-secondary advice. Post-secondary transition planning includes goal-setting and identification of transition services. Graduating seniors with IEPs will be required to work with community partners to assist the students with post-secondary plans. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; High School Building Coaches; High School Special Education Teachers |
| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |
| Transitional Course Interventions | High school seniors that do not meet benchmarks on the junior ACT administration will be placed into CCR courses based on the Transitional Model provided by KDE. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$200000 | High School Guidance Counselors; Interventionists; Directors of Instruction |
| College Placement & Work Ready Testing | Provide students with practice opportunities for COMPASS, KYOTE, WorkKeys, and KOSSA assessments | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Counselors; Director of Assessment |
| WorkKeys Assessment | Madisonville Community and Technical College and KDE will provide high school seniors with opportunities to take the WorkKeys assessment | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | High School Curriculum Coordinators; High School Guidance Counselors; Director of Assessment |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|----------------------------|--|--------------------|------------|------------|------------------|--|
| APEX Learning | APEX is utilized by all district high schools and programs that support high school students for credit recovery and self-paced learning. Summer school programs, Enhanced Learning programs, and Extended School Services also utilize APEX platform. | Technology | 08/06/2014 | 05/18/2015 | \$38500 | Director of Instruction; Hopkins County Schools Academy & Day Treatment Staff; High School Teachers and ESS Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Total | | | | | \$1076127 | |

Hanson Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Assistant Principal Certifications | Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Total | | | | | \$397891 | |

Grapevine Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |
| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---------------------------------|---|----------------------|------------|------------|--------|---|
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provide needed immediate intervention and programming. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|---|--------------------------|------------|------------|-----------------|--|
| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provide needed immediate intervention and programming. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Total | | | | | \$393854 | |

Earlington Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Class Size Reduction Teachers | Class-size reduction teachers will be retained based upon individual schools' needs and student proficiency rates. Title II, Part A Teacher and Principal Quality Program Budget has been approved by KDE. | Policy and Process | 08/06/2014 | 05/18/2015 | \$380254 | Director of Instruction; Principals; SBDM Councils |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Common Core Reading & Math Program K-5 | K-5 implements "Journeys" research-based Common Core reading program district-wide and "EnVision MATH" research-based Common Core math program district-wide. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Curriculum Coordinators; Elementary Principals; Elementary Teachers |
| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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|---|---|--------------------------|------------|------------|--------|---|
| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| BRIGANCE Data Analysis | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$8000 | Director of Instruction; Curriculum Coordinators; Kindergarten Teachers; Preschool Teachers |
| Readiness Definition | The KBE's school readiness definition is provided to the community annually through child find and preschool recruitment efforts; during district wide preschool screenings; during Kindergarten orientations; to local health care providers; during Community Early Childhood Council Readiness Fair, and to child care providers | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| Use of BRIGANCE Screener in Preschool & Kindergarten | BRIGANCE Screener is administered to all preschool and kindergarten students. The results are shared with parents, teachers, and administrators. Results are utilized for ongoing preschool program improvement, instructional groupings, and to provided needed immediate intervention and programing. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |
| District-wide Preschool Curriculum & Assessment Alignment | ALL KERA preschool classrooms utilize The Letter People curriculum for intentional instruction for children ages 3-4. The curriculum is aligned to KCAS and School Readiness outcomes. The students are assessed 3 times per year and data is disaggregated during preschool PLCs for instructional modifications, interventions, and reteaching to occur. The goal is for each child entering Kindergarten from the KERA preschool program to have a strong literacy & mathematics foundation. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff |
| Preschool to Kindergarten Transition | Transition conferences occur between preschool and kindergarten staff to improve transitions and preparations. Activities include: sharing of Creative Curriculum Learning Profiles & Brigance Screeners; classroom observations by staff; classroom visits by students; parent orientations; dissemination of Primary Style Transition Document provided by UK Transition Project; and round table information sharing on individual students and their learning needs. | Policy and Process | 02/02/2015 | 05/18/2015 | \$0 | Director of Instruction; Preschool Staff; Kindergarten Staff |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Early Learning Leadership Network | District supports the participation in ELLN and allows for dissemination of information to all preschool and kindergarten teachers. ELLN participants attend meetings hosted by RTC and KDE staff. Information is provided through monthly PLC meetings with preschool staff and through shared resources with curriculum coordinators and kindergarten teachers. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; ELLN Team |
| Total | | | | | \$393854 | |

Browning Springs Middle School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|----------------------------|------------|------------|-------------------|--|
| School Tier II Teams | 11/14 schools have elected to develop a school Tier II PBIS team, participate in Tier II training, and implement Tier II interventions and supports in their schools during the 2014-2015 school year. | Behavioral Support Program | 08/06/2014 | 05/18/2015 | \$2000 | District PBIS Coach; School-level Tier II Teams; School Administrators |
| Assistant Principal Certifications | Purchase TeachScape access for all assistant principals and new principals as needed to successfully complete the certification process. Assistant Principals and new Principals will use their proficiency in the Framework for Teaching to successfully complete observations and support teachers in becoming effective. | Professional Learning | 07/01/2014 | 12/01/2014 | \$4037 | Directors of Instruction; Assistant Principals |
| Special Education Building Coaches | Each middle and high school is staffed with a Special Education Building Coach to provide support for students with disabilities, parents, special education staff, and school administration. The coaches chair ARC meetings, provide behavioral support planning, coordinate scheduling and transition services for students, ensure compliance with federal, state and local reporting, collaborate to ensure all students receive appropriate accommodations, and provide instructional coaching for special education staff. | Academic Support Program | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Co-Teaching Initiative | Hopkins County Schools continues to collaborate and partner with the West Kentucky Special Education Cooperative to provide continued support for HCCHS and MNHHS following the 3 year model and has initiated the 3 year project at BSMS. The collaborative partnership provides professional learning, observations and coaching for classroom teachers by the WKSEC staff. Co-Teaching allows students to receive content instruction delivered by a content specialist and a specialist in providing specially designed instruction. Co-teaching provides students with SDI in the least restrictive environment and ensure a culture of high expectations for all students. | Professional Learning | 08/06/2014 | 05/18/2015 | \$0 | Director of Special Education; Building Coaches; WKSEC Consultants; Principals; Teachers |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| Career Planning | All freshmen will be assigned a career pathway based on their ILP, EXPLORE results, and the EXPLORE interest inventories | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals, & Teachers; District & School ILP Contacts |
| ILP Completion & Utilization | All 8th grade students will have a completed ILP. Guidance counselors will use the ILP to place freshmen in CTE courses aligned with their career interests. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers; School & District ILP Contacts |
| Special Education Building Coaches | The Special Education Building Coach will mentor individual SPED students to keep them on track for graduation. The Building Coach will also ensure transition services are provided to SPED students as part of their IEP. | Policy and Process | 08/06/2014 | 05/18/2015 | \$300000 | Director of Special Education; Building Coaches |
| Career Pathways | Provide counseling for students so that they may select the appropriate career pathway according to their interests and school offerings based on student interest surveys on the ILP and EXPLORE test. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Middle & High School Counselors, Principals & Teachers |
| Operation Preparation | Develop, promote, and implement Operation Preparation for community partners to provide career and college advice to all 8th and 10th grade students in the district. | Community Engagement | 08/06/2014 | 05/18/2015 | \$0 | District and School ILP Coordinators; Principals; Community Volunteers |
| College Day | Middle and High Schools will establish a college day where all students and teachers wear a college shirt of their choice. Opportunities should be provided for students to discuss the reasons why they selected a particular college or university. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$0 | Director of Instruction; Middle & High School Staff |
| EPAS Test Preparation | High school students will be provided access to the ACT Online Prep program to review during school or on their own time, and both HS will use the eCert ACT Prep program. Middle Schools will provide mock EXPLORE tests. High Schools will provide practice PLAN and/or ACT tests. These opportunities will expose students to the high-stakes, timed tests that they will need to perform well on for college admissions and scholarship opportunities. School staff will share EPAS data with parents and students to promote college/career readiness understanding and importance. | Career Preparation/Orientation | 08/06/2014 | 05/18/2015 | \$6000 | Middle & High School Principals, Guidance Counselors, & Teachers; Director of Instruction; Director of Assessment |

2014-2015 Comprehensive District Improvement Plan for Hopkins County Schools

Hopkins County

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| K-8 District Common Assessments | District common assessments have been developed for K-8 math, reading, and language mechanics and aligned with KCAS and district pacing guides. Common assessments are administered at the conclusion of the 1st and 2nd trimesters. Assessments are scored and data is analyzed by district level administration. Conferencing occurs with principals and curriculum specialists in each building who are provided with district, school, classroom, and student level item analysis. Principals and curriculum specialists then provide teachers with assessment data during PLCs and develop action plan accordingly. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principal; K-8 Teachers |
| K-8 District Pacing Guides | District pacing guides have been revised to ensure teachers at each grade level are providing instruction and opportunities for students to have access to KCAS. | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Curriculum Coordinators; Principals; K-8 Teachers |
| MAP Data Analysis Tool | All elementary and middle schools were provided with the KASC MAP Data Analysis Toolkit | Policy and Process | 08/06/2014 | 05/18/2015 | \$1650 | Directors of Instruction, Director of Assessment; Curriculum Coordinators; BACs; Teachers |
| K-PREP Data Analysis Tools | All schools were provided KASC K-PREP Data Analysis Toolkits and graphs. | Policy and Process | 08/06/2014 | 05/18/2015 | \$1950 | Directors of Instruction; Director of Assessment; BACs; Principals; Curriculum Coordinators; Teachers |
| Common Assessment Data Analysis | District provides a consistent data analysis tool and guiding questions for school and PLC use in grades K-8 | Policy and Process | 08/06/2014 | 05/18/2015 | \$0 | Directors of Instruction; Director of Assessment; Curriculum Coordinators; Principals; PLCs |
| Total | | | | | \$615637 | |