



## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools\_10262020\_16:56

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**Hopkinsville Middle School**  
**Wendy Duvall**  
434 Koffman Drive  
Hopkinsville, Kentucky, 42240  
United States of America

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## **2020-21 Phase One: Continuous Improvement Diagnostic for Schools**

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.***

Please enter your name and date below to certify.

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Wendy M. Duvall 09/24/20



2020-21 Phase Two: School Assurances\_09252020\_08:50

2020-21 Phase Two: School Assurances

**Hopkinsville Middle School**  
**Wendy Duvall**  
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United States of America

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## 2020-21 Phase Two: School Assurances

## **Introduction**

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.



## Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

**I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.**

Yes

No

N/A

**COMMENTS**



## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

### **COMMENTS**

HMS is currently offering tutoring and afterschool activities through "clubs" through the 21st Century Community Learning Center grant. We do not have programs or tutors during normal school hours.

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

### **COMMENTS**

Team Member: HMS Wendy M. Duvall, Principal; Pamela Bush and Dan Przybylski Coordinators of 21st CCLC program, Alandria Banks, Classified: Lester Buckner Parent (SBDM), Mollie Goode Student; Will Owen, FRYSC, and Angela Mayes PTO/Community Member.

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

**COMMENTS**

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

CSIP with Title I Assurance will be posted on hopkinsvillemiddle.christian.kyschools under the Title I tab.

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

HMS is currently offering tutoring and afterschool activities through "clubs" through the 21st Century Community Learning Center grant. We do not have programs or tutors during normal school hours. HMS also has an active GT, CTE (Gateway) STEM, EL Program, Migrant Program both through district and intervention support through Rtl in reading and math.

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it

obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

**COMMENTS**

HMS completes data protocol analysis of MAP assessment data three times yearly. We also monitor common unit district assessments in all content area classrooms. Each set of data is examined for needs and changes that must occur to meet student needs.

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

**COMMENTS**

The HMS CSIP is developed with strategies to address areas of need and to examine opportunities for all students to grow and reach their personal potential. Grants are written for tutor and transportation services. Students are not only recognized for academic achievements but for positive behavior. PBIS is implemented and formally assessed by asking students and faculty if they can recite our TIGER guidelines for success. HMS students have various avenues for mental health services. Mountain Comprehensive Services and School based therapist through CCPS, PMHC and Cumberland Hall are all within the area. Any academic achievement gaps are addressed through the RtI process.

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

### **COMMENTS**

Parent Surveys, Employee and Student Surveys are administered year to help HMS grow as a school and community. During the school day, Math and Reading interventions are administered based on student needs after each diagnostic test. Through our School Priority Plan, we monitor our instruction and strategic actions to address learning gaps. This is monitored monthly at the school and quarterly at the district level. An example of the Agenda and a School Priority Plan is attached.

### **ATTACHMENTS**

**Attachment Name**

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## Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

**COMMENTS**

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

**COMMENTS**

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

**COMMENTS**

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

**COMMENTS**

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

**COMMENTS**

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

**COMMENTS**

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

**COMMENTS**

17. If the school is implementing a targeted assistance school program, the school serves



participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

**COMMENTS**

## Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

**COMMENTS**

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

**COMMENTS**

## All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

### COMMENTS

### ATTACHMENTS

#### Attachment Name

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21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

### COMMENTS

HMS hires an ELA teacher to work with students. A record of the job classification and certification of working with students is kept at the board office.

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

### COMMENTS

ELA teacher hired to work in Title I, Part A funding is highly qualified according KY EPSB. This is verified by LEADS report.

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

**COMMENTS**

**ATTACHMENTS**

**Attachment Name**

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

**COMMENTS**

**ATTACHMENTS**

**Attachment Name**

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part,

transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

**COMMENTS**

Due to COVID 19 we had a drive-by meeting with packets for parents with TITLE I information.

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

**COMMENTS**

In May of each year, the Title I committee review every aspect of the years implementation and plans for the new year after our review. We involve SBDM parents, certified and classified personnel.

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116

(c)(4).

Yes

No

N/A

**COMMENTS**

The Annual meeting occurs during the first few months of school. A PowerPoint has been developed to explain Title I and how monies are spent. We send home MAP student growth reports so that parents understand their child's academic growth and progress. KPREP annual data is mailed out each year (due to COVID-19) no state testing data will be made available to parents. Title I is a standing item on our SBDM agenda. All parents are welcome to any of our meetings to learn and participate in decision made by the council.

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

**COMMENTS**

Every year a survey is completed by parents. The committee reports out to SBDM.

**ATTACHMENTS**

**Attachment Name**

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

**COMMENTS**

**ATTACHMENTS**

**Attachment Name**

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30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

**COMMENTS**

Tutoring for students is available before and after school through 21st CCLC funds. Parents can all to speak with Counselors, Teachers, AP or Principal to get help understanding how to help their child achieve on State Academic Standards.

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

**COMMENTS**

EI teachers provide needed materials for parents.

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and

build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

**COMMENTS**

See PD plan.

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

**COMMENTS**

See calendar of events that will be uploaded at the end of the year.

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

**COMMENTS**

HMS sends out forms in both English and Spanish. If a parent request another language we work to make that available as well.

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who



have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes









No

N/A

**COMMENTS**

EI teachers are available daily for any English as a second language parents and or students.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020 Compact		• 29
 2020 Parent Teacher Student Learning Compact		• 23
 2020 Power Point		• 28
 2020 Title I Annual Meeting Agenda		• 24
 2020-21 Professional Development Plan	<i>See attached in PD plan</i>	• 20
 Addendum 2 (Agenda) CCPS Title I Parent Engagement Policy		• 23
 HMS Data Analysis Fall MAP		• 9
 HMS Snap Shot of Priority Plan	Snap Shot of Priority Plan	• 9

Effective schools are a result of families and school staff working together to ensure that children are successful in school. A learning compact is an agreement among groups that firmly unites them. This is an invitation to be involved in a partnership with your child's school.

**PARENT/GUARDIAN**

I want my child to achieve; therefore, I will encourage my child by doing the following:

- See that my child attends school regularly and is on time.
- Support school staff in maintaining proper discipline.
- Set aside a specific time for homework and review it regularly.
- Provide a quiet, well-lighted place for study.
- Encourage my child's efforts and be available for questions.
- Stay interested in and aware of what my child is learning.
- Read with my child and let my child see me read regularly.
- Communicate with my child's teachers on a regular basis.

**STUDENT**

It is important that I work to the best of my ability; therefore, I will strive to do the following:

- Attend school regularly.
- Use an assignment book or assignment sheet.
- Be prepared for school each day with completed assignments and supplies.
- Work cooperatively with my classmates.
- Respect myself, my school, and other people.
- Follow rules of student conduct.

**TEACHER**

It is important that students achieve; therefore, I will strive to do the following:

- Provide necessary assistance to parents so that they can help with homework assignments.
- Encourage students and parents by communicating regularly about student progress.
- Provide high quality instruction in a supportive and non-threatening environment.
- Provide varied learning opportunities for students to enable them to meet academic expectations.
- Hold expectations high for all students, believing that all students can learn.
- Make myself and my classroom accessible to parents, encouraging them to visit school, observe different classes, and speak with various staff members.

**PRINCIPAL**

I support this compact for parent involvement; therefore, I will strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

~~\_\_\_\_\_~~  
 Student (print) \_\_\_\_\_  
 \_\_\_\_\_  
 Parent or Guardian \_\_\_\_\_  
 8/3/20  
 Date Signed \_\_\_\_\_



\_\_\_\_\_ Teacher  
 \_\_\_\_\_ Principal







# At Hopkinsville Middle



**Hopkinsville Middle School**  
434 Koffman Drive Hopkinsville, Kentucky 42240  
Phone (270)887-7130



Wendy M. Duvall  
Principal

Gwen Chaudoin  
Assistant Principal

Dawn Stalker  
Assistant Principal

**2020-21 Title I Annual Meeting Agenda**  
**August 26 & 27, 2020**

**Powerpoint Shared on Website and Flyer delivered to  
parents via TIGER PARADE**

**(Follow Powerpoint)**

- 1. Introductions**
- 2. Vision of CCPS/HMS**
- 3. What is a Title I School/Purpose?**
- 4. Funding?**
  - a. HMS spends funding on a Math teacher**
  - b. technology hardware and software**
  - c. classroom supplies for students**
- 5. Parent Involvement/Decision Making**

## ADDENDUM 2

### CHRISTIAN COUNTY SCHOOL DISTRICT TITLE 1 PARENT INVOLVEMENT POLICY (draft)

This Christian County policy and the plan to implement it have been developed jointly and agreed upon by the parents of students participating in the Title I program. These plans will be distributed to students and parents yearly.

#### EXPECTATIONS FOR PARENT INVOLVEMENT

It is the intent of the board that parents of students shall be provided with frequent and convenient opportunities for on-going participation in the Title I program. These include opportunities to suggest modifications based on changing needs of parents and the schools. An annual evaluation will be conducted through each school and all parent comments will be collected and submitted in order to make revisions to the existing parent involvement policies. The Title I program shall be designed to assist students achieve the goals established by law, as well as the goals and standards established by the Board. These goals and standards shall be shared with parents in a manner that will enable them to:

- (1) participate in decisions concerning their child's education and
- (2) monitor and improve the educational achievement of their child.

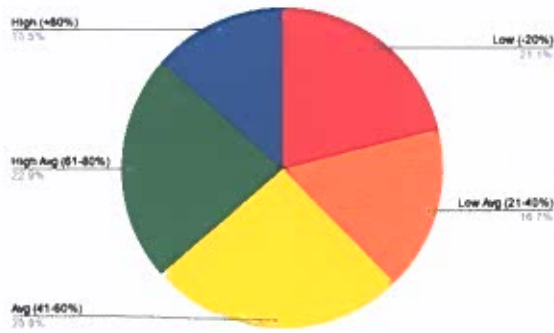
**SUPPORT FOR PROGRAM** Since the District's Title I allocation is \$500,000 or more, the District shall reserve one percent of its allocation for the purpose of promoting parent involvement. Parents of students shall be provided the opportunity to help decide how this portion of the Title I funds will be used. The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities. These measures may include, but are not be limited to the following:

- Provide resources to assist in communicating with parents, transporting parents to meeting sites and/or implementing home visits. Provide child-care for meetings, encourage parents to use available parent resource centers, and work with parents to improve parenting skills, particularly those skills that will assist parents in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.
- Share options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.
- Identify ways in which parents can be involved in staff training activities to demonstrate the value of parent involvement. Identify various techniques designed to successfully engage parents as equal partners in their child's education.
- Design and conduct an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this policy and the plan designed to implement it. The process shall focus on the following questions:
  - Does this policy increase parent participation?
  - What barriers to parent participation still exist and how can they be reduced or removed?

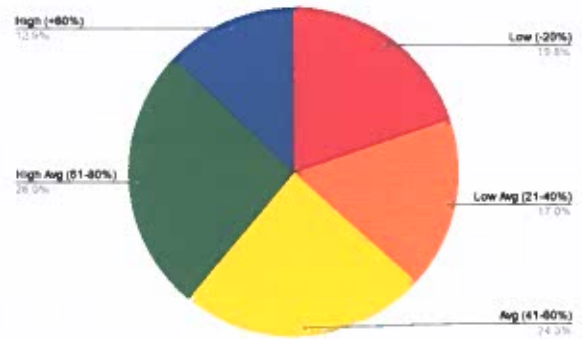
The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this policy, if necessary. \*In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.



# Middle Fall Reading Summary



Hopkinsville Middle

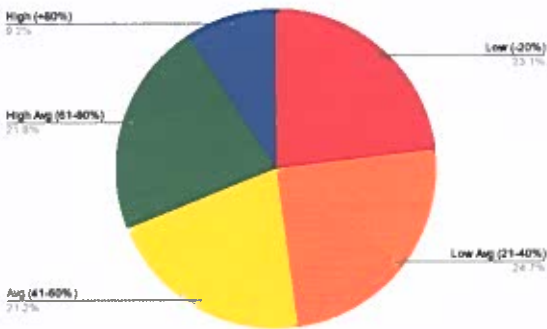


Christian County Middle

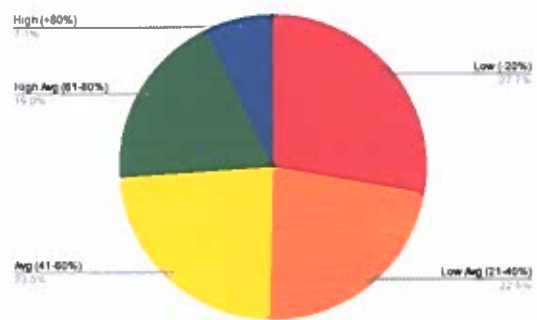
02:00



# Middle Fall Math Summary



Hopkinsville Middle



Christian County Middle

02:00



# Christian County Public Schools UPDATED 12-9-20

## Hopkinsville Middle School

### SY 2020-21 Priority Plan

GOALS	STRATEGIC PLAN/ACTIONS	CURRENT REALITY/DATA	PROGRESS MONITORING	ADJUSTMENTS
<p><b>Reading:</b> Increase the number of students scoring proficient or above in reading from (2019) 51.7% to 55+% as measured by the K-PREP or MAPs diagnostic (2021).</p>		<p>2019 KPREP/Growth Goals-Reading</p>	<p>2020 Reading Progress Monitoring</p>	<p>Next Steps/Notes</p>
	<p>1. Implement instruction (units) to follow the CCPS pacing guides to improve ELA practices.</p>		<p>1. Administrators will observe lessons, review weekly lesson plans in Canvas/Living Lesson Plan and provide feedback, PLCs. <a href="#">Admin Copy of 2020-21 HMS Weekly Lesson Plans</a></p>	<p>1. Implement effective blend (F2F/distant).</p>
	<p>2. Systematically design and administer multiple assessments to gauge student growth. (Formative and Summative) (see grade level notes under next steps)</p>		<p>2A. Examine evidence of data dialogues after MAP and Common Assessments in PLCs</p>	<p>2. Adjust student address RTI needs weeks-comple</p>
	<p>3. Support a literacy focus in all classes by implementing disciplinary literacy in all content areas.</p>		<p>2B. Utilize individual Teacher spreadsheets to track student growth.</p>	<p>3A. Establish a team to include stakeholders around a cohort program.</p>
	<p>4A. Increase quality writing experiences across all disciplines to communicate thinking through reading skills.</p>	<p>Professional learning differentiated for experienced &amp; new HMS teachers to Thinking Maps &amp; disciplinary literacy.</p>	<p>3. Evidence of disciplinary literacy practices reviewed in PLCs.</p>	<p>5. Review and common assess include rigorous writing.</p>
	<p>5. Support schoolwide writing focus by implementing LDC and CR.</p>		<p>5. Examine student writing in PLC with all content areas through LDC, CR as monitored by products shared in PLCs.</p>	<p>6. 11-4-20 Dis Thru: Review with faculty at ELEOT indicate walk through with D...</p>



2020-21 Phase Two: The Needs Assessment for  
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2020-21 Phase Two: The Needs Assessment for Schools

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## 2020-21 Phase Two: The Needs Assessment for Schools

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Continuous Improvement Team: The School Continuous Improvement Team is comprised of the principal, teachers, parents, classified, Youth Service Center personnel and finally a student. School Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator. Monthly SBDM meetings are held with stakeholders and monthly faculty meetings are held with teachers to examine the needs, accolades, and next steps of all aspects of student learning and school culture. Gather and organize data: HMS administration and school teachers gather and organize data in a five week PLC processes. From Data Protocol meetings, to examining yearly State accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared with teachers and district personnel through a shared Google spreadsheet that is used for monitoring purposes. Teachers complete their own needs assessments after examining State accountability in order to improve instruction for the next year. Review current performance: School Content Teams, as well as our School Site Based Council reviews and identifies areas where the school met/failed to meet district, state/ federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by examining the performance of students identified in gap groups. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. Prioritize performance concerns: The schools content area teachers identifies priority performance concerns for every indicator (academic proficiency, academic gap, and academic growth) for which the school did not meet federal, state and/or local expectations. Identify root and hypothesize potential causes: Content Area Teachers along with administration identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school

cannot control. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. These targets are monitored through our School Score Card along with any monitoring district assessments (RI, MI, DSA). Identify solutions and actions steps: Based on the root cause analysis, Administration and school content area teachers identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. Implement plan: The improvement plan is communicated to all stakeholders and implemented through faculty meetings and monthly site base meetings. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The schools Administration and core content teachers using will utilize School Priority Plan monitoring, department meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring. The school will utilize scorecards for short cycle planning and monitoring of the implementation of the CSIP.



## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

-2019 KPREP Results - HMS was scored a THREE (3) star rating which comparable to the Kentucky Middle School Average. -HMS scored a PROFICIENCY INDEX of 67.2; a SEPARATE ACADEMIC INDEX of 57.7, and a GROWTH INDICATOR of 54.2.- Hopkinsville Middle School scored Proficiency rates in the following areas: Reading 53.9%; Mathematics 44.6%; 25.5%; Social Studies 48.3%; and Science 22.4%. -Under the Proficiency Rates with a COMBINED Reading and Mathematics score, Sub-categories scored the following: ALL 67.2, Whites 78.1; AA-52.2; Hispanic 69.8; Two or More Races 66.8; ED 61.0; and SPED Disability 38.3. It is noted that HMS improved scores in the COMBINED reading and math categories in the following: Whites by 4.3, AA 2.9, Two or more races 9.1, ED 7.0, and SPED 12.2. Hispanic were the only group which went down .5 in the COMBINED Reading and Mathematics Score.-HMS READING proficiency ratings were as follows: All 69.5, Whites 80.1; AA-54.5; Hispanic 74.5; Two or More Races 66.4; ED 62.8; and SPED 38.6. It is noted that through 90 minutes daily of ELA grade 8 and 45 minutes ELA daily instruction in grade 7 that HMS increase reading proficiency scores in the following groups: Whites by 3.3, AA 2.3, Two or more races 7.0, ED 1.2, and SPED 12.7. Hispanics were the only group which went down 1.8 in the Reading. Experience and consistency in teachers in the ELA content area have help to improve reading scores across the

board. -HMS MATHEMATICS proficiency ratings were as follows: All 64.9, Whites 76.0; AA-49.8; Hispanic 65.0; Two or More Races 67.1; ED 59.1 and SPED 37.9. It is noted that through 90 minutes daily instruction in MATHEMATICS in both grades 7 & 8, HMS increase mathematics proficiency scores in the following groups: Whites by 5.2; AA 3.4; Two or more races .8, ED 11.0, and SPED 32.8.. There were NO GROUPS that did not improve in performance during the 2018-2019 school year. It is noted through teachers completion of the needs assessment that Math workshop, individualize instruction through technology, 90 minutes of daily math instruction and teacher consistency help to improve student math skill scores. -TREND Data: Trend data from 2014-2019 shows a steady increase in READING Proficiency Percentages. Reading continues to be a focus in all content area classrooms, and students are coming to middle school more prepared in the area of reading. MATHEMATICS trend data shows that HMS continues to increase student student proficiency scores in mathematics each year. Teachers note that basic computation skills are still low upon entering the 7th grade. -SEPARATE ACADEMIC INDICATOR: Under the Proficiency Rates with a COMBINED SCIENCE, SOCIAL STUDIES and ON DEMAND WRITING. Sub-categories scored the following: ALL 57.7, Whites 78.1; AA-52.2; Hispanic 69.8; Two or More Races 66.8; ED 61.0; and SPED Disability 38.3. -SCIENCE-proficiency ratings were as follows: All 51.0, Whites 56.3; AA-42.0; Hispanic 53.3; Two or More Races 52.9; ED 44.9 and SPED 39.4. It is noted that SCIENCE increased significantly in all sub groups. HMS realizes that a change of staff, additional resources and professional development contributed to the increase in proficiency scores. - SOCIAL STUDIES proficiency ratings were as follows: All 70.0, Whites 79.0; 58.4; Hispanic 73.4; Two or More Races 66.7; ED 66.1 and SPED 36.4. It is noted that SOCIAL STUDIES did decrease in all but Two or More Races sub groups. HMS realizes that a change of standards, and no Collaboration Social Studies classrooms that it is difficult to meet the needs of all learners in the SS classroom. HMS SS teachers are undergoing a change in standards and will begin the process of desegregating the standards, creating new assessments and continually monitor how students are doing with mastery of standards in PLC groups. -ON DEMAND WRITING proficiency ratings were as follows: All 52.0, Whites 58.6; AA 43.4; Hispanic 51.6; Two or More Races 51.4; ED 49.1 and SPED 24.2. Writing continues to be a focus at HMS in all content areas. We are incorporating LDC modules, Constructed and Extended Response writing prompts in all classrooms. -GROWTH: Growth was an area of celebration at HMS. It was one of the major highlights of student achievement this year. All groups improved in all areas in both Reading and Mathematics. HMS has an upward trend in growth as we learn, and develop consistent methods of enriching the academic structures for our students.-NON-ACADEMIC DATA: Teacher attendance at HMS continues to be steady at 95% on a monthly basis. However, there are great concern over loss of instruction due to not having qualified subs available for needed trainings and absences of teachers. Daily

HMS must split and cover classrooms where no sub is available. This hinders teacher professional growth and student learning when there is not a teacher in the classroom. Administration is having to forego their responsibilities in running the school by covering classrooms and dealing with additional discipline with extra students are added to classrooms. HMS took a hit on teacher retention this year. HMS lost 6 core content teachers, and three were in the areas of mathematics. Experienced, qualified teachers are extremely hard to replace in an urban area. Surveys from all stakeholders are use to improve the culture of HMS from the employees, parents and students. Consistency still remains with administration. Chronic absenteeism rate was 14.04% (91 students out of 614 names) during the 2018-2019 school year. Currently, to date, the Chronic Absenteeism Rate is 12% based on an enrollment of 577 students (includes withdrawals). The rate will change based on student enrollments. Teacher attendance: A baseline rate will be established during the 18-19 school year. School Staffing is stable and has been maintained for several years.\*\* Update, during 2020-21 school year all monitoring will be three times yearly through MAP assessment data, and through Unit Common Assessments. \*\*\*

## Priorities/Concerns

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

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

-Reading Inventory: for the past three years has shown only 41% (Fall 2019) of students entering grade 7 with on-grade-level reading and vocabulary skills. \*\* Fall 2020 MAP data indicates that 42.7% of students are reading for grade level instruction. This is a good surprise due to the students not being in a tradition learning setting since March of 2019. -2019 Math Inventory denotes that only 14% of students entered grade 7 with on grade level readiness skills. \*\* 2020 7th grade MAP data indicates 31% of hybrid students are ready for 7th grade math instruction. This is a huge increase over last year; even with COVID 19. Students who are scheduled for Rtl have shown a progressive growth trend through analysis of Read180 pre and post-Lexile scores growing an average of 106.2 (2018) in Lexile points over the last 4 years. Students are progressively coming into middle school behind on their reading levels by 2 or more grade levels. This has been increasingly more prevalent every year. Students who fall into the subpopulations are in need of intensive vocabulary and mathematics skill instruction. -Writing continues to be a focus for middle school students. All content area teachers assign Constructed Response prompts and a revamp in 2020 of Thinking Maps at HMS should help set the foundation for critical thinking skills, and organization of writing. LDC with Reading, Science and Social Studies has been implemented for 6 years in order to strengthen writing across the curriculum. Females continue to outscore our males in all areas of testing and instruction. A focus on getting them engaged will be a focus of our Youth Service Center and teachers. Also, there is no feedback from Pearson on which types of writings show strengths and which need to be revamped. This is a flaw in our On Demand testing system. Feedback to teachers should be a top priority of the State of Kentucky. -Social Studies new standards are being implemented and instruction is being revamped to meet the needs of new standards with no resources. Mental Health: There is a growing need for mental health services for students at HMS. Each year we see an increase of students who need intense counseling, mediation, and re-teaching of social skills in order to be successful in the educational environment. -Safety: Safety has been a number one priority at HMS and in Christian County. HMS has a full time SRO officer, and ALL

teachers are starting to undergo Trauma Informed care through sharing sessions in faculty meetings. Each semester HMS conducts all state mandated drills, and students receive bully prevention and intervention training throughout the year.

-Instructional Technology: HMS instructional technology is needs are great. HMS does not have the funds for all teachers to have their own set up laptops to use with students and must schedule and share with teammates. This poses a problem when instruction needs to be geared toward the individual needs of students as they work on both reading and math deficits.

## Trends

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

Overall, HMS continues to struggle with meeting the needs of our AA, ED, and SPED students in all areas of instruction. At the district middle school level, our SWD increased Novice in social studies by 7.8% and writing by 11%, even though this same group decreased Novice in reading, math, and science. Teacher attendance rate is 95.47%. -Recruitment of teachers in critical shortage areas and emergency certified teacher numbers have risen. HMS currently has 2 critical shortage Alternative Certification teachers in ELA and SPED. -Attendance: HMS has a strong student attendance rating for 95+%. From 2015-2018 HMS not only won the district Kentucky High Attendance Day Average for the district, we are the winners of Region 2. -PBIS/Behavior HMS continues to decrease student discipline with a strong focus on PBIS interventions. We have been designated as a Silver Star school by the KY PBIS program. -Parent Involvement is strong as reflected in a new parent organization called Tiger Connection. These parents have helped to provide incentives for students, showered teachers with appreciation, and helped to beautify the school grounds. Surveys, parent/teacher conference numbers, and volunteer numbers support this trend. -Tell Survey (2017) teachers are happy, indicating this a good place to work and grow as a teacher with professional development enhancing their craft and understanding of Common Core State Standards. \*\*Fall 2020 Map data confirms that the needs of our AA, Two or More, Hispanic, F&R and SPED still struggle in the areas of Math and Reading. This data will be closely monitored throughout the year. Tutoring, academic detention both voluntary and involuntary is assigned to students by parents and administration. Please see attached Trend data spreadsheet. \*\*\*

### **ATTACHMENTS**

#### **Attachment Name**

## Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

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

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Academic: KCWP 2: Design and Deliver Instruction. The District has developed an Instructional Framework, with input from administrators and teachers, that has been rolled out to all certified staff. The Framework is monitored through observations, PLCs, CLT meetings, and Deep Dive. The Instructional Framework includes: Six key areas identified by CCPS Curriculum Leadership members as critical for realizing the district vision statement Connections to other district initiatives Logic models that include Observable student behaviors Observable teacher behaviors Observable school and district leader behaviors and Connections to district wide, high-leverage research based strategies and practices-KCWP 1: Design and Deploy Standards,, KCWP 2: Design and Deliver Instruction, KCWP 3: Design and Deliver Assessment Literacy, and KCWP 4: Review, Analyze, and Apply Data. The District has developed a PLC Guidance Document that has been rolled out for the 2019-20 school year. HMS continues to implement a five-week PLC model. KCWP 3: Design and Deliver Assessment Literacy. Classroom Assessment for Student Learning emphasizes assessment for learning strategies and 1) provides effective targeted, penalty free practice for students 2) Enables students to take responsibility for their own learning 3) Improves student motivation and enables students to be in control of their own learning 4) Improves student achievement. EL students need a more accurate progress monitoring tool to determine their growth. KCWP 2: Design and Deliver Instruction/KCWP Design and Deliver Assessment Literacy/ KCWP 4: Review, Analyze, and Apply Data/KCWP Design, Align, and Deliver Support. Schools have been implementing district-wide Tier 3 intervention programs with coaching support. As HMS moves toward more individualized solutions for their school populations, they will need assistance in the design and fit of appropriate interventions, progress monitoring interventions, reviewing, analyzing and adjusting instruction based on intervention data, and then support provided must align to their needs. KCWP 6: Establishing Learning Culture and

Environment: The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.




## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

HMS three (3) star rating. HMS met sub population groups and was removed from TSI status in AA, HISPANIC, 2+MORE, ED and SPED. Academic: SCIENCE-Overall Novice reduction (11.5%) and Proficiency increase (7.6%), READING Proficiency increase (2.2%), MATHEMATICS Proficiency Increase (4.1%). Teacher Professional Growth Opportunities: TILT, KLIP, LDC, PLC, Team and Department meetings. Student schedules fluid. They are changed based on data in Reading, Math and Behavior. Parent Involvement through AHOY, Tiger Connection and Volunteers A stable Administration team 12th year together. Both grade levels have 4 math teachers to help close instruction gaps in mathematics skills. School attendance: HMS (5/2019) ending percentage: 95.4%.Strong Partners in Education (PiE). HMS has a strong relationship with area businesses to help promote the culture, student academic, athletic and individual achievements and accolades. HMS biggest strength is its faculty and staff. The willingness of the people to work together in order to find solutions that are the best fit for our students. Technology while still an area of concern, has come a long way in the last 5-10 years. As we continue to make advancements it will not be a device that changes the landscape of education in our school system it will be the people coming together with the devices to transform the learning environment for our students. \*\* Due to federal funding through COVID-19 recovery HMS are awaiting individual laptops to improve online instruction and gap closure.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Trend Data Non Duplicated Gap Group Reading and Math		



2020-21 Phase Three: Executive Summary for  
Schools\_09282020\_12:27

2020-21 Phase Three: Executive Summary for Schools

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## 2020-21 Phase Three: Executive Summary for Schools

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

Hopkinsville Middle School is located in the heart of the city of Hopkinsville, which is in the western part of the great State of Kentucky. Many of our students come from military backgrounds as we service students from Oak Grove, Kentucky - which houses Fort Campbell Army Base, home of the 101st Airborne Division (Air Assault). We are also the home of several international industries making us a diverse and global community. Hopkinsville has a strong arts culture with the Pennyroyal Arts Council, and the CCPS Performing Arts Center (PAC). Several Hopkinsville Middle School students have had starring roles in Campanile Productions taking place in our historic Alhambra Theater, and in conjunction with the Hopkinsville High School Band, came in 7th place in the KEMA State Band Competition. One of our most famous sites is Ferrell's restaurant where United States Presidents have enjoyed a delicious meal. This year as a school and community, we addressed our vision statement and the final product is put before the entire staff and SBDM council for approval. All rooms have a posted Vision and Mission Statement posted, as well as school-wide expectations (aka Tiger Guidelines for Success). Vision: Transforming students' lives by ensuring academic, emotional, and physical growth, teaching 21st century skills, inspiring lifelong learning, and creating a culture of collaboration. Our mission statement continues to be P.A.W.S which standards for Proficiency Accomplished with Students. Trend data from the Employee Engagement Survey from Fall 2017-Fall 2019 indicates that teachers are happy working at Hopkinsville Middle School and that overall we have a strong culture of continuous improvement and growth for all stakeholders. Our 2017 Tell Survey results showed strong positive correlations in the following areas: Teacher Preparation Time, Facilities and Resources, Community Support and Involvement, were all strong factors in both surveys. We are the home of the TIGERS and proudly wear the colors of orange and black. Hosting a very diverse student population, (2019) HMS 34 teachers and staff. Our student population consists of 45.6% Caucasian, 10.1% Hispanic/Latino, 36.4% African American, and 7.9% Other races. Hopkinsville Middle has 69.2% free and reduced lunch, 1.6% ELL, 12% special education students, 4% military connected students, 1.2% students classified as homeless and a 1.8% mobility rate. HMS has a culture that focuses on the importance of attendance. During the 2018 High Attendance Day (September 20) HMS won both district and region middle school having a 96% attendance on that day. This make three consecutive years in which HMS has won this recognition. HMS, through the implementation of a positive

behavior culture (PBIS), Silver status as a School of Fidelity recognition honor from KY-PBIS network with the Kentucky Center for Instructional Discipline. By implementing PBIS instructional strategies, HMS is able to provide a safe caring environment where all students are able to be successful. Through the implementation of High Impact Instruction, TILT, KLIP and LDC modules, we are striving to promote a rigorous and equitable education for all students. We are also dedicated to maintaining the most nurturing educational environment possible. Activities such as Operation Preparation, Job Shadowing, and Career Day bring members of our community into the school to address eighth graders ILP progressions. With our wonderful parental involvement in our school, the PTO, Tiger Connection and the School-Based Decision Making Council (SBDM) are a large part of the success that we have at HMS! Each year we have a large number of volunteers, and parents who are willing to work with our students on various activities. Our goal is excellence! Striving to reach this goal must be a united effort on the part of the students, teachers, parents, and community. Hopkinsville Middle School is very proud to include our community partners (PiE.) in mentoring, and rewarding students for academic successes. Hopkinsville Middle School is in its second year of our second 21st Century Community Learning Center (21st CCLC) grant for after school tutoring and physical activities. This grant has brought 1.1 million dollars to after school activities at HMS. We are so excited to be able to offer these programs to our students Being high school ready is a focus at HMS that will lead to students to being college and career ready.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The current DISTRICT vision statement: Transforming students' lives by ensuring academic, emotional, and physical growth, teaching 21st century skills, inspiring lifelong learning, and creating a culture of collaboration was adopted by teachers, staff, and parents in September 2015. Our mission statement of Hopkinsville Middle School is parents, staff, and SBDM Council adopted Proficiency Accomplished with Students (P.A.W.S.) in the fall of 2010. Communication through school newsletters, and at parent teacher meetings ensure all stakeholders are aware of our mission. Planning and Needs Assessment teams were organized by including all stakeholders. Parent/Community members were solicited through recommendations, phone calls, and written correspondence. Each team reviewed cognitive and non-cognitive data to consider levels of success and trend data from the 2013-2019 K-PREP, as well as data from district learning checks (DSA) and HMH Reading & Math Inventory assessment data. Achievement gaps are identified, discussed, and reviewed for sub-populations. Summaries presented to the SBDM

council in December 2019. The SBDM council is very active in addressing student achievement. Needs and strengths were recognized, and goals are written to maintain strengths and improve areas of concern. These areas of need became priorities in our 2018-2019 CSIP plan. Objectives were discussed and targets were formed. The SBDM council gave approval to the outcomes, goals, priority needs (December 2018), causes, benchmarks, and strategies. The plan will be evaluated three times per year using benchmark data, assessments, and walk-through observations. The results of the evaluations will be the Implementations and Impact (5 X Monitoring) plans that will be shared with district administrators, and approved by the SBDM council. The CSIP committee includes: principal, assistant principal, staff (certified, classified), school council members, community members and parents (if available). HMS vision of transforming the whole child is evident in our belief that through interventions in reading (Read 180/System 44) and math (Moby Max, IXL) students have multiple opportunities to close educational gaps. Students also have a wide variety of tutoring and extra-curricular activities offered to them throughout the year (i.e. football, boys and girl basketball, tennis, swimming, wrestling, archery, dance, cheer, soccer, band, choir, art club, academic team, Science Olympiad, Kentucky Youth Assembly (KYA), Jr. Beta, and high school courses (for those that qualify)). HMS has a true belief that academics come before athletics and has adopted a "No Pass/No Play" policy for all athletes. This policy is stronger than the KHSAA wherein high school students can fail two academic subjects and still be eligible to play in athletic events. We were proud of our Arts & Humanities program as our 8th grade students were able to march with the Hopkinsville School Band of Marching Tigers that placed 7th KMEA awards. HMS has a strong athletic body. In 2019, our football team qualified to play in the semi-finals at the State Middle School Conference in Lexington. Being rewarded with our second 21st Century Community Learning Club (21st CCLC) has allowed HMS to offer Vex robotics, Art Club, Reading & Walking Club, Archery, Step Team and many other activities to students who are not on formal athletic teams at our school.

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

HMS is rated at three star school for the 2019 KPREP testing session. This score is on par with the average for Kentucky Middle Schools. Reading instruction has been an strength at HMS over the past 5 years. Students grew at an indicator level of 53.8. The State of Kentucky had a Reading & Math growth indicator of 52.5. This indicates that HMS was 1.3 points above the state average. Growth in Reading: All students scored an index 69.5. Sub Groups: Whites increased 4.3; African American increased 2.9, two or more races increased 9.1, ED increased 2.1, and SWD

increased 12.2 points. -HMS has strong parent/teacher/students relationships and this is reflected in Title I surveys, parent/teacher conference numbers, volunteer numbers, and culture surveys. A new parent organization called Tiger Connection continues to be a strong supportive group for the community. This group has worked to beautify the campus, reward students for good behavior, academics and helped to foster the community in a prayer vigil for the safety and welfare of HMS students. -2019 Employee Engagement survey was a highlight of our fall data. Employees stated there is an open door policy for any situation that may arise, they felt that their needs were met and that administration really cares about them as a person and an employee. -Tell Survey (2017) teachers are happy, indicating this a good place to work and grow as a teacher with professional development enhancing their craft and understanding of Common Core State Standards. -HMS is able to provide before and after school tutoring to students through our 21st Century Community Learning Center (21st CCLC) grant. Students are about to take courses in robotics, art, archery, and many other areas that interests them. -HMS band students in conjunction with HHS Tiger Band finished 7th place at the KEMA awards program in the State of Kentucky. -2019 Professional learning is a district and school focus. Teachers Intentional Learning Together (TILT) is a new professional learning experience for teachers. Six hours of their mandated 24 professional development hours are spent learning together with lead teachers. HMS is an active participant in Learning Design Collaborative (LDC) and Kentucky Literacy Intervention Project (KLIP). -Teachers indicated that students scheduled as needed for Rtl classes in Reading and Math and these programs offer progress monitoring to they may measure growth in both academic areas. Teacher and Leadership use a wide range of data to identify, plan, and collaborate needed resources for students. -2019 Parent Involvement Survey: Out of parent responses, parents indicated that their child has received a positive contact by staff in the last 60 days of school. Parents also indicated they were aware of polices regarding homework, attendance, grading scale, dress code, and extra- curricular eligibility. A few parents indicated that their child had been a bullied at school. (This continues to be addressed through school-wide announcements, discussions with teachers, and counselors.) Parents were very complementary of teachers and view staff as professionals and that respects parents/guardians. -KDE Division of Learning Services recognized HMS as a model school site for the endeavors made toward the Response to Intervention (Rtl) programs offered in 2017. - Parent Involvement up from previous year as noted in our first PTC, and Tiger Connection with 400+ parents and students participating. -Student and teacher attendance continues to be a strength at HMS.

**. CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes



of low student performance and resource inequities.

N/A

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

N/A

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement  
Plan\_12072020\_18:09

2020-2021 Phase Three: Comprehensive School Improvement Plan

**Hopkinsville Middle School**  
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## 2020-21 Phase Three: Comprehensive School Improvement Plan

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

**Goal:** Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

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

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.**

Please see attached.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 FY 21 HMS CSIP	FY 21 HMS CSIP	.

# Comprehensive School Improvement Plan (CSIP)

## Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on prior achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivate student growth and achievement.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, separate academic indicator, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

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

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

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and resp

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

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.



1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the number of students scoring proficient or above in combined reading and math score from **67.2** to **70.0** by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monit
<p><b>Objective 1: Objective 1</b>            Increase the number of students scoring proficient or above in READING on the MAP Diagnostic from <b>30.4% to 53.9% (2019 KPREP PD SCORE)</b> as indicated by MAP Assessment taken Fall 2020 to May 2021.</p>	<p>KCPW 1: Design and Deploy Standards</p>	<p><b>Professional Learning Communities (PLCs):</b> will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>does not</i> work to enhance student achievement. <b>PLC Cycle 1</b> to examine CCSS and plan number of days to cover topic.</p>	<p>Evidenced in Lesson Planning, Walk-Through and Formative Assessment pieces posted in halls</p>	<p>CANVAS Lesson Plans            ELEOT Walk Through</p>
	<p>KCPW 2: Design and Deliver Instruction</p>	<p><b>Professional Learning on Vocabulary through Kentucky Literacy Intervention Project (KLIP) and Literacy Design Collaborative (LDC)</b>            Cohort teachers will train HMS staff of effective literacy practices with strong vocabulary strategies and writing implementation.</p>	<p>Visible evidence of literacy work through vocabulary and writing practices</p>	<p>Literacy Plan Learning Student Work</p>
		<p><b>Teachers Intentionally Learning Together (TILT):</b>            Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in</p>	<p>RtI Growth            Common Assessment Proficiency            Coaching observations            ELEOT Instructional Rounds data</p>	<p>ELEOT Rounding            CANVAS FEEDBACK</p>

Goal 1 (State your proficiency goal.): Increase the number of students scoring proficient or above in combined reading and math score from **67.2** to **70.0** by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		<p>meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success.</p>		
	<p>KCPW5: Design, Align &amp; Deliver Support</p>	<p><b>Professional Learning and Coaching:</b> Content area teachers provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for KLIP, LDC, TCT Literacy Cohort and Literacy Academy TILT sessions.</p>	<p>Implementation of Administrative Guidance and suggestions</p>	<p>Improvement of instructional practices and teacher performance</p>
		<p><b>Data Collection Rounds:</b> Data Collection rounds using ELEOT indicators for engaged students are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of</p>	<p>After instruction round, implementation of next steps.</p>	<p>ELEOT and Walk Thro Collection Round (prob) practice focused on implementing instructional practice c HMS School Priority M plans.</p>

Goal 1 (State your proficiency goal.): Increase the number of students scoring proficient or above in combined reading and math score from **67.2** to **70.0** by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monit
<p>Objective 2: Increase the number of students scoring proficient or above in MATHEMATICS on the MAP Diagnostic from <b>30.4% to 47.0% (2019 KPRRP PD SCORE)</b> as indicated by MAP Assessment taken Fall 2020 to May 2021.</p>	<p>KCPW 2: Design and Deliver Instruction</p>	<p>instructional rounds is not to provide feedback to the teacher observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection (Robert J. Marzano).</p>	<p>Improve mathematical practices</p>	<p>ELEOT Walk-Through Through, PLC planning Administrative and Co support</p>
		<p><b>Grades 7 &amp; 8 Math Workshop in order to Differentiate Instruction.</b> Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support a district wide best-practices instruction in mathematics at middle school levels. Math Workshop will allow teachers to work with small groups 2-3 times weekly in order to close mathematics-missing skills.</p>		
		<p><b>Teachers Intentionally Learning Together (TILT):</b> Math Academy - Robust classroom cultures, teacher teams who study to interpret</p>	<p>Improve mathematical practices</p>	<p>Sign in sheets; implement PD incorporated into practices.</p>

Goal 1 (State your proficiency goal.): Increase the number of students scoring proficient or above in combined reading and math score from **67.2** to **70.0** by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monit
		standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success.		
	KCPW5: Design, Align & Deliver Support	<p><b>Professional Learning and Coaching:</b> Content area teachers provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-8 Math Cohort and Math Academy TILT sessions.</p>	Administration and Coaches assigned to teachers to help improve instruction and classroom management	Administration and Co visiting teachers and giving feedback on how to improve. Videos made and teacher reflections are in progress
		<p><b>Growth Days for Curriculum Planning and Unit Planning:</b> The District continue to implement a systemic process for developing and refining district curriculum</p>	Implementation of Tasks created by middle school teachers in CCPS.	Task reviewed during 8 Reflection and revision

Goal 1 (State your proficiency goal): Increase the number of students scoring proficient or above in combined reading and math score from **67.2** to **70.0** by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		<p>documents and benchmark assessments.</p> <p><b>Professional Learning Communities (PLCs):</b> will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>does not</i> work to enhance student achievement.</p>	<p>MAP Growth RtI Math Growth Administration and Coaches on Proficiency Coaching observations ELEOT Instructional Rounds data</p>	<p>Sign-in-sheets from Fa</p>

2: Separate Academic Indicator

**Goal 2 (State your separate academic indicator goal: Increase the number of students scoring proficient in a combined p separate academic indicator groups of Science, Social Studies, and Writing from 57.7% to 63.3% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1: Increase the number of students scoring proficient or above in Science on TCT district assessments from <b>22.4%</b> to <b>33.0%</b> as indicated by the Separate Academic Indicator index on State K-PRP Assessment by June 2022.</p>	<p>KCPW 4: Review, Analyze and Apply Data</p>	<p><b>Growth Days for Curriculum Planning and Unit Planning:</b> The District continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments.</p> <p><b>Professional Learning Communities (PLCs) Cycle 5:</b> will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and does not work to enhance student achievement. Cycle 5 is data analysis. Teachers will examine all Unit Assessments to determine where gap are in knowledge.</p>	<p>Implementation of Task created by middle school teachers in CCPS.</p> <p>Implementation of PLC effective teaching strategies.</p>	<p>Fall and Spring Learning Reflection and revisor</p> <p>Literacy Plan Learning Student Work</p>
	<p>KCPW 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data</p>	<p><b>Professional Learning on Vocabulary through Kentucky Literacy Intervention Project (KLIP) and Literacy Design Collaborative (LDC)</b></p>	<p>Visible evidence of literacy work through vocabulary and writing practices</p>	

Goal 2 (State your separate academic indicator goal.: Increase the number of students scoring proficient in a combined p separate academic indicator groups of Science, Social Studies, and Writing from **57.7%** to **63.3%** by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		<p>Cohort teachers will train HMS staff of effective literacy practices using strong vocabulary strategies and writing implementation.</p> <p><b>Growth Days for Curriculum Planning and Unit Planning:</b> The District continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments.</p>	<p>Implementation of Tasks created by middle school teachers in CCPS.</p>	<p>Task reviewed during Reflection and revision</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p><b>Professional Learning Communities (PLCs) Cycle 5:</b> will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and does not work to enhance student achievement. Cycle 5 is data analysis. Teachers will examine all Unit Assessments to determine where gap are in knowledge.</p>	<p>Implementation of PLC effective teaching strategies.</p>	<p>Fall and Spring Learning</p>
		<p>Professional Learning on Vocabulary through Kentucky Literacy Intervention Project</p>	<p>Visible evidence of literacy work</p>	<p>Literacy Plan Learning Student Work</p>

Goal 2 (State your separate academic indicator goal.: Increase the number of students scoring proficient in a combined p separate academic indicator groups of Science, Social Studies, and Writing from **57.7%** to **63.3%** by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 2: Increase the number of students scoring proficient or above in Social Studies from <b>48.3%</b> to <b>55.4%</b> as indicated on Unit Common Assessments, LDC modules and State K-PREP Assessment by June 2022.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>(KLIP) and Literacy Design Collaborative (LDC) Cohort teachers will train HMS staff of effective literacy practices using strong vocabulary strategies and writing implementation.</p>	<p>through vocabulary and writing practices</p>	<p>Task reviewed during Reflection and revisor</p>
		<p><b>Growth Days for Curriculum Planning and Unit Planning:</b> The District continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments.</p>	<p>Middle school teachers in CCPS create implementation of Task.</p>	
		<p><b>Professional Learning Communities (PLCs) Cycle 5:</b> will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and does not work to enhance student achievement. <b>Cycle 5 is data analysis. Teachers will examine all Unit Assessments to determine where gap are in Science knowledge.</b></p>	<p>Implementation of PLC effective teaching strategies</p>	<p>Fall and Spring Learning</p>



Goal 2 (State your separate academic indicator goal.: Increase the number of students scoring proficient in a combined p. separate academic indicator groups of Science, Social Studies, and Writing from 57.7% to 63.3% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 3: Increase the number of students scoring proficient or above in On-Demand Writing from 25.5% to 35.7% as indicated by LDC prompts, Extended Response pieces, and by State K-PREP Assessment June 2022.</p>	<p>KCWP 1: Design and Deliver Instruction</p>	<p><b>Professional Learning on Vocabulary through Kentucky Literacy Intervention Project (KLIP) and Literacy Design Collaborative (LDC)</b>            Cohort teachers will train HMS staff of effective literacy practices using strong vocabulary strategies and writing implementation.</p> <p><b>Growth Days for Curriculum Planning and Unit Planning:</b> The District continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments.</p> <p><b>Professional Learning Communities (PLCs) Cycle 5:</b> will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and does not work to enhance student achievement. Cycle 5 is data analysis. Teachers will</p>	<p>Visible evidence of literacy work through vocabulary and writing practices</p> <p>Middle school teachers in CCPS create implementation of Task.</p> <p>Implementation of PLC effective teaching strategies</p>	<p>Literacy Plan Learning Student Work</p> <p>Task reviewed during Reflection and revision</p> <p>Fall and Spring Learning</p>

**Goal 2 (State your separate academic indicator goal.: Increase the number of students scoring proficient in a combined p separate academic indicator groups of Science, Social Studies, and Writing from 57.7% to 63.3% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monit
		examine all Unit Assessments to determine where gap are in writing skills.		

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the number of students scoring proficient or above who fall into consolidated mathematics group from **34.1% to 37.0%** by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1: Decrease the achievement gap in reading for all identified gap groups from <b>43.7%</b> Proficient and Distinguished to <b>48.0%</b> as indicated by State K-PREP Assessment by June 2022.</p>	<p>KCWP: Design, Align and Deliver Support</p>	<p><b>Removing Barriers:</b> Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p> <p><b>Equity:</b> Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (<i>Thompson &amp; O'Quinn, 2001</i>). District and school staff will complete the equity diagnostic as part of the CSIP process and follow guidance from the KDE and <i>USDOE</i> in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.</p>	<p>Increased access to support structures</p> <p>Equitable distribution of effective teachers</p>	<p>Parent and Student Support</p> <p>Staffing rosters</p>

		<p><b>Co-Teaching - SPED cohorts</b> through TILT sessions</p> <p><b>Priority scheduling:</b> Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).</p> <p><b>Reading Intervention:</b> System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180)</p>	<p>SPED teachers are becoming more involved in the regular education instruction in Co-Lab Classes.</p> <p>Schedule changes are fluid and move depending on needs of students.</p>	<p>Teacher roles improve collaboration classes.</p> <p>IEP progress monitoring all other student progress reports and a report cards on pass/fail</p>
<p><b>Objective 1:</b> Decrease the achievement gap in mathematics for identified gap groups from <b>33.0%</b> Proficient and Distinguished to <b>37.4%</b> as indicated by State K-PREP Assessment by June 2022.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p><b>Removing Barriers:</b> Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p> <p><b>Equity:</b> Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in</p>	<p>Increased access to support structures</p> <p>Equitable distribution of effective teachers</p>	<p>Parent and Student Support</p> <p>Staffing rosters</p>

	<p>subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson &amp; O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.</p>		
<p>KCWP 5: Design, Align and Deliver Support</p>	<p><b>Co-Teaching</b> - Sped cohorts through TILT sessions</p>	<p>SPED teachers are becoming more involved in the regular education instruction in Co-Lab Classes.</p>	<p>Teacher roles improve collaboration classes.</p>
	<p><b>Priority scheduling:</b> Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).</p>	<p>Schedule changes are fluid and move depending on needs of students.</p>	<p>IEP progress monitoring all other progress reports and report cards on pass/fail</p>
	<p><b>Removing Barriers:</b> Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p>	<p>Increased access to support structures</p>	<p>Parent and Student Support</p>

4: Growth

Goal 4 (State your growth goal.): *Increase the number of students who meet growth indicators in reading and math from the Growth Indicator Index on the State assessment in June of 2022.*

<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>
Objective 1: Increase the number of students scoring proficient or above in the proficiency index in reading from 56.8 to 68.16 as indicated by MAP Diagnostic Data, Unit Common Assessments & State K-PREP Assessment by June 2022.	See Goal 1 Strategies	See Goal 1 Activities	Same as Goal 1	See Progress Monitoring
	See Goal 2 Strategies	See Goal 2 Activities	Same as Goal 2	See Progress Monitoring
Objective 2: Increase the number of students scoring proficient or above in the proficiency index in mathematics from 51.1 to 61.32 as indicated by MAP Diagnostic Data, Unit Common Assessments & State K-PREP Assessment by June 2022.	See Goal 1 Strategies	See Goal 1 Activities	Same as Goal 1	See Progress Monitoring
	See Goal 2 Strategies	See Goal 2 Activities	Same as Goal 2	See Progress Monitoring

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Students in grades 8 will meet or exceed the transition readiness benchmark on

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1: Students in grade 7 &amp; 8 will meet or exceed the transition readiness benchmarks in reading and mathematics as indicated by the number of students scoring proficient in the combined reading and mathematics proficiency score on the State Assessment, K-PREP by 2020.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>See Goal 1 - Measurable Objective 1 - Activities</p>	<p>Students scoring at or above proficient levels on Learning Checks, Common Assessments and K-PREP FY20.</p>	<p>See HMS Priority Plan for percent of students goals.</p>
		<p>See Goal 2 - Measurable Objective 1 - Activities</p> <p><b>Individual Learning Plan:</b> provide middle school students and parents with information related to how the ILP will affect a student's high school course selections.</p>	<p>Students complete ILP within the required period.</p>	<p>50% ILP completed by</p>
		<p><b>National Career Clusters:</b> Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology.</p>	<p>Career Clusters introduced through Arts, Humanities Class, and 7th Grade Careers Class. Junior Achievement scheduled with all 7th Grade Students.</p>	<p>JA has met with 1/2 of Students. 2nd Semester the rest.</p>
		<p><b>Career Preparation/Orientation:</b> Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff and parents through multiple venues of communication: faculty meetings, flyers, emails, district</p>	<p>8th Grade students are made aware of opportunities offered at Gateway Academy</p>	<p>Tours completed in Jan 2020 before registratio</p>

Goal 5 (State your transition readiness goal.): Students in grades 8 will meet or exceed the transition readiness benchmark or

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		website, 8th grade tours to Gateway Academy to Innovation and Technology.		



## 6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1				
Objective 2				

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1				
Objective 2				

## Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

### Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in underperforming subgroups?

Response:

### Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified in underperformance, and how identified resource inequities will be addressed.

Response:

**Targeted Subgroups and Evidence-Based Interventions:**

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSP activities for your targeted subgroup(s). How will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to underperformance.

Response:

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## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by 1 CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (7 aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted submitted to the Commissioner of Education for final approval.

### Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the [Evidence under ESSA](#) resource available on KDE's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional evidence.

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge



2020-21 Phase Three: Closing the Achievement Gap  
Diagnostic\_09282020\_12:28

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**Hopkinsville Middle School**  
**Wendy Duvall**  
434 Koffman Drive  
Hopkinsville, Kentucky, 42240  
United States of America

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.



## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Please see attached. The completed Achievement Gap Group Spreadsheet does not denote all populations which is representative of HMS. HMS has other populations of Two or More Races, Asian, and Pacific Islander. However these groups are less than 1%.

### **ATTACHMENTS**

#### **Attachment Name**

 FY 21 Consolidated GAP GROUP Goals

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

The climate and culture of HMS is one based on a growth mindset. All students set goals in both reading and mathematics. These goals are reviewed throughout the year in order to promote attention how much students grow between testing sessions. HMS rewards students for growing in both reading Lexile points and mathematics with Quantile points and skills. HMS has adopted the growth mindset persona. We want students to grow at their individual pace and levels to promote a culture where every student succeeds, feels important, and knows that teachers care for them and their academic growth. HMS deems it important to understanding and know our GAP students. Every teacher claims two students to mentor throughout the year on both academics and behaviors. Mrs. Duvall and her administration has an open door policy with parents and students to discuss gaps in education and needs the family may have in order to provide additional practice at home with district internet programs. HMS teachers use a variety of measures to set student growth goals, and ways to close achievement gaps. Reading and Math diagnostics through MAP are given three times yearly to students to determine Lexile, and Quantile scores, respectively. Common Assessments are congruent with CCSS (Reading and Math) standards and our school prepares learning checks in the areas of Social Studies and Science (TCT). The Social Studies assessment is based on Kentucky 4.1 State Standards and the Science assessment is based on NGSS standards for middle grades education. Teachers name and claim students to mentor throughout the year. By mentoring students, and setting growth goals, students know what to do in order to grow toward proficiency levels. This year we have also added student home visits through our Non-Traditional Learning Environments (NTI) and Supporting Students Who are Working at Home (SSWAT) through out the NTI period.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Currently, HMS has not been able to totally closed achievement gaps in Reading or Math. However, Hopkinsville Middle School in examining FY19 K-PREP data is pleased to see the growth of all students in the combined proficiency indicator for reading and math. The following indicators gap students show growth: African American increased 2.9 points, 2+ races increased 9.1 points, ED 2.1 points, and SWD increased 12.2 points. The only gap group to show a slight reduction in the

FY19 KPREP combined reading and math proficiency score was Hispanic students with a .5 decrease. The average growth indicator as set by KDE was 52.5 in both math and reading. Hopkinsville Middle school scored a growth indicator of 53.8, which is 1.3 indicator points higher than the State of Kentucky. In looking at proficient trends from 2018 to 2019 it is noted that HMS has the following percent of student in our identified gap group scoring Proficient or Distinguished in READING - AFRICAN AMERICAN 2018 (35.6%) to 2019 (37.5%); HISPANIC 2018 (62.5%) to 2019 (56.4%); TWO OR MORE RACES 2018 (43.2%) to 2019 (48.6%); ED 2018 (45.3%) to 2019 (46.6%); SWD 2018 (16.7%) to 2019 (27.3%). MATHEMATICS- AFRICAN AMERICAN 2018 (26.4%) to 2019 (28.5%); HISPANIC 2018 (42.9%) to 2019 (47.3%); TWO OR MORE RACES 2018 (32.4%) to 2019 (42.9%); ED 2018 (34.3%) to 2019 (37.5%); SWD 2018 (11.7%) to 2019 (18.2%). This trend shows that 90 minutes of ELA and 90 minutes of math instruction has increased student skills in both subjects.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Reading and Math both showed growth in all accountable groups. However, Reading is the most prominent in meeting growth goals as set by the State. Please see growth index indicators in question B. The percentage of students scoring proficient has steadily increased since the 2015 testing cycle. Since 2014 with a proficient/distinguished percentage score of 50.9% of students to 2019 showing HMS proficiency in reading scores to have increased to 53.9%. Teachers are re-analyzing units, instructional strategies, and common assessments to determine areas where the gaps can continue to be closed. HMS attributes greater growth scores in reading as a direct result of Rtl intervention being conducted at both the elementary and middle school levels. All reading teachers at HMS hold secondary English and/or reading specialist degrees and in grade 8 there is a 90 minute ELA block. GAP groups continue to thrive in both reading and math.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The only group regress in the combined Reading and Math Proficiency Score by .5 from 2018 to 2019 were HISPANICS. READING – There were no gap groups that regressed in reading. MATHEMATICS - HMS still has a high percentage of students scoring in the novice and apprentice ranged in mathematics. More individual instruction via technology is needed to help close individual skills. HMS gave a

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beginning of the year mathematics inventory assessment and only 10.5% of students scored ready for 8th grade content instruction. 89.5% of students scored basic or below basic in their readiness. Math teachers met to place students in skill level gap groups in order to give an additional 45 minutes of instruction to students who are not on grade level. Also, we are implemented the instructional design of Math Workshop in every core mathematics classroom. According to the 2019 KPREP scores in Mathematics growth, HMS scored a 53.8 which denotes medium growth. The State of Kentucky as a whole scored 52.5. In 2019 56.7% of students grew in their reading Lexile levels and 50.9% grew in mathematics Quantile levels. Please see growth rates at: [https://www.kyschoolreportcard.com/organization/53482/school\\_accountability/growth/indicator\\_score?year=2019](https://www.kyschoolreportcard.com/organization/53482/school_accountability/growth/indicator_score?year=2019)

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Teachers are getting professional development through PLCs, Teacher Intentionally Learning Together (TILT) sessions, Literacy Design Collaborative (LDC), and Kentucky Literacy Intervention Program (KLIP) throughout the year. Teachers are able to get professional development in their perceived areas of need. The district office has coaches available to work with teachers on classroom management and instructional strategies. These session help teachers to close achievement gaps with students under their care. Also, teachers receive instructional strategies in PLC Cycles 3 and 4 which meet with the principal and a district coach.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Christian County Public Schools administers the following surveys to gather stakeholder input: District Services Survey, Parent Survey, Student Survey, and Employee Engagement Survey. Christian County Public Schools focuses on the leader in seven key steps that lead from the collection and analysis of data based on the results of a survey to implement and communicate actions to everyone in the organization. The data rollout process is: Step 1 - Survey data collected Step 2 - Leaders plan how to roll out results to stakeholders Step 3 - Leaders communicate a rollout timeline for results Step 4 - Survey results are rolled out to stakeholders Step 5 - Action plan based survey results and feedback by stakeholders is developed Step 6 - Action plan is implemented Step 7 - Action plan is monitored and evaluated by leader and stakeholders every 90 days District Services Survey - For school districts to be excellent places for students to learn, employees to work, teachers to teach and parents to send their children for an education, all schools and service

departments of the district must be excellent. This survey helps to determine the level of service schools receive from the district departments. District departments are evaluated on accessibility, accuracy, attitude, operations, and timeliness. Parent Satisfaction Survey - All parents of school children in the district are invited to complete a parent satisfaction survey. One of the primary goals for the district is the satisfaction of our parents and community with the educational services in our school district. Survey data is used to evaluate our performance during the year and at the end of the academic year. It helps the district to identify strengths and areas to address needs. Employee Engagement Survey - Employees who perceive their immediate supervisor (leader) is engaged with them in the workplace will be more satisfied and therefore do a better job. Organizations with a high level of employee satisfaction demonstrate higher retention rates. Student Survey - Students in upper elementary, middle, and high school are invited to respond to a survey about what is working well at their school and what could be improved. Students respond to questions regarding their leader, safety, transportation, engaging teachers, adult support, school rules, and goal setting and tracking.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

Please see attached PD Plan. Engaging in a cycle of continuous improvement, dedicated teachers identify areas of potential professional growth, identify related learning opportunities, try out new learning, and reflect. In CCPS, all teachers engage in 6 hours of personalized, peer-led learning over the course of the school year designed to meet diverse faculty needs. The 6 hours combine 5 hours of face-to-face collegial conversations around high yield, progressive practices and 1 hour of personal application and reflection. By leveraging expertise within the district, TILT: Teachers Intentionally Learning Together aims to PowerUP professional learning and increase equitable access to high-quality teaching and learning district-wide. Christian County was awarded the Striving Readers Comprehensive Literacy Grant mid-2018, which is a Birth-12th grade grant that seeks to provide quality professional learning regarding balanced literacy instruction for Pre-12th grade teachers, as well as daycare providers. Hopkinsville Middle School has been

involved in this professional learning. The focus of the work has been on training a cohort of teachers as LDC coaches to build capacity within the schools, utilizing the PERKS assessment to align professional learning work, and developing school literacy plans. Kentucky Literacy Intervention Program (KLIP) gives professional learning to all core content teachers on vocabulary instruction. Hopkinsville Middle School participates in the District's Instructional Leadership Team (ILT) to work as a Professional Learning Community around instruction and curriculum. Hopkinsville Middle School is paired with their feeder elementary and cross-town peer middle school to work on self-identified focus areas (Deep Dive Teams). Our focus area is Engaging Students. Throughout the year, we engage in a variety of data protocols that we take back to our schools and utilize with instructional staff. Teachers also have the opportunity to participate in Content Cohorts. The Content Cohorts are organized and facilitated content cohorts for Literacy, Math, and Science with a focus on aligning instruction to standards, using core resources with fidelity, and providing equitable learning opportunities to students across the district. HMS has PLC meetings every week for 45 minutes. Teachers follow a 5 to 6 week cycle from unpacking the standards to developing a common assessment and finally examining data based on student scores on various instruments. Teachers also meet every 5 weeks in a grade level data meetings where students are discussed and plans are made to help them reach proficiency in reading and mathematics.

### III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Please see attached Goal Charts.

#### **ATTACHMENTS**

##### **Attachment Name**

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 FY 21 Consolidated GAP GROUP Goals





Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Please see attached Goal Chart.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2014-2019 Trend Data Non Duplicated Gap Group in Reading and Math	2014-2019 Trend Data Non Duplicated Gap Group in Reading and Math	• III
 CSIP Goal Charts for GAP GROUPS	CSIP Goal Charts for GAP GROUPS	• III
 FY 21 Consolidated GAP GROUP Goals	FY 21 Consolidated GAP GROUP Goals	•
 FY21 Achievement Gap Group Identification Chart.xlsx (8840 Bytes)	FY21 Achievement Gap Group Identification Chart.xlsx (8840 Bytes)	• I



		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018	
Target Type	School	District	State	School	District	State	School	District	State	School	District	State	School	District	
Percent Proficient															
Non-Duplicated	32	30	33	27.5	25.9	31.3	38.6	33.1	35.5	35.3	28.3	35.9	29.2	25.3	
AA	24.1	23.1	22.8	20	no data	21	33	24.1	23.9	27.9	21.9	23.7	26.5	22.6	
Hispanic	48.8	36.4	34.4	36.7	34.7	33	34.1	34.8	35.3	37.8	no data	36.1	42.9	40	
2+ races	25	35.6	37.5	23.8	31.7	35.2	38.9	45.3	40.2	28.1	no data	41	32.4	32.1	
ED	30.6	29.1	32.9	26.8	25.2	31.2	37.8	32.7	35.6	33.8	27.5	35.9	34.3	31.5	
SPED	6.7	no data	17.3	16.7	no data	15.5	30	15.7	18	15.6	10	19.9	11.7	10.1	
<b>Mathematics</b>															
<b>Reading</b>															

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the number of students scoring proficient or above who fall into consolidated mathematics group from 34.1% to 37.0% by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1: Decrease the achievement gap in reading for all identified gap groups from 43.7% Proficient and Distinguished to 48.0% as indicated by State K-PREP Assessment by June 2022.</p>	<p>KCWP: Design, Align and Deliver Support</p>	<p><b>Removing Barriers:</b> Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p> <p><b>Equity:</b> Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (<i>Thompson &amp; O'Quinn, 2001</i>). District and school staff will complete the equity diagnostic as part of the CSIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.</p>	<p>Increased access to support structures</p> <p>Equitable distribution of effective teachers</p>	<p>Parent and Student Surveys</p> <p>Staffing rosters</p>

<p>Objective 2: Objective 1: Decrease the achievement gap in mathematics for identified gap groups from <b>33.0%</b> Proficient and Distinguished to <b>37.4%</b> as indicated by State K-PRFP Assessment by June 2022.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p><b>Co-Teaching</b> - SPED cohorts through TILT sessions</p> <p><b>Priority scheduling:</b> Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).</p> <p><b>Reading Intervention:</b> System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180)</p> <p><b>Removing Barriers:</b> Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p> <p><b>Equity:</b> Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in</p>	<p>SPED teachers are becoming more involved in the regular education instruction in Co-Lab Classes.</p> <p>Schedule changes are fluid and move depending on needs of students.</p>	<p>Teacher roles improving in collaboration classes.</p> <p>IEP progress monitoring all other student progress reports and monitor report cards on pass/fail</p> <p>Quarterly implementation monitoring</p> <p>Parent and Student Support</p> <p>Staffing rosters</p>
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		<p>subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson &amp; O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.</p>		
<p>KCWP 5: Design, Align and Deliver Support</p>		<p><b>Co-Teaching</b> - Sped cohorts through TILT sessions</p>	<p>SPED teachers are becoming more involved in the regular education instruction in Co-Lab Classes.</p>	<p>Teacher roles improv Collaboration classes.</p>
		<p><b>Priority scheduling:</b> Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).</p>	<p>Schedule changes are fluid and move depending on needs of students.</p>	<p>IEP progress monitoring all other st progress reports and n report cards on pass/fa</p>
		<p><b>Removing Barriers:</b> Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p>	<p>Increased access to support structures</p>	<p>Parent and Student Su</p>

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable
<p>Goal 1: Increase the number of students in the identified in the Consolidated Student group scoring proficient or above in reading from 43.7% to 49.0% as indicated by Kentucky Performance Rating for Educational Progress (K-PREP) June 2021.</p>	<p>KCPW 1: Design and Deploy Standards KCPW 2: Design and Deliver Instruction</p>	<p>Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and does not work to enhance student achievement.</p>	<p>Wendy Duvall, Dawn Stalker &amp; HMS Teachers</p>
		<p>Removing Barriers: Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders</p>	<p>Wendy Duvall, Dawn Stalker, Guidance &amp; HMS Teachers</p>

	<p>Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson &amp; O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.</p>	<p>Wendy Duvall, Dawn Stalker &amp; HMS Teachers</p>
	<p>Co-Teaching - SPED cohorts through TILT sessions</p>	<p>Wendy Duvall, Dawn Stalker &amp; HMS Teachers</p>

		<p>Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).</p>	<p>Wendy Duvall, Guidance and HMS Teachers.</p>
		<p>Reading Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44)</p>	<p>Wendy Duvall, Dawn Stalker &amp; HMS Teachers</p>
		<p>Increase professional learning in Tier I whole class interventions through KLIP Vocabulary Work, LDC and TCT instruction.</p>	<p>Wendy Duvall, Dawn Stalker, HMS Teachers, District Support Coaches</p>

<p>Goal 2: Increase the number of students in the identified in the Consolidated Student group scoring proficient or above in Mathematics from 33.0% to 40.0% as indicated by Kentucky Performance Rating for Educational Progress (K-PREP) June 2021.</p>	<p>KCPW 1: Design and Deploy Standards KCPW 2: Design and Deliver Instruction</p>	<p>Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and does not work to enhance student achievement.</p>	<p>Wendy Duvall, Dawn Stalker &amp; HMS Teachers</p>
		<p>Removing Barriers: Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders</p>	<p>Wendy Duvall, Dawn Stalker, Guidance &amp; HMS Teachers</p>



		<p>Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson &amp; O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.</p>	<p>Wendy Duvall, Dawn Stalker &amp; HMS Teachers</p>
	<p>Co-Teaching - SPED cohorts through TILT sessions</p>		<p>Wendy Duvall, Dawn Stalker &amp; HMS Teachers</p>

		<p>Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).</p>	<p>Wendy Duvall, Guidance &amp; HMS Teachers</p>
		<p>Reading Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44)</p>	<p>Wendy Duvall, Dawn Stalker, HMS Teachers, District Support Coaches</p>
<p>Goal 3: Decrease the number of students in the identified in the Consolidated Student group scoring NOVICE in reading from 32.0% to 29.0% as indicated by Kentucky Performance Rating for Educational Progress (K-PREP) June 2021.</p>	<p>KCPW 5: Design, Align and Deliver Support KCPW 6: Establish Learning Culture and Environment</p>	<p>Deliver Support: Fluid schedules will allow students to be assigned to needed reading intervention classes where students get small group instruction with added technology support to help close missing gaps.</p>	

		<p>Model and Monitor: Positively reinforce desired behaviors and encourage students to do the same. Model proficient work, and allow students to re-do novice level work to a proficient level. Teachers will monitor bubble Novice student to have meaningful conversations about moving toward proficiency in Reading.</p>	<p>Wendy Duvall, Dawn Stalker, ELA &amp; Reading Teachers</p>
		<p>Removing Barriers: Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p>	<p>Wendy Duvall, Dawn Stalker, Guidance, AHOY</p>
<p>Goal 4: Decrease the number of students in the identified in the Consolidated Student gap group scoring NOVICE in mathematics from 28.4% to 15.0% as indicated by Kentucky Performance Rating for Educational Progress (K-PREP) June 2021.</p>	<p>KCPW 5: Design, Align and Deliver Support KCPW 6: Establish Learning Culture and Environment</p>	<p>Deliver Support: Fluid schedules will allow students to be assigned to needed reading intervention classes where students get small group instruction with added technology support to help close missing gaps.</p>	<p>Dawn Stalker &amp; Math Teachers</p>

		<p>MATH180, Tutoring (Before and After School)</p>	<p>Dawn Stalker &amp; Math Teachers</p>
		<p>Model and Monitor: Positively reinforce desired behaviors and encourage students to do the same. Model proficient work, and allow students to re-do novice level work to a proficient level. Teachers will monitor bubble Novice student to have meaningful conversations about moving toward proficiency in Reading.</p>	<p>Wendy Duvall, Dawn Stalker, Math Teachers</p>
		<p>Removing Barriers: Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.</p>	<p>Wendy Duvall, Dawn Stalker, Guidance, AHOY</p>

Gap Group/Total number of students	Percentage of Total School Population
African American	33%
Hispanic	11%
Free and Reduced Lunch	67%
Special Education	14%



2020-21 Phase Three: Professional Development Plan for  
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2020-21 Phase Three: Professional Development Plan for Schools

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United States of America

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## 2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

### 1. What is the school's mission?

Our mission statement of Hopkinsville Middle School is parents, staff, and SBDM Council adopted Proficiency Accomplished with Students (P.A.W.S.) in the fall of 2010. Communication through school news letters, and at parent teacher meetings ensure all stakeholders are aware of our mission.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?



1. Disciplinary Literacy with a concentration on vocabulary. HMS will use PLC meetings to increase rigor through Thinking Map, assessment of data, and designing units of instruction with a literacy focus. 2. Closing the huge math skill gaps. HMS implements 90 minutes of mathematics instruction daily. This proved to be beneficial in that HMS scored above the state overage in reading and math growth as compared to the Commonwealth of Kentucky.

3. How do the identified **top two priorities** of professional development relate to school goals?

They enhance and support our School Priority Plan and are monitored weekly through the PLC process.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Reading: Increase the number of students scoring proficient or above in reading from (2019) 51.7% to 55+% as measured by the K-PREP or MAPs diagnostic (2021). Strategic Actions: 1. Implement instruction (units) to follow the CCPS pacing guides to improve ELA practices. 2. Systematically design and administer multiple assessments to gauge student growth. (Formative and Summative) (see grade level notes under next steps). 3. Support a literacy focus in all classes by implementing disciplinary literacy in all content areas. 4A. Increase quality writing experiences across all disciplines to communicate thinking through reading skills. 5. Support schoolwide writing focus by implementing LDC and Constructed Response assignments.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Student growth in Reading Lexile levels, Comprehension and reading to tackle reading at the high school level. In math we want students to have quantile levels that will support a firm foundation for Algebra I and mathematical instruction in the high school arena. Through our administrative observation and testing analysis, we should see effective lesson based on implemented strategies, and growth of student achievement.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

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MAP growth of 4 points yearly, personal growth on K-PREP, and being successful in Reading and Algebra I readiness. Three diagnostics yearly will give trend data on individual and grade level growth. That data will then be disseminated down to individual teacher growth.

4d. Who is the targeted audience for the professional development?

All teachers (Literacy Discipline) and math teachers for math instruction.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students gain the most from our professional learning. Teacher instruction is enhanced, and they become more confident in delivery of instruction, presenting and implementing literacy practices in their mathematics instruction.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Title I funding, technology for both student and teachers.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching, PLC, Math and Reading Department meetings, Literacy meetings with ELA, Social Studies and Science teachers at the table.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Through our School priority plan.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

2. Math: Increase the number of students scoring proficient or above in math from 56.1% (2019) to 58.0% as measured by K-PREP Mastery Prep or MAPs diagnostic (2021). Strategic Actions: 1. Follow the CCPS pacing guides to ensure coherent

implementation of KAS mathematics standards. 2. Systematically design and administer multiple assessments to gauge student growth. (Formative and Summative). 3. Develop a plan to address literacy needs through Cohort 3: Disciplinary Literacy. 4. Increase proficiency in writing in the mathematical classrooms by reviewing and revising constructed response writing prompts.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Students will have firmer foundation in disciplinary literacy and math skills for abstract thinking in Algebra I and beyond. HMS SBDM council, administration and teachers have a strong belief and understanding that math is the "gateway" to learning. If students can have a strong foundation in math, they can be successful with college and career readiness.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Seeing evidence of student engagement, discipline literacy practices, Thinking Maps of student knowledge in the building.

5d. Who is the targeted audience for the professional development?

Teachers to improve their instruction.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Everyone is impacted. Teacher growth, student growth and admin growth in keeping the focus on rigorous and relevant instruction in all discipline areas.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Title I funding, technology, book reads.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching by administration, Classroom Visits to high performing teachers classrooms, PLC, Instructional Leadership Team meetings at the district level.


5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

School Priority Plan, student work samples MAP assessment analysis, Common Assessment, ELEOT walk throughs by the district and classrooms observations.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 FY21 HMS Professional Development Plan	FY21 HMS Professional Development Plan	•

# Hopkinsville Middle School

## Professional Development Plan

**2020-2021**

**A. School Goals for Professional Development:**

1. Teachers will continue to meet as Professional Learning Communities throughout the 2020-2021 school year to develop plans, learning activities, and common assessments to enhance student learning.
2. Teachers will continue to use PBIS classroom procedures to promote expected classroom behaviors.
3. Teachers will learn and implement Thinking Maps to support student thinking and student achievement.
4. Teachers will attend a TILT session to improve their instructional practices.

**B. Schedule of Events:**

Area of Professional Development:	Activities / Actions	Description	Expected Outcomes & Resources Needed	Timeline-
Curriculum	Math, Social Studies, ELA and Science district pacing and common assessments	Re-Pacing and Common Assessment development	District-wide common assessment and aligned teaching following KAS Subject Standards	Summer 2020
Curriculum	LDC Modules	Teachers will participate in PLCs to support the implementation of LDC Anchor Modules and analyze student work samples.	Student writing and thinking moving toward proficiency	Continuous 20-21
Instruction	Thinking Maps	Teachers trained on 8 thinking processes and Thinking Map visual patterns to extend student thinking.	Teachers and student Thinking Maps	Continuous 20-21

Literacy	Interdisciplinary Literacy Practices	Teachers will engage in learning and application of the 10 Interdisciplinary Literacy Practices.	Students will experience discipline specific literacy	School Year 2020-2021
Special Education	Kentucky Exceptional Children's Conference	Co-Teaching Collaborative HMS will be a CCPS school site	Enhance Special Education services at HMS.	2020
Learning Management System (Canvas)	Canvas training, updates and tips.	HMS PCP team will engage in professional learning facilitated by the district PCP team. HMS team will support teachers to improve their expertise in Canvas	Students will be successful in face-to-face AND NTI (Non-Traditional Instruction).	School Year 2020-2021
Culture	PBIS	Teachers and students will be taught the components of creating a culture of learning through positive behavior interventions	Students on task, and relationship building	Continuous 20-21
Technology	Cyber Bullying & Technology enhancements for schools	HPD	For students	November, 2020 January, 2021
TILT	On-going PD for teachers through district Coaches **COVID and late start enable teachers to attend these at the beginning of the year.	Teachers attended TILT sessions	Training teachers best practice classroom instructional needs	First five days of 20-21 School year Teacher work Days

C. Goal 1 was successfully completed: Yes  No

Goal 2 was successfully completed: Yes  No

Goal 3 was successfully completed: Yes  No

Goal 4 was successfully completed: Yes  No

Professional Development Committee:

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Wendy M. Duvall, Principal  
Dawn Stalker, Assistant Principal

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Vicki Jenkins, Teacher (LA)  
Tyler Stallons, Teacher (SS)

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Linda Leake, Teacher (Science)  
Julie Hoover, Teacher (Math)

\_\_\_\_\_  
Melissa Kersey, Teacher (Technology)  
Lester Buckner, Parent

Date Signed: May, 2021