



HHS 2023-2024 Phase Three: Comprehensive School Improvement Plan (CSIP)

2023-2024 Phase Three: Comprehensive School Improvement Plan

Hopkinsville High School
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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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.

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

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

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

The required goals for high schools include the following:

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

Using the Comprehensive School Improvement Plan Template

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

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

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

ATTACHMENTS

Attachment Name



 HHS CSIP 2023-24

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

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

Our focus for the goals that are outlined in the CSIP will center around Key Core Work Processes #1-5. Our goals in the document are based on the expected proficiency growth for both content areas and subgroups of students found on the KDE School Report Card.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 HHS Compliance for Evidence Based Practices		.
 HHS CSIP 2023-24		.



**Hopkinsville High School
Comprehensive School Improvement Plan
2023-2024**

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

-63% of our 10th Grade students scored below proficiency in Reading on the 2023 KSA

-77% of our 10th Grade students in 2023 scored below proficiency in Math on the 2023 KSA

-96% of our 11th Grade students in 2023 scored below proficiency in Science on the 2023 KSA

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

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

Processes

- PLCs review standards and alignment to daily learning targets and assessment measures for each unit of instruction
- In PLCs, teachers will collaborate to design instructional activities and use KDE assignment protocols to check for alignment to the standards
- A routine part of each PLC cycle will be to analyze data following both formative and summative assessments

Practices

- Core Content teachers will participate in district Cohort Teams and through professional development gain further insight into their content standards.
- Teachers will participate in District Cohort Teams and be given training on HQIRs
- Teachers in the tested content areas will administer 3 district benchmark assessments throughout the year (one each 9 weeks). These assessments are designed by MasteryConnect.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	49.1	-2.4
State Assessment Results in science, social studies and writing	50.9	+4.3
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	54.5	+2.1
Postsecondary Readiness (high schools and districts only)	95.5	+31.8
Graduation Rate (high schools and districts only)	92.5	-1.6

Explanations/Directions

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

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

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2024, HHS will increase the percentage of 10th grade students scoring proficient or above in reading to 51% or higher as measured by the 2024 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Used for scrimmages • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

<p>Objective 2: HHS will increase the percentage of 10th grade students scoring proficient or above in math to 32.9% as measured by the 2024 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students PLC focus on Plan, Do, Study, Act Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, instructional Supervisor, and IM coach) High-Quality Instructional Resource Goal Setting-Novice Reduction Name and Claim Students <ul style="list-style-type: none"> KDE Novice Reduction Strategies Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). 	<ul style="list-style-type: none"> Walk-thru observations PLC Evidence Canvas Lesson Plan Overview Common Assessment and MTSS data Differentiation through content, process, and product occurring within the classroom and through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented Monitor walk-thru data- Divided amongst Admin Team using Observation Schedule Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) MTSS Google Tracking Sheets Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D KSA Calculator-Utilized at the school level after each unit assessment Linking Study for MAP (if available) can be put in calculator after assessment. Benchmark Assessments-given in October, December, and February Standards aligned lessons Data put into KSA calculator (school level and district level) Instruction adjustment based on data Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders 	<ul style="list-style-type: none"> District Level Funding, Title 1, Safe Grant GT state grant, GT district match
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Updated December 2023

				<ul style="list-style-type: none">• Cluster leader trainings• Progress reports for individual students• Assessment data for students who are gifted and talented	
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2: State Assessment Results in Science, Social Studies and Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.</p> <p>Objective 1: HHS will increase the percentage of 11th grade students scoring proficient or above in Science to 32.9% or higher as measured by the 2024 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Use KSA blueprint and all released items to plan common assessments Teachers develop daily data extraction of graphs/charts/models to determine implications and trends of data Teachers develop daily reviews of scientific vocabulary and terminology associated with the KSA Use StemScopes as a high quality resource Utilize regular TCT and common assessment student work protocol to monitor student progress (built into PLC process) Benchmark Assessments-given in October, December, and February Standards aligned lessons Data put into KSA calculator (school level and district level) Instruction adjustment based on data Goal Setting-Novice Reduction o Name and Claim Students <ul style="list-style-type: none"> KDE Novice Reduction Strategies 	<ul style="list-style-type: none"> Walk-thru observations PLC Evidence Canvas Lesson Plan Overview Common Assessment data Differentiation through content, process, and product occurring within the classroom and through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) KSA Calculator-Utilized at the school level after each unit assessment Benchmark Assessments-given in October, December, and February Standards aligned lessons Data put into KSA calculator (school level and district level) Instruction adjustment based on data Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> District Level Funding, Title 1, Safe Grant GT state grant, GT district match

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.</p> <p>Objective 2: HHS will increase the percentage of 11th grade students scoring proficient or above in Social Studies to 40% or higher as measured by the 2024 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). • Use KSA blueprint and all released items to plan common assessments • Teachers will collaborate to prepare test items for the new state assessment in Social Studies with level of rigor met per standard • Review kystandards.org assessment design resources • Review and implement Pearson Released Items for Common Assessment development • Use DBQ as a high-quality resource (1 per 9 Weeks) • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • KSA Calculator-Utilized at the school level after each unit assessment • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.</p>		<p>talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).</p>		<ul style="list-style-type: none"> Assessment data for students who are gifted and talented 	
<p>Objective 3: HHS will increase the percentage of 11th grade students scoring proficient or above in Writing to 54.3% or higher as measured by the 2024 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KW/CP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Use KSA blueprint and all released items to plan common assessments Implementation of school writing plan by teachers with administrative oversight of the process and submission of digital pieces District Writing Coach will work with all ELA teachers on On Demand Writing process for school-wide use Focus on Argumentative Writing based on a passage based text Modeling of on-demand writing & speaking common language throughout all ELA classes Writing Coach to meet with Instructional admin to discuss monthly calendar and teacher needs for modeling/help Goal Setting-Novice Reduction <ul style="list-style-type: none"> Name and Claim Students KDE Novice Reduction Strategies Gifted and Talented Students: Students who are identified as gifted and 	<ul style="list-style-type: none"> Walk-thru observations PLC Evidence Canvas Lesson Plan Overview Common Assessment data Differentiation through content, process, and product occurring within the classroom and through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) KSA Calculator-Utilized at the school level after each unit assessment Benchmark Assessments-given in October, December, and February Standards aligned lessons Data put into KSA calculator (school level and district level) Instruction adjustment based on data Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> District Level Funding, Title 1, Safe Grant GT state grant, GT district match

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.</p>		<p>talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).</p>			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the percentage of 10th grade students with disabilities scoring proficient in Reading to 38.3% and Math to 30.0% as measured by the 2024 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math and reading based on MAP testing for Flex Intervention • High-Quality Instructional Resource usage • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction and Claim Students • KDE Novice Reduction Strategies • Practice usage of accommodations with Testing Buddies 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: HHS will increase the percentage of 10th grade African American students scoring proficient in Reading to 34.2% and Math to 20.9% as measured by the 2024 KSA.</p>	<p>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</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math and reading based on MAP testing for Flex Intervention • High-Quality Instructional Resource usage • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data 	<ul style="list-style-type: none"> • Weekly meetings with Students with Disabilities Department 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match
				<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data 	

4: English Learner Progress

Goal 4: Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the percentage of 10th grade EL students scoring proficient in Reading to 51.3 as measured by the 2024 KSA.</p>	<p>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</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math and reading based on MAP testing for Flex Intervention • High-Quality Instructional Resource usage • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • EL District Teacher will work with students on testing strategies in an EL Advisory class 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

5: Quality of School Climate and Safety

Goal 5: The Quality of School Climate and Safety Survey indicator score will increase to at least 75 by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: The Quality of School Climate and Safety Survey indicator score will increase to at least 65 by May 2024.</p>	<p>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</p>	<ul style="list-style-type: none"> • Discussion of Survey items during bi-weekly Leadership Team Meetings • Discussion of Survey items in Advisory Classes • Student Voice Committee Meetings to analyze each Survey item 	<ul style="list-style-type: none"> • Weekly Advisory Plans • Student feedback from Student Voice Committee 	<ul style="list-style-type: none"> • Weekly Advisory Plans • Student feedback from Student Voice Committee 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

6: Postsecondary Readiness (High School Only)

Goal 6: HHS will increase the Post-Secondary readiness score to 96% or higher by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the Post-Secondary readiness score to 94% or higher by May 2024.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Utilization of Sandra Hancock in review of master schedule to ensure student pathways are equitable Incorporate <i>Talent Pipeline/CCSS Fusion</i> processes to increase TR students Electronic Google Form monitoring of Postsecondary Readiness Implementation and use of ILPs to effectively plan for student pathways through guidance dept. and advisory classes Monitor ACT & EdReady data for students meeting academic readiness benchmark Monitor all EOPA and Industry Certifications through Flex Period for students meeting career benchmark Individual core teacher feedback via lesson plan feedback, observations, and PLC feedback Use of Flex Period to maximize feedback time for ACT skills. 	<ul style="list-style-type: none"> Walk-thru observations PLC Evidence Canvas Lesson Plan Overview Common Assessment data MTSS data which includes MAP data ACT scores EdReady scores EOPA scores 	<ul style="list-style-type: none"> Bi-weekly Leadership Team meetings to include updates on Post-Secondary Readiness numbers for seniors Bi-weekly Leadership Team meeting to discuss ACT and EdReady progress Use <i>HHS Post-Secondary Readiness Google Sheets- Classes of 2024-2027</i> spreadsheet to highlight students on monitor in the lobby Monitor ILP Progress As-needed CTE meetings to include updates on Post Secondary Readiness rates and upcoming opportunities and methods to prepare Monitor ACT-like bell-ringers in English classes using walk-thru data Monthly Leadership Team meetings to include ACT Plan updates Analysis of Google Tracking sheet with all Postsecondary Readiness information that includes ACT for all students 	<ul style="list-style-type: none"> District Level Funding, Title 1, Safe Grant GT state grant, GT district match

7: Graduation Rate (High School Only)

Goal 7: HHS will increase the Graduation Indicator from 90.9% to 96% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the Graduation Indicator from 90.9% to 94% by May 2024.</p>	<p>KCP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Review failure report to identify students that need remediation Attendance clerk will monitor monthly attendance for truancy Attendance clerk will report to principal on a weekly basis possible truancy issues Guidance & Transition Coaches will analyze if students are on track to graduate with cohort Tableau report based on student needs for graduation requirements Addison & guidance will monitor progress of students in credit recovery classes 	<ul style="list-style-type: none"> Weekly Failure Reports Guidance Check ins with failing Seniors Weekly Teacher Student Failure Meeting Progress Monitoring Sheets 4 Yr. and 5 Yr. Cohort Grade Checks 	<ul style="list-style-type: none"> Grade level school counselor will present failure report at each leadership meeting Weekly Monitoring of Failure Report Google Sheet by Barnes Bi-weekly Leadership Team meetings to include updates on failures and high risk seniors Attendance clerk meets with students that have accumulated 4 + unexcused absences (documented and shared weekly with admin) Report on progress of students using Acellus for Credit Recovery 	<ul style="list-style-type: none"> District Level Funding, Title 1, Safe Grant GT state grant, GT district match

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully 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 activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by:</p> <ol style="list-style-type: none"> 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Weekly meeting with school level SPED consultant and SPED department and building Instructional Leaders to discuss updates and progress monitoring. 4. SPED Strategic Plan.docx 	<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: Students with Disabilities</p> <p>Through an examination of resource inequities, it was discovered that there was not enough support for implementing and utilizing IEP accommodations for our teachers of students with disabilities. As a result, it could be that our population of students with disabilities underperformed on KSA and did not meet performance expectations. To remedy this situation, our teachers of students with disabilities will have more access to district Special Education Consultants with one specifically assigned to our school. The Consultant will be available to teachers of students with disabilities on a weekly basis. During this</p>
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<p>time together, the Consultant will coach, monitor, and observe in order to provide classroom support for our teachers as they work with students to implement and practice accommodations. Additionally, this time will allow the Consultant to provide our teachers with classroom support related to evidence-based practices for students with disabilities.</p> <p>After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, teachers of students with disabilities demonstrated professional learning needs related to the implementation of HQIRs used in the resource education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation, professional learning, and support.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p> <p>The process used to review the learning culture related to students with disabilities was an examination of observations, resources, and student work. As a result, it was found that students in this subgroup in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the subgroup's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed using fully aligned grade-assessments:</p> <ul style="list-style-type: none"> • Engage Special Education teachers and Core Content teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards • Conduct observations of students with disabilities that will include analysis of instructional and assessment tasks, with an expectation that there should be a balance of IEP skills, differentiation, and grade-level work • Implement standards based benchmark assessments at least 3x per year to monitor and inform student learning for students with disabilities • Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for students with disabilities
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response:</p> <p>The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading and math proficiency for both students with disabilities. The evidence-based practice that will target reading and math for our students with disabilities is Clarifying and Sharing Clear Learning Goals (KDE Evidence Based Instructional Practice #2). This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing at least 3x per year, and through classroom observations.</p> <p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI 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 regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the ["Compliance Requirements"](#) resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i> , 2(1).	<input type="checkbox"/>
Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day.	Fisher, D., Frey, N., Amador, O., & Assof, J. (2019). The teacher clarity playbook: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction. Thousand Oaks, CA: Corwin.	<input type="checkbox"/>
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Challenge: The lack of school wide processes and systems in creating high quality instruction in the classroom for students with disabilities

Evidence Citation: Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. *Carnegie Foundation for the Advancement of Teaching*. www.carnegiefoundation.org

Estimated Evidence Level: The study is level 3 (promising) because it had statistical controls for bias, and it was not overridden by statistically significant and negative findings from other studies.

Study Discussion: The study cited above was conducted with two school districts and a community partnership to learn, in a preliminary and exploratory way, how continuous improvement has been implemented. Hopkinsville High School will be using the model that is found in Case Study 1 from the school district of Menomonee Falls, Wisconsin as they implemented the PDSA cycles with their state standards. The steps to the PDSA cycle are as follows: “teachers choose a standard on which to focus, break the standard down to its component parts, set an aim with their students about what they would like to achieve as it relates to the sub-standard (e.g., 100 percent of students will learn how to...) and then identify and test different instructional approaches to help students reach the aim. Students are also asked to identify and test different learning strategies they think might be helpful. Each learning cycle runs approximately seven to ten days, during which time teachers collect student data to track their progress toward the aim as well as feedback from students about which instructional strategies were helpful, which need to be tweaked, or which need to be abandoned altogether. The data is posted in the classroom and motivates students to focus not only on their own learning but also to support that of their peers.” Staff agreed there was a great deal of data collected; however, there wasn’t much being done with the data to determine curriculum and assessment adjustments. The school Leadership Team, comprised of school administrators, a special education consultant, intervention coach, as well as classified and certified teachers, indicated training in a PDSA cycle to help sustain and improve our systems in place for novice reduction of students with disabilities were a need at Hopkinsville High School.

<ul style="list-style-type: none">● Establishing roles and responsibilities throughout the organization● Walkthrough and observations with specific, timely feedback around the implementation of the above.					
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