

Hopkinsville High School

Comprehensive School  
Improvement Plan

SY 2021-2022



## 2021-22 HHS PHASE ONE: Continuous Improvement Diagnostic OCTOBER 1, 2021

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

**Hopkinsville High School**  
**John Gunn**  
430 Koffman Dr  
Hopkinsville, Kentucky, 42240  
United States of America

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## **2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.

Dr. John Gunn 8-20-2021



## 2021-22 PHASE TWO HHS: The Needs Assessment DUE NOV. 1

2021-22 Phase Two: The Needs Assessment for Schools

**Hopkinsville High School**  
**John Gunn**  
430 Koffman Dr  
Hopkinsville, Kentucky, 42240  
United States of America

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## **2021-22 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all 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 to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

**Continuous Improvement Team:** The District Continuous Improvement Team is comprised of Superintendent, Assistant Superintendents, District Administrators, School Administrators, and the Superintendent Advisory Council. School and District Administrators participate in monthly Administrator Academy and monthly Instructional Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator. **Gather and organize data:** District and school leaders gather and organize data. Data is reviewed at monthly Instructional Leadership Team meetings. Our teachers meet on a weekly basis in PLC's to review student growth and performance. All evidence of achievement is purely data driven.



District and school leaders review: state accountability data, attendance data, Quantile, Lexile, TruScore data, District Standard Assessment Data, common and formative assessment data. Review current performance: Continuous Improvement Team 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 data analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations. Identify root causes: Continuous Improvement Team 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. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams 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. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize all PLC Data Protocol, leadership meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring. The district and school will utilize scorecards for short cycle planning and monitoring of the implementation of the CSIP/CDIP

## Trends

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

## Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

-ACT composite score decreased .5% from 18.4 in 2020 as compared to 17.9 in 2021  
-ACT Average Reading score decreased .7 from 18.9 in 2020 as compared to 18.2 in 2021  
-ACT Average Math score decreased .4 from 17.9 in 2020 as compared to 17.5 in 2021  
-ACT students meeting benchmark decreased 5.1% on the ACT Reading in 2021(38.1%) as compared to 2019 (43.2%)  
-ACT students meeting benchmark increased 9.1% on the ACT Math in 2021 (31.4%) as compared to 2019 (22.3%)

### Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

-21.5% of our 10th Grade Economically Disadvantaged students in Reading on KPREP are Proficient/Distinguished as compared to 27.7% state average -57.3% of our 10th Grade African American students in Reading on KPREP are Novice -61.1% of our IEP students in Reading on KPREP are Novice -5.6% of our 10th Grade IEP students in Reading on KPREP are Proficient/Distinguished as compared to 12.6% state average -13.5% of our 10th Grade African American students in Math on KPREP are Proficient/Distinguished 16% of our 10th Grade Economically Disadvantaged students in Math on KPREP are Proficient/Distinguished as compared to 19.2% state average 51.4% of our African American students in Math on KPREP are Novice 25% of our 10th Grade IEP students in Math on KPREP are Proficient/Distinguished  
Non-Academic Current Data: -Our teacher turnover in 2021 is 39% as compared to 23% in 2020 -Decrease the number of referrals from 1806 in 2018-2019 to 1716 for the 2021-2022 academic year -According to our 2021 KPREP

Survey Results: 1. Only 37.3% of our students agree/strongly agree that students in our building respect each other's differences (gender, culture, race, sexual orientation, religion, ability) 2. Only 38.3% of our students agree/strongly agree that the consequences for breaking rules are the same for all students. 3. Only 50.2% of our students think that our school is an encouraging place.

### Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

-39.5% of our 10th Grade students in 2021 are Novice in Reading on KPREP as compared to 34.8% state average -37.1% of our 10th Grade students in 2021 are Novice in Math on KPREP as compared to 35.9% state average -32.5% of our 10th Grade students in 2021 are Proficient/Distinguished in Reading on KPREP as compared to 37.8% state average -24.5% of our 10th Grade students in 2021 are Proficient/Distinguished in Math on KPREP as compared to 30.2% state average -34.2% of our 11th Grade students in 2021 are Novice in Science on KPREP as compared to 30.6% state average -55.9% of our 11th Grade students in 2021 are Proficient/ Distinguished in Writing on KPREP as compared to 57.3% state average -In 2021, 93.1% of our African American students graduated with their cohort -In 2021, 93.8% of our female students graduated with their cohort

### Strengths/Leverages

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

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

-ACT students meeting benchmark increased 9.1% on the ACT Math in 2021 (31.4%) as compared to 2019 (22.3%) -In 2021, 95.6% of our students graduated with their

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cohort -In 2021, 100% of our EL students graduated with their cohort -In 2021, 95.5% of our Economically Disadvantaged students graduated with their cohort

## Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.


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

After analyzing the Key Elements document, HHS will focus all of its resources and efforts in the following areas: -PLCs will be a high priority with a focus on common assessments that are aligned to the standards and modeled after the formatting of the KSA -We will conduct walkthroughs on all teachers on a weekly basis and offer constructive feedback -We will fully implement our ACT plan with fidelity. -We will coach/train new teachers on how to use assessment data within their classrooms to guide instruction - We will monitor common assessments to ensure they are addressing standards through the PLC process - We will monitor classroom instruction for rigor and congruence to standards - We will ensure all teachers are aware of our school writing plan and are completing pieces within their content area -We will encourage all content areas to be implementing writing within their classroom for growth in literacy - We will monitor/remind teachers/staff to enforce

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school-wide expectations and procedures to help our culture be an environment for learning. - We will analyze Mastery Prep data to deliver support to specific students skills/content that they are lacking - We will train teachers on how to use/access Mastery Prep data and resources to enhance the rigor of instruction - We will hold students accountable for completing work to aid in establishing a culture for learning. - We will support students that need help through after school tutoring and intervention (learning culture) - We will facilitate co-planning between teachers that teach the same content to enhance instruction through sharing of ideas/resources

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements Template	Key Elements	.

## Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b></p> <p>What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> <li>• PLC meetings – track pacing of standards, data discussions, planning of assessments</li> <li>• Teacher workbooks created in google docs that house all data/resources for each unit for the duration of the year, following the plan, study, do model outlined in the district PLC guidance document.</li> <li>• Same content teachers planning lessons/assessments together</li> <li>• Use of district approved pacing of standards</li> <li>• Data conversations over unit assessments during PLC meetings</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<ul style="list-style-type: none"> <li>• Use of Mastery Prep, ACT and KPREP data</li> <li>• Common assessment data shows improvement from formatives (monitored through PLC process)</li> <li>• Use of common assessment data to spiral back to skills that were not mastered</li> <li>• District new teacher coordinator hosts weekly meetings with new teachers to teach them research based strategies to help with student engagement</li> </ul>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b></p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> <li>• Use of common assessments to assess student learning/progress for each unit</li> <li>• Formative assessments used to guide instruction</li> <li>• Mastery/Prep assessments are given to all students grades 9-11 and reviewed for skill attainment or lack of</li> </ul>

## Key Elements of the Teaching and Learning Environment - School

<p><b>KCWP 4: Review, Analyze and Apply Data</b></p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> <li>• CCPS uses an established PLC Guidance Document. This document uses the Plan, Do, Study, Act model as prescribed by KDE.</li> <li>• Each piece of the Plan, Do, Study, Act contains Professional Actions for teachers and leaders, with specific input for how each piece should look in a PLC.</li> <li>• PDSA is meant to be fluid, with teacher teams working through the process at their own pace as guided by building administration.</li> <li>• Our PLC focus revolves around the District model and has been fully implemented.</li> <li>• MasteryPrep data is reviewed and monitored through core classes</li> <li>• All teachers use MasteryPrep bellringers which is evidenced in Canvas</li> <li>• ACT Plan</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b></p> <p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<ul style="list-style-type: none"> <li>• Intervention data kept on students</li> <li>• Failure reports sent to teachers</li> <li>• ESS tutoring for students held after school</li> <li>• Failure meetings with teachers to offer suggestions and plan how to meet student needs</li> <li>• Weekly walk-thrus to give feedback to teachers regarding student learning</li> </ul>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p> <p>What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<ul style="list-style-type: none"> <li>• Access to four guidance counselors to support emotional health</li> <li>• Access to four guidance counselors to assist in scheduling and support with classes.</li> <li>• Partners with Gateway to give students opportunities to learn about career/technical pathways</li> </ul>



Key Elements of the Teaching and Learning Environment - School

	<ul style="list-style-type: none"><li>• Co-op/job shadowing options for student schedules based on course requirements being met</li><li>• ESS tutoring is offered two times a week</li></ul>
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## 2021-22 HHS PHASE TWO: School Assurances DUE NOV. 1

2021-22 Phase Two: School Assurances

**Hopkinsville High School**  
**John Gunn**  
430 Koffman Dr  
Hopkinsville, Kentucky, 42240  
United States of America

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## 2021-22 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.

### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

#### COMMENTS

2. 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

### Title I Programs

3. 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**

4. 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**

5. 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**

6. 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**

7. 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**

8. 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**

9. 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**

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

Title I Schoolwide Programs



16. 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**

17. 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**

18. 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**

19. 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**

20. 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**

21. 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 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

22. 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**

23. 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**

### Title I Targeted Assistance School Programs

24. 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**

25. 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**

26. 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**

27. 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**

28. 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**

29. 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**

30. 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**

31. 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

32. 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**

33. 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**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 HHS PHASE THREE: Professional Development Plan for Schools DUE DEC. 17

2021-22 Phase Three: Professional Development Plan for Schools

**Hopkinsville High School**  
**John Gunn**  
430 Koffman Dr  
Hopkinsville, Kentucky, 42240  
United States of America



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## 2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

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

At HHS the following will be evident every day -High quality engaging instruction  
-Continuous growth through progress monitoring -A culture of respect, collegiality, and dignity to and for all -Consistent communication with stakeholders

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?

Our two top priorities that support continuous improvement are based on proficiency: Priority 1: We are developing professional development based on our Reading and Math scores. Our Proficient/Distinguished numbers are well below the state in math and reading. -32.5% of our 10th Grade students in 2021 are Proficient/Distinguished in Reading on KPREP as compared to 37.8% state average -24.5% of our 10th Grade students in 2021 are Proficient/Distinguished in Math on KPREP as compared to 30.2% state average Priority 2: We are developing professional development opportunities to address our gaps with our economically disadvantaged, IEP, and African American populations. -57.3% of our 10th Grade African American students in Reading on KPREP are Novice -61.1% of our IEP students in Reading on KPREP are Novice -51.4% of our African American students in Math on KPREP are Novice

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

Our top two priorities are related to our HHS scorecard and are a focus. Our goals are centered on increasing our KPREP reading and math scores as well as developing strategies to decrease our novice scores in our gap groups which consist of the economically disadvantaged, students with IEPs, and African American populations.

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.

Objective 1: The specific objectives for the professional development for proficiency will be centered on ensuring that all common assessments are aligned to the standards and are following the KPREP blueprint for assessment. We will have a PLC focus on plan, do, study, act with an emphasis on the plan week to ensure all assessments are rigorous and aligned to the standards. We will focus on our MTSS (Multi-Tiered System of Support) plan based on MAP testing to ensure that we are targeting the skills for improvement in our plans. Finally, we will analyze Canvas lesson plans for congruency to the standards and incorporate IXL in reading and math classrooms. Our English teachers will use NoRedInk as a resource along with using passage-based activities focused on specific reading skills.

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

The intended results will be that our novice numbers will drastically decrease in reading and math and our students will be successful on KPREP. In addition, we hope that our teachers are better informed on instructional strategies overall and that they are more confident in writing common assessments that are rigorous and aligned to the standards.

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.

Our indicators for success will be based on a decrease of Novice students on the reading and math KPREP along with a significant increase in our proficient/distinguished scores.

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

The targeted audience for the professional development is all of our teachers. We want all of our teachers to be equipped with the knowledge and skillset to address the needs of our students on a daily basis.

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

Our teachers will be impacted by this component of our professional development. Our administrative team, curriculum coach, and interventionist will be providing the necessary parts of our professional development.

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

We are hoping that the district will be able to support us with the funding to begin extended PLCs after-school in addition to our weekly in-school PLC. This will allow our sped teachers and content teachers to meet together since we are unable for them to have common planning.

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

Ongoing supports will include weekly visits to all classrooms to observe and offer feedback on instruction. Canvas lesson plans will be monitored to ensure that instruction is aligned to the standard and that it is rigorous.

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.

Professional development will be monitored through weekly classroom observations as well as Canvas lesson plans, student work samples, and common assessment data. This will be heavily monitored through the PLC process by our administrators, curriculum coach, and interventionist on a weekly basis.

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.

Objective 2: We will have a specific professional development plan to address our gaps in our economically disadvantaged students, IEP, and African American population. Some of the strategies will include information on how our economically disadvantaged students work best and we will have support from our Special Education Consultant regarding our students with IEPs. Our sped staff is very young and some of them are emergency certified. Part of their development will be working with the Sped Consultant on specific interventions and modeling of accommodations to ensure that they understand the best ways to support their students. Through PLCs, our admin will be sharing information from the Racial Equity committed on strategies to incorporate with our African American population. Finally, we will focus on our MTSS (Multi-Tiered System of Support) plan based on MAP testing to ensure that we are targeting the skills for improvement in our plans. We will analyze Canvas lesson plans for congruency to the standards and incorporate IXL in reading and math classrooms. Our English teachers will use NoRedInk as a resource along with using passage-based activities focused on specific reading skills.

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

Our intended result will be that our gap groups (economically disadvantaged, IEP, African American) students will be successful on KPREP. In addition, we hope that our teachers are better informed on instructional strategies overall and that they

are more confident in writing common assessments that are rigorous and aligned to the standards.

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.

We will be successful if the novice numbers of our economically disadvantaged, IEP, and African American students decrease on KPREP with an increase in our proficient/distinguished numbers.

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

The targeted audience for the professional development is all of our teachers. We want all of our teachers to be equipped with the knowledge and skillset to address the needs of our students on a daily basis.

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

Our teachers will be impacted by this component of our professional development. Our administrative team, curriculum coach, special education consultant, and interventionist will be providing the necessary parts of our professional development.

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

We are hoping that the district will be able to support us with the funding to begin extended PLCs after-school in addition to our weekly in-school PLC. This will allow our sped teachers and content teachers to meet together since we are unable for them to have common planning.

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

Ongoing supports will include weekly visits to all classrooms to observe and offer feedback on instruction. We will have the teachers begin to share their gap group data on every unit common assessment. That will allow us to track the improvement or lack thereof in common assessment data. The special education consultant will help us to monitor the interventions and accommodations that are being used with our IEP population.

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.

Professional development will be monitored through weekly classroom observations as well as Canvas lesson plans, student work samples, and common assessment data. This will be heavily monitored through the PLC process by our administrators, curriculum coach, and interventionist on a weekly basis.

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.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 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 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 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 1: Hopkinsville High School will increase the number of high school students scoring proficient or above in combined reading and math as measured by KSA from 28.7% in 2021 to 37.31% in May of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Hopkinsville High School will increase the percentage of 10th grade students scoring proficient or above in reading from 32.5% to 35.75% as measured by the KSA by 2022.	KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	Professional Learning Communities (PLCs): The CCPS PLC Guidance Document is organized around the Plan-Do-Study-Act process that has been implemented school-wide.	<ul style="list-style-type: none"> <li>Walk-thru observations</li> <li>PLC Evidence</li> <li>Canvas Lesson Plan Overview</li> <li>Common Assessment data</li> <li>MTSS data which includes MAP data</li> </ul>	<ul style="list-style-type: none"> <li>HHS Scorecard</li> <li>PLC Data Analysis</li> <li>MTSS Google Tracking Sheets</li> <li>MAP data</li> <li>Weekly Canvas checks</li> </ul>	District; Title 1
KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data		Follow KPREP Blueprint and all released items to plan assessments	<ul style="list-style-type: none"> <li>PLC evidence</li> <li>Canvas Lesson Plan Overview</li> <li>Common Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>HHS Scorecard</li> <li>PLC Data Analysis</li> <li>KSA Practice Assessments</li> </ul>	District; Title 1
		Create plan for practice KSA arena testing for all sophomore students	<ul style="list-style-type: none"> <li>Common Assessment data</li> </ul>	<ul style="list-style-type: none"> <li>KSA Practice Assessments</li> </ul>	Title 1
		Curriculum Planning and Support at the school and district level	<ul style="list-style-type: none"> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Canvas checks with feedback</li> </ul>	District Level Funding Title 1
		Create MTSS Plan for Reading based on MAP data	<ul style="list-style-type: none"> <li>Map growth</li> </ul>	<ul style="list-style-type: none"> <li>Map Testing-Fall, Winter, Spring</li> <li>MTSS Google Tracking Sheets</li> </ul>	Title 1
		School-Wide Writing Plan across all content areas	<ul style="list-style-type: none"> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>Writing analysis through PLC work</li> </ul>	Title 1
		Implement use of IXL and No Red Ink to differentiate for	<ul style="list-style-type: none"> <li>Common Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>KSA Practice Assessments</li> <li>PLC Data Analysis</li> </ul>	Title 1

		students based on reading and English skills	<ul style="list-style-type: none"> <li>Data Analysis in PLCs</li> </ul>		
		Utilize strategies from LDC and KLIP trainings	<ul style="list-style-type: none"> <li>Walk-thru observations</li> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>HHS Writing Plan</li> <li>Writing analysis through PLC work</li> <li>PLC discussions</li> </ul>	District; Title 1
		Provide new teacher support in content	<ul style="list-style-type: none"> <li>Walk-thru observations</li> <li>PLC evidence</li> <li>Canvas Lesson Plan Overview</li> <li>Common Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Coach document</li> <li>Mentor/Mentee support</li> <li>District Level Support of New Teachers</li> </ul>	District; Title 1
		See Activity 1 in Proficiency	See Measure of Success 1 in Proficiency	See Progress Monitoring 1 in Proficiency	District; Title 1
Objective 2: Hopkinsville High School will increase the percentage of 10th grade students scoring proficient or above in math from 24.9% to 27.39% as measured by the KSA by 2022.	See Strategy 1 in Proficiency	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Canvas checks with feedback</li> </ul>	District Level Funding Title 1
		KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>Data Analysis in PLCs</li> </ul>	<ul style="list-style-type: none"> <li>KSA Practice Assessments</li> </ul>	Title 1
		KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>PLC Data Analysis</li> <li>Weekly Canvas Checks with Feedback</li> </ul>	Title 1
		Implement use of IXL to differentiate for students based on data	<ul style="list-style-type: none"> <li>Common Assessment Data</li> <li>Data Analysis in PLCs</li> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>KSA Practice Assessments</li> <li>PLC Data Analysis</li> <li>Weekly Canvas Checks with Feedback</li> </ul>	Title 1
		Create MTSS Plan for Math based on MAP data	<ul style="list-style-type: none"> <li>Map growth</li> </ul>	<ul style="list-style-type: none"> <li>Map Testing-Fall, Winter, Spring</li> <li>MTSS Google Tracking Sheets</li> </ul>	Title 1

## 2: Separate Academic Indicator

Goal 2: Hopkinsville High School will increase the number of high school students scoring proficient or above in science from 26.1% to 33.3% and writing from 55.9% to 72.67 as measured by KSA by May of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Hopkinsville High School will increase the percentage of 11th grade students scoring proficient or above in <b>science</b> from 26.1% to 28.71% as measured by the KSA by 2022.	See Strategy 1 in Proficiency  KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	See Activity 1 in Proficiency	See Measure of Success 1 in Proficiency	See Progress Monitoring 1 in Proficiency	District; Title 1
		Use Thorough Course Task to measure student progress in Cross Cutting Concepts and Science and Engineering Practices	<ul style="list-style-type: none"> <li>Common Assessment Data</li> <li>Data Analysis in PLCs</li> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>Once a semester and shared within science department</li> </ul>	NA
		Create activities and lessons for use in classes with StemScopes	<ul style="list-style-type: none"> <li>Common Assessment Data</li> <li>Data Analysis in PLCs</li> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>PLC Data Analysis</li> <li>Bi-Monthly Science Department Meetings</li> </ul>	District Title Funding
Objective 2: Hopkinsville High School will increase the percentage of 11th grade students scoring proficient or above in <b>writing</b> from 55.9% to 61.49% as measured by the KSA by 2022.	See Strategy 1 in Proficiency  KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	See Activity 1 in Proficiency	See Measure of Success 1 in Proficiency	See Progress Monitoring 1 in Proficiency	District; Title 1
		Analyze new KY writing scoring rubric	<ul style="list-style-type: none"> <li>Common Assessment Data</li> <li>School-wide scoring of On-Demand</li> </ul>	<ul style="list-style-type: none"> <li>KSA writing practice assessments</li> </ul>	Title 1
		Provide effective feedback to students using the new writing rubric	<ul style="list-style-type: none"> <li>Walk-thru observations</li> <li>Common Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>PLC Evidence</li> <li>Discuss at Bi-Monthly ELA Department Meetings</li> </ul>	Title 1
		Implement HHS Writing Plan with fidelity	<ul style="list-style-type: none"> <li>Common Assessment Data</li> <li>Canvas Lesson Plan Overview</li> </ul>	<ul style="list-style-type: none"> <li>HHS Writing Plan</li> <li>KSA practice tests</li> <li>PLC evidence</li> </ul>	Title 1

### 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
Objective 1: Hopkinsville High School will increase the percentage of 10th grade economically disadvantaged students scoring proficient or above in reading from 21.5% to 22.15% as measured by the KSA by 2022.	KCWP 5: Design, Align and Deliver Support	Monitor data through PLCs, Department Head, and Leadership Meetings	<ul style="list-style-type: none"> <li>Common Assessment Data</li> <li>Data Analysis in PLCs</li> <li>KSA</li> <li>MAP</li> </ul>	<ul style="list-style-type: none"> <li>Bi-monthly at PLCs and Department Head Meetings</li> </ul>	Title 1
		Analyze MTSS data for Reading, Math, and behavior	<ul style="list-style-type: none"> <li>Common Assessment Data</li> <li>Data Analysis in PLCs</li> <li>KSA</li> <li>MAP</li> <li>PBIS Interventions</li> </ul>	<ul style="list-style-type: none"> <li>PLC Data Analysis</li> <li>MTSS Google Tracking Sheet</li> <li>Map Testing-Fall, Winter, Spring</li> <li>PBIS Data Tracking Sheets-monitored weekly</li> </ul>	District Title 1; Title 1
Objective 2: Hopkinsville High School will increase the percentage of 10th grade economically disadvantaged students scoring proficient or above in math from 16.0% to 16.48% as measured by the KSA by 2022.		Content teachers monitor formative and summative assessments for mastery and look for strategies for reteaching as needed	<ul style="list-style-type: none"> <li>Common Assessment Data</li> <li>Data Analysis in PLCs</li> <li>KSA</li> </ul>	<ul style="list-style-type: none"> <li>PLC Data Analysis</li> <li>Bi-Monthly Department Meetings</li> </ul>	Title 1



## 4: Transition Readiness

Goal 5: Hopkinsville High School will increase the 12th grade postsecondary readiness (academic and career) score from 55% (unofficial school score) to 71.5% as measured by the state by May of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Hopkinsville High School will increase the percentage of 11th grade students meeting CPE English benchmark from 44.5% to 48.95% as measured by the ACT by 2022.	KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	Professional Learning Communities (PLCs): The CCPS PLC Guidance Document is organized around the Plan-Do-Study-Act process that has been implemented school-wide.	<ul style="list-style-type: none"><li>Walk-thru observations</li><li>Canvas Lesson Plan Overview</li><li>Common Assessment data</li><li>MasteryPrep Data</li><li>ACT data</li></ul>	<ul style="list-style-type: none"><li>HHS Scorecard</li><li>PLC Data Analysis</li><li>Postsecondary Readiness Google Sheets</li><li>MasteryPrep Assessment (fall, winter and spring)</li></ul>	District; Title 1
		All teachers will use ACT-like bellringers embedded within their Canvas plans	<ul style="list-style-type: none"><li>Canvas Lesson Plan Overview</li><li>Walk-thru observations</li></ul>	<ul style="list-style-type: none"><li>PLC discussions</li><li>Weekly Canvas Checks</li></ul>	District
		Monthly Leadership meetings to include ACT Plan and MasteryPrep updates	<ul style="list-style-type: none"><li>MasteryPrep Data</li><li>ACT data</li></ul>	<ul style="list-style-type: none"><li>Monthly discussion at Leadership Meetings</li></ul>	District; Title 1
		All 9th to 11th grade students will take the MasteryPrep Assessment	<ul style="list-style-type: none"><li>MasteryPrep Data</li></ul>	<ul style="list-style-type: none"><li>Postsecondary Readiness Google Sheets</li></ul>	District
		All sophomores and juniors will attend an ACT Bootcamp to learn test taking strategies.	<ul style="list-style-type: none"><li>ACT data</li><li>MasteryPrep Data</li></ul>	<ul style="list-style-type: none"><li>HHS Scorecard</li><li>Postsecondary Readiness Google Sheets</li><li>MasteryPrep Assessment (fall, winter and spring)</li></ul>	District; Title 1
		KWCP 4: Review, Analyze and Apply Data		Analyze MasteryPrep data to identify specific English skills to target for differentiation	<ul style="list-style-type: none"><li>MasteryPrep Data</li><li>PLC Evidence</li><li>ACT data</li></ul>

				<ul style="list-style-type: none"> <li>• MasteryPrep Assessment (fall, winter, and spring)</li> </ul>	
<b>Objective 2:</b> Hopkinsville High School will increase the percentage of 11th grade students meeting <b>CPE reading</b> benchmark from 38.1% to 41.91% as measured by the ACT by 2022.	See Strategy 1 in Transition Readiness	See Activity 1 in Transition Readiness	See Measure of Success 1 in Transition Readiness	See Progress Monitoring 1 in Transition Readiness	District; Title 1
	KWCP 4: Review, Analyze and Apply Data	Analyze MasteryPrep data to identify specific Reading skills to target for differentiation	<ul style="list-style-type: none"> <li>• MasteryPrep Data</li> <li>• PLC Evidence</li> <li>• ACT dataPostsecondary Readiness Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary Readiness Google Sheets</li> <li>• MasteryPrep Assessment (fall, winter, and spring)</li> </ul>	District; Title 1
<b>Objective 3:</b> Hopkinsville High School will increase the percentage of 11th grade students meeting <b>CPE math</b> benchmark from 31.4% to 34.54% as measured by the ACT by 2022.	See Strategy 1 in Transition Readiness	See Activity 1 in Transition Readiness	See Measure of Success 1 in Transition Readiness	See Progress Monitoring 1 in Transition Readiness	District; Title 1
	KWCP 4: Review, Analyze and Apply Data	Analyze MasteryPrep data to identify specific math skills to target for differentiation	<ul style="list-style-type: none"> <li>• MasteryPrep Data</li> <li>• PLC Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary Readiness Google Sheets</li> <li>• MasteryPrep Assessment (fall, winter, and spring)</li> </ul>	District; Title 1
<b>Objective 4:</b> Hopkinsville High School will increase the percentage of 12th grade students becoming Career Ready from 26% (HHS reports) to 50% (HHS goal) as measured by the EOPA and Industry Certifications by 2022.	KWCP 4: Review, Analyze and Apply Data	Develop formative and summative assessments for each CTE program to benchmark student progress toward Industry Certification and EOPA	<ul style="list-style-type: none"> <li>• PLC Evidence</li> <li>• Common Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary Readiness Google Sheets</li> </ul>	District; Perkins
	KWCP 6: Establishing Learning Culture and Environment				
<b>Objective 5:</b> HHS will increase the	KCWP 3: Design and Deliver Assessment Literacy	Increase opportunities for students to participate in	<ul style="list-style-type: none"> <li>• Increase in AP and Dual Credit students</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary Readiness Google Sheets</li> </ul>	Title 1; General



overall PostSecondary readiness score to 85% (school goal) by 2022.	KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	Advanced Placement and Dual Credit classes			
		Identify students that have not benchmarked on ACT and have them take the KYOTE	<ul style="list-style-type: none"> <li>ACT Data Analysis</li> <li>Increase on KYOTE practice tests</li> </ul>	<ul style="list-style-type: none"> <li>Postsecondary Readiness Google Sheets</li> </ul>	District; Title 1

## 5: Graduation Rate

Goal 6: Hopkinsville High School will increase the cohort graduation rate from 95.6% to 97.5% as measured by the state by May of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Hopkinsville High School will increase the cohort graduation rate from 95.6% to 96.1% as measured by the state by May of 2022.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	All teachers will analyze the failure report	<ul style="list-style-type: none"> <li>Decrease in numbers on failure report</li> <li>Graduation Rate</li> </ul>	<ul style="list-style-type: none"> <li>Failure report is monitored weekly</li> </ul>	District; Title 1
		Interventions will begin immediately with those students in danger of failing	<ul style="list-style-type: none"> <li>Decrease in numbers on failure report</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Google Tracking Sheets</li> </ul>	Title 1
		Monitor student attendance and chronic absenteeism.	<ul style="list-style-type: none"> <li>Attendance Reports</li> </ul>	<ul style="list-style-type: none"> <li>HHS Scorecard</li> <li>Tuancy Reports</li> </ul>	District
		Conduct transcript audits in the fall and spring to ensure students are on track to graduate with their cohort	<ul style="list-style-type: none"> <li>Completed audit reports</li> <li>Graduation Rate</li> </ul>	<ul style="list-style-type: none"> <li>Postsecondary Readiness Google Sheets</li> </ul>	District; Title 1
		Identify students in need of credit recovery and intervene quickly	<ul style="list-style-type: none"> <li>Failure Report</li> <li>Transcript Audits</li> </ul>	<ul style="list-style-type: none"> <li>Postsecondary Readiness Google Sheets</li> </ul>	District



## 2021-22 HHS PHASE THREE: Executive Summary for Schools DUE DEC. 17

2021-22 Phase Three: Executive Summary for Schools

**Hopkinsville High School**  
**John Gunn**  
430 Koffman Dr  
Hopkinsville, Kentucky, 42240  
United States of America

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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

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 High School (HHS) currently has a student population of 1,117 and is one of two public high schools in Christian County. We have 59 students enrolled in the CCPS Virtual Learning Academy due to various medical and COVID reasons. The district is considered a high need based on 92.54% of students qualifying for free/reduced lunch according to the Kentucky Department of Education (KDE) 2017 - 2018 Qualifying Data. At HHS, the current Free and Reduced Lunch population is 62%. HHS has a very diverse group of student learners. African American students make up 34.2%, 8.5% of students are Hispanic, 5.6% are two or more races, and 49.6% of the students are Caucasian. Less than 10% of the school population has been identified as students with disabilities. Poverty presents a barrier for many students to participate in extended school opportunities. Six hundred and eighty (680) students participate in some type of after-school activity offered at HHS. Of that 680, only 24.4% of these participating students are qualified for Free and Reduced lunch services. Fort Campbell, Kentucky, United States Army Installation, is an integral part of the Christian County community. Almost 13% of the students are from military families. This contributes to the high mobility rate of Christian County students. There are three additional private schools in the district: University Heights Academy, Saints Peter & Paul, and Heritage Christian Academy. Murray State University and Hopkinsville Community College are the post-secondary opportunities available in Christian County. Hopkinsville High School has been through many changes during the past ten years. There have been three principals in the past nine years, and a new principal was hired effective July 1, 2018. With the changes in administration during that time period, many structures have changed and there were many structures that were not in place. The current principal has a total of four assistant principals. One assistant principal is new to the building, there is one new assistant principal, and two of the assistant principals began in 2018 with the current principal. Since July 1, the administration has been putting structures in place for discipline, PLCs, faculty and student expectations, advisory, effective grading practices, teacher coaching & retention, and instruction. Since 2015, there has been a steady decline in all areas of accountability. Proficient and distinguished scores each year in the areas of reading and math have been declining each year. Our KPREP scores from 2020-2021 revealed that this trend is continuing. We had 32.5% of our students scoring Proficient/Distinguished in

Reading and 24.9% of our students scoring Proficient/Distinguished in Math. In addition, On-Demand data for our Proficient/Distinguished students was 55.9% which is a drastic drop from previous accountable years. The Graduation Rate for 2021-2021 was 95.6%, and Post-Secondary Readiness is being closely monitored for the 2021-2022 school year. Overall, the administration is continuing to put more structures in place to monitor progress in ACT and KSA preparation, overall quality instruction, and Post-Secondary Readiness.

### School's Purpose

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.

During the summer of 2019, the administrative team, leadership team, and all stakeholders wrote a vision and mission statement for HHS. Up until 2019, HHS had not had a vision or mission statement in numerous years. The HHS Vision and Mission Statement are as follows: HHS Vision Statement: All HHS students will be proficient on state and national standards and graduate transition ready. HHS Mission Statement: At HHS the following will be evident every day: -High-quality engaging instruction -Continuous growth through progress monitoring -A culture of respect, collegiality, and dignity for all -Consistent communication with stakeholders The SBDM Council reviews and makes recommendations for school policies. The SBDM spent most of last year rewriting and adopting policies that needed to be put in place based upon recommendations from our leadership team. The leadership team meets bi-weekly to discuss departmental issues, student and staff expectations, and data. The leadership team consists of all department heads, EL teacher, transition coach, interventionist, a curriculum specialist, and the administrative team. The teachers meet each Thursday for PLC meetings. During these meetings, teachers analyze the standards documents, plan for their upcoming units, create formative and summative assessments, analyze student work, analyze assessment data, and create plans to address misconceptions. In order to help meet the needs of our freshmen students that are not performing on-level, we have Math 180. At the end of their eighth-grade year, the Math Inventory (MI) test was used to ensure the proper placement of our students. The students are tested three times during the year to track their progress. The teacher meets monthly with an administrator to discuss data. In addition, our district funded an interventionist for each school this year. Our interventionist is using MAP to assess our low-performing students. The interventionist will be testing them three times throughout the school year to monitor their progress and growth. She is using MAP to identify students that will need the Multi-Tiered Support System. This data is being used to identify the strengths and weaknesses of our students. She is then

meeting with our teachers to help them plan strategies for them to use in their classrooms. Also, we are using our PBIS data to identify our students that need behavior interventions, so we can intervene earlier with our students. These students have a mentor that is checking in with them on a weekly basis.

#### Notable Achievements and Areas of Improvement

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.

-ACT students meeting benchmark increased 9.1% on the ACT Math in 2021 (31.4%) as compared to 2019 (22.3%) -In 2021, 95.6% of our students graduated with their cohort -In 2021, 100% of our EL students graduated with their cohort -In 2021, 95.5% of our Economically Disadvantaged students graduated with their cohort

#### Additional Information

**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.

NA

#### Additional Information

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

HHS and the administrative team will work hard to improve student achievement, monitor all structures, and enforce student and staff expectations. We are working very hard to retain our teachers and meet with them weekly. With consistency and monitoring, academic and career readiness will increase. It is our hope that we will have more students that will be successful in college and in the workforce.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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