



HHS 2022-23 Phase One: Executive Summary for Schools OCT. 1

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Hopkinsville High School
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Table of Contents

2022-23 Phase One: Executive Summary for Schools	3
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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 971 and is one of two public high schools in Christian County. We have 38 students enrolled in the CCPS Virtual Learning Academy due to various medical and emotional 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 four principals in the past nine years, and a new principal was hired effective September 6, 2022. With the changes in administration during that time period, many structures 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 2021 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 2020, 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 KSA 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 on recommendations from CCPS. 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, 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 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 all ninth and tenth graders 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 that will be conducted during our Flex Advisory periods two days a week. This data is being used to identify the strengths and weaknesses of our students. Additionally, this MAP data is being used to help our teachers 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. Our counselors are now meeting with students to provide behavior interventions and social-emotional support to meet individual students needs.

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 (including ATSI) Schools 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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