Hopkinsville High School

Comprehensive School Improvement Plan (CSIP) 2025-2026

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

1. HHS will increase the percentage of 10th grade students with disabilities scoring proficient in Reading to 44.8% and Math to 37.4% as measured by the 2026 KSA.

2. HHS will increase the percentage of 10th grade African American students scoring proficient in Reading to 41.1% and Math to 29.2% as measured by the 2026 KSA.

Strategy:

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

Activities:

• Use KSA blueprint and all released items to plan common assessments.
• Formative assessments will be used to mimic KSA format.
• Analyze Canvas plans for usage of our HQIR for ELA (Savvas) and Math (HMH AGA)
• Analyze Canvas plans for use of RTI activities from the HQIRs that are intentional and focused on needs of students
• PLC focus on Unit and Lesson Internalization and Analysis is Student Work
• Utilize MTSS plan for math and reading based on MAP testing for Tier 2 Intervention that will take place during the 90 minute block with Math 180 and ILIT
• Goal Setting-Novice Reduction
• Name and Claim Students
• Practice usage of accommodations with Testing Buddies

• KDE Novice Reduction Strategies

Progress Monitoring:

• 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 Data tracker)
• 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

Funding:
• District Level Funding, Title 1
• GT state grant, GT district match

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.

Objective(s):
1. By May 2025, HHS will increase the percentage of 10th grade students scoring proficient or above in reading to 56.2% or higher as measured by the 2026 KSA.
2. HHS will increase the percentage of 10th grade students scoring proficient or above in math to 40% as measured by the 2026 KSA.

Strategy:
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

Activities:
•Use KSA blueprint and all released items to plan common assessments.
•Formative will be used to mimic KSA format.
• Analyze Canvas plans for use HQIR Savvas Curriculum and passage based activities focused on specific reading skills
• Analyze Canvas plans for use HQIR HMH AGA Curriculum
• PLC focus on Unit and Lesson Internalization and Analysis is Student Work
• Utilize MTSS plan for reading based on MAP testing for Tier 2 Intervention during the 90 minute block
• 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).

Progress Monitoring:
• 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 data tracker)
• RTI/MTSS data will be tracked through online usage of Math 180 and ILIT for Reading
• 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 September, December, and March
- 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

Funding:
- District Level Funding, Title 1
- GT state grant, GT district match

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

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.

Objective(s):

1. HHS will increase the percentage of 11th grade students scoring proficient or above in Science to 40% or higher as measured by the 2026 KSA.
2. HHS will increase the percentage of 11th grade students scoring proficient or above in Social Studies to 45% or higher as measured by the 2026 KSA.
3. **HHS** will increase the percentage of 11th grade students scoring proficient or above in Combined Writing to 59.1% or higher as measured by the 2026 KSA.

Strategy:

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

Activities:

• 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 OpenSciEd as a high quality resource
• For Science-Utilize phenomena and common assessment student work protocol to monitor student progress (built into PLC process)

- For Social Studies, review kystandards.org assessment design resources
- For Social Studies, review and implement Pearson Released Items and Mastery Connect Item Bank for Common Assessment development
- Use DBQ as a high-quality resource (1 per 9 Weeks)
- 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
- Benchmark Assessments-given in September and March for Science and Social Studies, On-Demand Writing 3 times during the school year
- 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 in Science or Social Studies

Progress Monitoring:

- 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 data tracker)
- RTI/MTSS data will be tracked through online usage of Math 180 and ILIT for Reading
- 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 September, December, and March
- 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

Funding:

- District Level Funding, Title 1
- GT state grant, GT district match

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:
Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.
Objective(s):
HHS will increase its English Language Proficiency Rate to 36.8 as measured by the 2026 ACCESS Test.

Strategy:
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

Activities:
• Use KSA blueprint and all released items to plan common assessments.
• Formative assessments will be used to mimic KSA format.
• Analyze Canvas plans for usage of our HQIR for ELA (Savvas)
• Analyze Canvas plans for use of RTI activities from the HQIR that are intentional and focused on needs of students
• PLC focus on Plan, Do, Study, Act
• Utilize MTSS plan for reading based on MAP testing for Tier 2 Intervention that will take place during the 90 minute block
• 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

Progress Monitoring:
• 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 trackers)
• Monitor RTI/MTSS through the ILIT online platform
• Map Data: Focus on Novice Reduction for Reading
• 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 September, December, and March
• Standards aligned lessons
• Data put into KSA calculator (school level and district level)
• Instruction adjustment based data

Funding:
• District Level Funding, Title 1
• GT state grant, GT district match

Priority Indicator #3: Quality of School Climate and Safety

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

Objective(s):

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

Strategy:

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

Activities:

• 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

Progress Monitoring:

• Weekly Advisory Plans

• Student feedback from Student Voice Committee

Funding:

• District Level Funding, Title 1

• GT state grant, GT district match