



Comprehensive School Improvement Plan

Hopkinsville High School
Christian County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Hopkinsville High School has over 1107 students enrolled with 61% of our students being identified as Free/Reduced. 38% of our students are classified as minority. With less than 10 students that are English Language Learners, and only 8% of the student body identified as having a disability.

Hopkinsville High School has 68 certified teachers. Of those 68 only 10% are KTIP, New, or emergency certified. 13% of our teachers are within their first 3 years of teaching. While 52 of our teachers have more than four years of teaching experience, and one is a National Board Certified Teacher.

Only 1 or 25% of our administrators has less than three years experience as a Principal or Assistant Principal.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers would be:

- Teacher preparation to meet diverse learner needs
- Number of first year KTIP Teachers
- Teacher retention rates
- Number of Highly Qualified teacher applicants in critical shortage areas
- Teacher transfers within the district
- Teachers leaving the profession
- Decline in individuals entering the teaching profession

Root Causes would be:

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- Teacher preparation programs
 - Number of Highly qualified teacher applicants
- Perception of Christian County Public Schools
- The number of highly qualified middle and high school content area teachers
 - The district uses a variety of recruitment strategies at regional, state, and out of state universities. The district has been successful at hiring and retaining elementary teachers. The hiring and retention of the secondary teachers is limited due to the lack of highly qualified applicants.
 - Quality of highly effective candidates
 - Lower performing schools have higher teacher turnover rates

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals 2016-17

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

2016 - 2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the district strategic plan.

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Strategy1:

Improve Working Condition: TELL Survey Results - The HHS Administrative and Leadership Teams, in conjunction with the SBDM Council, will use the results from the TELL Survey to guide decisions about policies and procedures at HHS. All faculty members are stakeholders in what goes on at HHS. Utilizing the results from the TELL Survey gives a voice to the faculty.

Category: Professional Learning & Support

Research Cited: Marzano, Knight

Activity - 30-60-90 Day Plan / Instructional Calendar Development and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Staff and the HHS Leadership Team will meet monthly to develop and implement an on-going 30-60-90 Day Plan / Instructional Calendar. The plan focuses on three big ideas: College and / or Career Readiness, Professional Learning Communities, and Communication to Students, Parents, and the Community. This plan will be revisited each month to monitor progress. This plan is a working document and is accessible to all faculty via OneDrive.	Professional Learning Policy and Process Recruitment and Retention	06/30/2016	06/30/2017	\$0 - No Funding Required	Administrative Staff, HHS Leadership Team

Activity - TELL Results: Campaign for CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the 2014 TELL Survey, teachers are concerned that students are not achieving CCR. The HHS goal for CCR has been set at 80% by June 30th, 2016. This will be monitored on a weekly basis to ensure that all seniors are getting what they need to be CCR. Students not reaching the benchmarks on the ACT will be invited to CCR Summer School Sessions for intervention, enrolled in Reading Development of CCR Math courses, or offered intervention throughout the school year. Teachers will be trained on KYOTE. Students that are eligible to be career ready will take part in study sessions for Work Keys, ASVAB, and KOSSA. Incentives for reaching CCR will be available to all seniors (including the end of the year senior trip). The 30-60-90 Day Plan will help organize these events / opportunities. Goal carried over from the 2015-2016 school year.	Career Preparation/ Orientation Academic Support Program	06/30/2015	06/30/2017	\$1000 - General Fund	Administrative Staff, Guidance Counselors, and All Teachers

Activity - TELL Results: Increase Student Access to Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the 2014 TELL Survey, teachers do not feel as if they are supported in terms of the maintenance and acquisition of technology in the building. Create an on-going plan with the collaboration of the finance committee, the community partners, and the district to continuously update technology, increase student access, and increase technology spending in the classrooms. The plan needs to include a way to set aside monies for mobile lab printers, teacher ink cartridges, and LCD projector bulbs. Plan carried over from the 2015-2016 school-year.	Policy and Process Recruitment and Retention	06/30/2015	06/30/2017	\$10000 - District Funding	Building and District Technology Leaders; Finance Committee Members; and Admin Staff

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Activity - Limit Schol-wide Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative staff will limit the number of announcements made school-wide on the intercom. Announcements will be made at the beginning of the school day and at the very end of the school day. Announcements will also be made in the cafeteria. Each day, a member of the administrative support staff will send out a listing of announcements via email. Teachers can share these announcements with students.	Policy and Process	08/09/2016	05/26/2017	\$0 - No Funding Required	Administrative Staff, Administrative Support Staff, Guidance Counselors

Strategy2:

Community Partnerships to Assist with World Language Program Review - Engage Community Partners to assist in offering the World Language Program Review.

Category: Continuous Improvement

Research Cited:

Activity - World Language Strategic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Spanish department will meet with Spanish teachers from Christian County High School and District Personnel to strategically plan how to utilize Community Partners for assistance in the World Language Program Review.	Career Preparation/ Orientation Academic Support Program	01/06/2016	05/26/2017	\$0 - No Funding Required	Spanish department; District Personnel; IBC

Strategy3:

Professional Learning Communities - All teachers will engage in the PLC process. The PLC process requires that teachers meet weekly to deconstruct standards, create learning maps, create common formative and summative assessments, analyze student work and assessment data, and design lessons to address misconceptions. Each PLC has a teacher leader that monitors progress in the step-by-step process.

The PLC lead is also responsible to report to the administrative team and keep accurate records / store assessments and resources.

Category: Continuous Improvement

Research Cited: DuFore, Knight- High Impact Instruction, Kagan- for PD power hour

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PLC groups meet each Wednesday to plan weekly instruction and create units based on the step-by-step process outlined by DuFore and the HHS administrative team expectations. The PLC lead is responsible for holding PLC members accountable for attending meetings, providing feedback and support.	Professional Learning Direct Instruction	08/10/2015	05/27/2016	\$0 - No Funding Required	Administrative Team; IBC; Teacher Leads; PLC Members / Teachers

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Activity - Common Planning Periods for Content Area Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to give teachers time to plan instruction during the school day, the master schedule is developed so that core content teachers have common planning.	Recruitment and Retention Professional Learning	08/09/2016	05/26/2017	\$0 - No Funding Required	Administrative Team, Guidance Counselors

Activity - Encouraging Lifelong Learners by Providing Teachers with Professional Development as Requested	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HHS Principal encourages teachers to pursue professional development opportunities that interest them, and he supports them financially whenever funding is available. Teachers feel validated in their profession when they are encouraged to seek out learning opportunities and when the principal listens and values their request.	Recruitment and Retention Professional Learning	07/11/2016	05/26/2017	\$3000 - General Fund	All Teachers, Principal, Bookkeeper

Strategy4:

PGES - Teachers will be trained in the implementation of the Professional Growth Effectiveness System (PGES).

Category: Professional Learning & Support

Research Cited:

Activity - ELEOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HHS Administrative Team will use the ELEOT tool to diagnose areas of strength and weakness throughout the building. The ELEOT tool will also be used to identify teachers in need of coaching / support. The district has purchased an online ELEOT application of the Spring 2016 semester.	Professional Learning Recruitment and Retention Academic Support Program	08/09/2016	05/26/2017	\$1000 - District Funding	HHS Administrative Team; District Personnel; IBC

Activity - Individual Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in need of coaching / support will be identified by the HHS Administrative Team. The Instructional and Behavior Coach will conduct "Focused Planning" with these teachers in an effort to build capacity.	Recruitment and Retention Behavioral Support Program Academic Support Program Professional Learning Direct Instruction	08/09/2016	05/26/2017	\$0 - District Funding	HHS Administrative Team, IBC

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Activity - Monthly Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HHS Administrative Team will conduct a monthly faculty meeting. During this time, teachers will review the components of PGES.	Recruitment and Retention Professional Learning	08/09/2016	05/26/2017	\$0 - No Funding Required	HHS Administrative Team; HHS Teachers

Strategy5:

PBIS Initiative - The Positive Behavior Intervention Support system is a district-wide initiative to improve student behavior in the classroom / school building to increase student achievement. A PBIS Team that meets monthly to analyze data and develop strategies for Tier 2 and Tier 3 interventions has been established. The district is providing professional development on this initiative as well.

Category: Management Systems

Research Cited: J. Knight, J. Hattie (among others)

Activity - Monitor and Adjust Procedures Based on Behavioral Data at Monthly PBIS Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Team meets once a month to analyze behavior data from Tyler Pulse and makes procedural / structural adjustments accordingly. This data is discussed at monthly faculty meetings as well. The PBIS Team looks for solutions to issues that are occurring with more than 20% of the HHS student population.	Policy and Process Behavioral Support Program	07/27/2016	05/26/2017	\$0 - No Funding Required	PBIS Team Members

Activity - Cell Phone / Personal Electronic Device Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide expectation for the usage of cell phones / personal electronic devices was introduced and implemented to all students in October 2015. The PBIS Team observed that students were using personal electronic devices throughout instructional time, and it was becoming a major distraction to learning at HHS. The PBIS Team, along with feedback from the admin team and fellow teachers, created Cell Phone / Personal Electronic Device Expectations and Consequences. The PBIS Team advertised the implementation of expectations in a variety of mediums (classroom conversations, call to parents, announcement on school webpage, announcement on marquee, and admin classroom conversations). If students are using personal electronic devices for a non-instructional purpose, the device will be confiscated. The number of times it has been confiscated depends on when the student can regain possession.	Behavioral Support Program	08/09/2016	05/26/2017	\$0 - No Funding Required	Admin Staff to Monitor; Faculty and Staff at HHS to implement with fidelity

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Activity - Celebrate Success with PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Several Programs have been established at HHS to celebrate the successes of PBIS with both the students and the teachers:</p> <p>"Paws"itive Recognition Ticket System - Each week, teachers are given "Paws"itive Recognition Tickets to recognize students that are following / exemplifying the school-wide expectations. On Friday's, students place these tickets in a drawing. All prizes are solicited from area businesses. When the administrators draw the winner each week, they review the school-wide expectations.</p> <p>Teacher "Paws"itive Recognition Program - Each month, the admin team distributes Teacher "Paws"itive Recognition Tickets to teachers that have gone above and beyond in the classroom. Teachers place their ticket on a matrix for a drawing at the monthly faculty meeting.</p> <p>Shout-Out Wall - A "Shout-Out" bulletin board has been erected in the mailbox hallway for teachers to recognition each other. Teachers are encouraged to write on this board.</p> <p>Weekly Teacher Spotlight - Each Friday, a teacher is selected by the admin team as the Weekly Teacher Spotlight. An email is sent out to the staff recognizing this person and explaining why they were selected. This teacher is also given a "Paws"itive Recognition Ticket and their name is displayed for the week on the school marquee.</p>	Behavioral Support Program Recruitment and Retention Academic Support Program	08/09/2016	05/26/2017	\$0 - No Funding Required	PBIS Team; Asst. Principal Kem

Activity - Reduce and Eliminate Disruptive Behaviors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>A school-wide hall pass procedure has been implemented. Students must have a lanyard pass to be released from the classroom. Only one student is allowed out of the classroom at a time (unless there is a special circumstance). Administrative staff have been assigned hall supervision to monitor this process. Students out of class without a lanyard (or a written pass to be checked out) are considered skipping. This was introduced in November after the PBIS Team noticed that the majority of referrals were coming from students skipping class. A school-wide power point was created, a call to parents was made, and the admin team went to each classroom to explain the new procedures to all students.</p>	Behavioral Support Program	08/09/2016	05/26/2017	\$300 - General Fund	PBIS Team organized; All faculty and staff will monitor implementation

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Activity - Establish School-Wide Expectations for All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide expectations have been developed by the faculty - 100% Engagement, Use Appropriate Language in All School Settings, Be on Time and Prepared. School-wide lesson plans were developed at the beginning of the year and after extended breaks to reteach expectations. The expectations are posted in all classrooms and common areas. Expectations developed by the staff in March 2015. Consistency is key to a successful program.	Behavioral Support Program	03/02/2015	05/26/2017	\$0 - No Funding Required	All Faculty and Staff at HHS

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

HHS Administrative Team: Todd Marshall (principal), Nathan Howton (assistant principal), Megan Kem (assistant principal), and Claudell Robertson (assistant principal)

HHS Leadership Team: Kristee Barnes (English department head), Wayne Thomas (Science department head), Michelle Pagan (Math department head), Joe Riley (Social Studies department head and member of the Ky Social Studies Network), Phil Starling (Special Education representative), Janet Latham (guidance counselor), Dawn Stalker (Instructional and Behavior Coach), and Teresa Henderson (PLCS representative)

All HHS core content teachers took part in completing this work. It was compiled by Megan Kem, assistant principal, and submitted to the HHS Administrative team for approval.

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Relationship Building

- School staff involves parents in personal communication at least once a month.

To sustain this area of strength, the staff will continue to use resources such as Infinite Campus and the call service to regularly communicate with parents/guardians in conversations about student achievement. Teachers are sending good news cards home each nine weeks.

District and school staff identify family interests, needs, and barriers and provides services to ensure academic success. HHS will continue to utilize the personnel in the Youth Service Center and the guidance department to ensure that students have adequate resources to ensure academic success. The HHS Mentor Luncheon / Breakfast will continue once a month.

Student / family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.

The Youth Service Center, along with the Administrative Team, Guidance Counselors, teachers, and HHS bookkeeper, work to identify students with financial needs, get them to complete the paperwork needed to receive services, and keep this information confidential.

Communications

- School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).

The HHS Administrative Team and HHS Leadership Team organize systematic efforts to maximize parent-teacher conference participation by strategically scheduling events with parents/guardians in mind. This year, parents were encouraged to make appointments with teachers during a special night so that parents would not have to sit in lines for an extended period of time. School administrators were also available at this time to show parents how to log-in to the Infinite Campus Portal.

Decision Making

- School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.

The HHS SBDM council follows the rules of councils from the state department. With that, they appoint / nominate parents, teachers, and other stakeholders to help make decisions for the school based on data.

Learning Opportunities

- Some student work of various levels is displayed in the classroom.

The Administrative / Leadership Team will encourage teachers to display students work in the classroom and in the hallways. All displayed work must be scored with feedback and a rubric must be provided. Sharing exemplary work is imperative to student growth.

School staff offers some information to parents to learn how to support their child's learning.

Organize a committee that looks into offering parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement plan.

- School staff allows parents to visit regular education classrooms upon request. This is no school policy.

Ask the SBDM council to revisit this.

Decision Making

- School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.

Try to get parent stakeholders more involved. This can be done by inviting them in the building frequently to see the good things happening at Hopkinsville High School.

Comprehensive School Improvement Plan

Hopkinsville High School

- School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.

Organize said plan with the HHS Leadership Team.

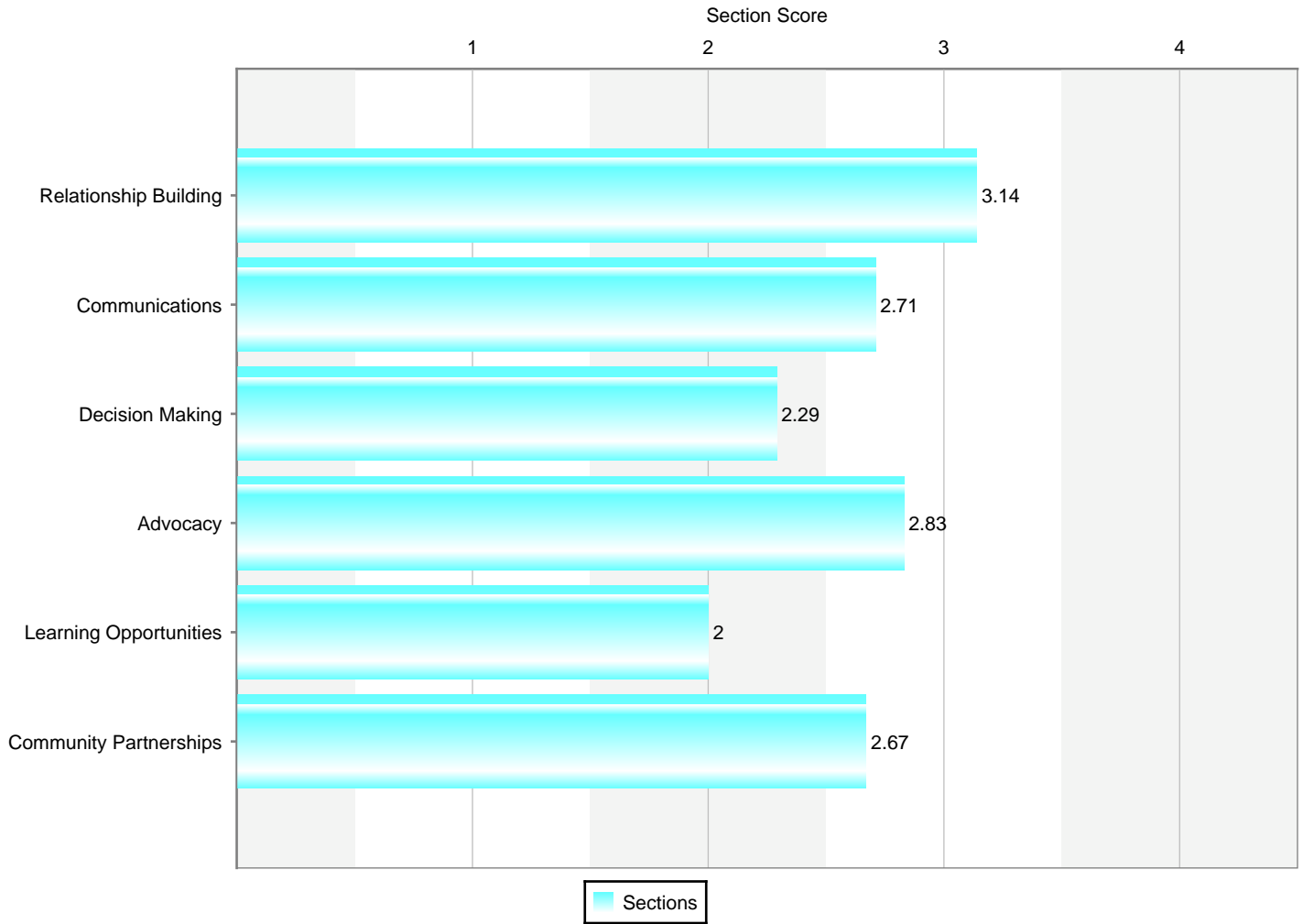
Advocacy

- Parents report that they are informed as required by law to participate in the Individual Education Plans, Individual Learning Plans, and intervention strategies.

During a parent conference night, provide parents a tutorial of how to use the above listed services and send home regular communication about their student's progress.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Christian County Board of Education develops a yearly calendar with a series of Growth Days / Professional Days built in for teacher in-services. On these days, the agendas are set by the district and by the schools based on the needs for that particular school. During these days, a variety of stakeholders contribute to the development of the HHS Improvement Plan.

Program Review Committees:

Four Program Review Committees have been formed to engage stakeholders across the curriculum in the development of the Writing program, the Arts & Humanities program, the Foreign Language program, and the PLCS program. These committees meet regularly to discuss ways in which to improve these programs using the guidelines set forth by the Kentucky Department of Education, and how to collect evidence to support the indicators.

The HHS SBDM Council meets monthly in the school library. The meetings are open to parents, teachers and community members. An election is held each year to determine the members of the council. The SBDM Council sanctions sub-committees like the Finance and Professional Development Committees. These committees must recruit members (teachers, parents, and community members) to serve. The individual committee chairpersons collaborate to decide on appropriate meeting times.

Teachers meet each Wednesday as part of the HHS PLC process to discuss areas of need, analysis of formative / summative assessment data, and curriculum alignment to improve student achievement.

The HHS Leadership Team meets each Thursday morning to create and monitor the 30-60-90 Day plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teachers, administrators, and parents participated in the development of the improvement plan via a variety of mediums (i.e., TELL Survey, Program Review Collaboration, SBDM Council meetings, PLC work, sub-council committees, Growth Day work, Title I Family Involvement Survey). Each stakeholder was responsible to take part in conversations of how to improve student achievement at HHS. All stakeholders have access / input to the 30-60-90 Day Plan that is created and monitored at weekly Leadership Team meetings. It is the responsibility of the department heads to take the 30-60-90 Day Plan to the teachers to communicate the shared vision of "Excellence for All".

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The improvement plan is communicated and monitored via the 30-60-90 Day Plan. At monthly SBDM Council meetings and at weekly Leadership Meetings, the progress being made towards implementation is discussed. The department heads take the information discussed at the weekly Leadership Meetings back to the teacher for school-wide communication. This process allows HHS to have a shared, common vision that will help improve student achievement.

Each month, all teachers attend a "PD Power Hour" professional development that is delivered by the IBC. The subject of the "Power Hours" are determined by the needs of the school.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

HHS is focused on student achievement and removing barriers for learners. The graduation rate and the CCR numbers tell us that students are being held accountable for their own progress and work. The Program Review numbers tell us that our A&H, World Language, Writing, and PLCS programs are providing specialized services for ALL students. HHS needs to reduce novice in reading and science and continue to increase proficiency in math. EOC classes need to focus on moving the apprentice high students to proficient / distinguished in order for progress to be continuous.

The data does not tell us if teachers are following school-wide and district-wide initiatives with fidelity.

The data does not tell us if the achievement scores are based on an instructional issue or a knowledge issue. Are the teachers teaching the right content or are the students just not "getting it"?

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Notable Achievements

Maintained a 17 to 1 Student to Teacher Ratio

Average years of teaching experience 11.3

Increased School Accountability in sub-domains

Received a "Proficiency" rating in all three Program Review areas (writing, PLCS, and Arts and Humanities)

Next Generation Learners:

Achievement - 62.4 in 2015 increased to 63.2 for 2016

Gap -39.7 in 2015 increased to 45.9 for 2016

Growth -51.4 in 2015 increased to 52.4 for 2016

CCR -79.0 in 2015 increased to 87.4 for 2016

Graduation Rate -95.1 in 2015 decreased to 94.1 for 2016

Level-Performance Type:

Reading - 68.0 in 2015 to 59.6 in 2016

Mathematics -51.8 in 2015 to 62.9 in 2016

Science - 52.4 in 2015 to 54.1 in 2016

Social Studies -65.8 in 2015 to 67.0 in 2016

On-Demand Writing -73.2 in 2015 to 72.4 in 2016

ACT Test:

English - 20

Math - 18.7

Reading - 20.5

Science - 20

Composite - 20

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Areas in Need of Improvement

****Increase Mathematics Proficiency**

Improvement Plan:

- The math department is piloting Standards Based Grading in an effort to formatively assess what students know and are able to do. Grades will not be based on participation and homework, but on the student's ability to learn a specific skill.
- For EOC Testing: One-on-one conferencing about common assessments, professional development by SREB representative; professional development on Quality Core; collaborative planning; MDC work; professional development on formative assessments; monthly common assessments (analysis of data on a monthly basis); math resource lab for intervention.
- For ACT: One-on-one conferencing about practice exams; critical skills analysis for each student in the area of math; ACT seminars; department plans for ACT prep-week; ACT bell ringers; and student access to Method Test Prep and ACT Online.
- Vertical alignment from Algebra .5 thru Algebra II.
- Focus on accelerated students (9th / 10th) taking the Algebra II EOC by looking at the previous year's data to determine if students should be placed in an Algebra II class before 11th grade.

****Increase Reading Proficiency**

Improvement Plan:

- EOC Testing: One-on-one conferencing about AP essays and on-demand writing; school-wide literacy plan; professional development on Quality Core Standards; monthly common assessments (analysis of data on a monthly basis); English resource labs for intervention; school-wide LDC implementation
- ACT: One-on-one conferencing about practice exams; critical skills analysis for each student in the area of reading; ACT seminars; department plans for ACT prep-week; ACT bell ringers; and student access to Method Test Prep and ACT Online.

****Increase College and/or Career Readiness**

Improvement Plan:

- Maintain an accurate spreadsheet of the CCR progress for seniors, juniors, and sophomores
- Meet with Career Pathway teachers and guidance counselors to improve strategic scheduling for CCR
- Speak the language of CCR throughout the building
- Display posters and banners throughout the building to promote CCR
- Analyze ACT data to plan for COMPASS intervention
- One-on-one conferencing with students about CCR status
- Quarterly CCR field trips for students that have achieved CCR
- Increase Growth numbers by identifying students from the practice ACT in need of remediation

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Adjust staffing allocations to better serve students in need of help in the improvement areas

- Provide professional development on formative assessments
- Continue to schedule individual conferences with students to discuss test scores / practice test scores
- Develop strategies to provide math students with immediate, viable feedback
- Continue to develop units of instruction based on common assessment data and MDC / LDC work
- Modify plans to increase CCR to better serve all students
- Look into school-wide Standards Based Grading
- Implement High Impact Instruction
- Provide professional development for co-teaching pairs
- Assign "Testing Buddies" for students receiving accommodations

2016-2017 HHS CSIP

Overview

Plan Name

2016-2017 HHS CSIP

Plan Description

2016-2017 HHS CSIP

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016 - 2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.	Objectives: 2 Strategies: 7 Activities: 18	Organizational	\$15300
2	2016 - 2017 Increase the average combined reading and math Proficient and Distinguished EOC scores for all students by 2019 from 47.6% to 67.5%.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$22500
3	2016 - 2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 40.0% to 64.1% in 2019.	Objectives: 2 Strategies: 2 Activities: 9	Organizational	\$6000
4	2016 - 2017 Increase the percentage of students who are college and / or career ready from 70.6% to 71.6% of student by 2017.	Objectives: 2 Strategies: 6 Activities: 22	Organizational	\$22950
5	2016 - 2017 Increase the 4-year cohort graduation rate from 95% to 95.8% by 2019.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$25000
6	2016 - 2017 Decrease the percentage of students novice in reading and math by 10% by 2019.	Objectives: 2 Strategies: 4 Activities: 15	Organizational	\$8800

Goal 1: 2016 - 2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the district strategic plan.

Strategy 1:

PBIS Initiative - The Positive Behavior Intervention Support system is a district-wide initiative to improve student behavior in the classroom / school building to increase student achievement. A PBIS Team that meets monthly to analyze data and develop strategies for Tier 2 and Tier 3 interventions has been established. The district is providing professional development on this initiative as well.

Category: Management Systems

Research Cited: J. Knight, J. Hattie (among others)

Activity - Reduce and Eliminate Disruptive Behaviors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide hall pass procedure has been implemented. Students must have a lanyard pass to be released from the classroom. Only one student is allowed out of the classroom at a time (unless there is a special circumstance). Administrative staff have been assigned hall supervision to monitor this process. Students out of class without a lanyard (or a written pass to be checked out) are considered skipping. This was introduced in November after the PBIS Team noticed that the majority of referrals were coming from students skipping class. A school-wide power point was created, a call to parents was made, and the admin team went to each classroom to explain the new procedures to all students.	Behavioral Support Program	08/09/2016	05/26/2017	\$300	General Fund	PBIS Team organized; All faculty and staff will monitor implementation

Activity - Cell Phone / Personal Electronic Device Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hopkinsville High School

<p>A school-wide expectation for the usage of cell phones / personal electronic devices was introduced and implemented to all students in October 2015. The PBIS Team observed that students were using personal electronic devices throughout instructional time, and it was becoming a major distraction to learning at HHS. The PBIS Team, along with feedback from the admin team and fellow teachers, created Cell Phone / Personal Electronic Device Expectations and Consequences. The PBIS Team advertised the implementation of expectations in a variety of mediums (classroom conversations, call to parents, announcement on school webpage, announcement on marquee, and admin classroom conversations). If students are using personal electronic devices for a non-instructional purpose, the device will be confiscated. The number of times it has been confiscated depends on when the student can regain possession.</p>	<p>Behavioral Support Program</p>	<p>08/09/2016</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Admin Staff to Monitor; Faculty and Staff at HHS to implement with fidelity</p>
<p>Activity - Monitor and Adjust Procedures Based on Behavioral Data at Monthly PBIS Meetings</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>The PBIS Team meets once a month to analyze behavior data from Tyler Pulse and makes procedural / structural adjustments accordingly. This data is discussed at monthly faculty meetings as well. The PBIS Team looks for solutions to issues that are occurring with more than 20% of the HHS student population.</p>	<p>Behavioral Support Program, Policy and Process</p>	<p>07/27/2016</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>PBIS Team Members</p>
<p>Activity - Celebrate Success with PBIS</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

Comprehensive School Improvement Plan

Hopkinsville High School

<p>Several Programs have been established at HHS to celebrate the successes of PBIS with both the students and the teachers:</p> <p>"Paws"itive Recognition Ticket System - Each week, teachers are given "Paws"itive Recognition Tickets to recognize students that are following / exemplifying the school-wide expectations. On Friday's, students place these tickets in a drawing. All prizes are solicited from area businesses. When the administrators draw the winner each week, they review the school-wide expectations.</p> <p>Teacher "Paws"itive Recognition Program - Each month, the admin team distributes Teacher "Paws"itive Recognition Tickets to teachers that have gone above and beyond in the classroom. Teachers place their ticket on a matrix for a drawing at the monthly faculty meeting.</p> <p>Shout-Out Wall - A "Shout-Out" bulletin board has been erected in the mailbox hallway for teachers to recognition each other. Teachers are encouraged to write on this board.</p> <p>Weekly Teacher Spotlight - Each Friday, a teacher is selected by the admin team as the Weekly Teacher Spotlight. An email is sent out to the staff recognizing this person and explaining why they were selected. This teacher is also given a "Paws"itive Recognition Ticket and their name is displayed for the week on the school marquee.</p>	<p>Behavioral Support Program, Recruitment and Retention, Academic Support Program</p>	<p>08/09/2016</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>PBIS Team; Asst. Principal Kem</p>
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Activity - Establish School-Wide Expectations for All Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School-wide expectations have been developed by the faculty - 100% Engagement, Use Appropriate Language in All School Settings, Be on Time and Prepared. School-wide lesson plans were developed at the beginning of the year and after extended breaks to reteach expectations. The expectations are posted in all classrooms and common areas. Expectations developed by the staff in March 2015. Consistency is key to a successful program.</p>	<p>Behavioral Support Program</p>	<p>03/02/2015</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All Faculty and Staff at HHS</p>

Strategy 2:

Improve Working Condition: TELL Survey Results - The HHS Administrative and Leadership Teams, in conjunction with the SBDM Council, will use the results from the TELL Survey to guide decisions about policies and procedures at HHS. All faculty members are stakeholders in what goes on at HHS. Utilizing the results from the TELL Survey gives a voice to the faculty.

Category: Professional Learning & Support

Research Cited: Marzano, Knight

Activity - TELL Results: Increase Student Access to Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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According to the 2014 TELL Survey, teachers do not feel as if they are supported in terms of the maintenance and acquisition of technology in the building. Create an on-going plan with the collaboration of the finance committee, the community partners, and the district to continuously update technology, increase student access, and increase technology spending in the classrooms. The plan needs to include a way to set aside monies for mobile lab printers, teacher ink cartridges, and LCD projector bulbs. Plan carried over from the 2015-2016 school-year.	Recruitment and Retention, Policy and Process	06/30/2015	06/30/2017	\$10000	District Funding	Building and District Technology Leaders; Finance Committee Members; and Admin Staff
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Activity - TELL Results: Campaign for CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
According to the 2014 TELL Survey, teachers are concerned that students are not achieving CCR. The HHS goal for CCR has been set at 80% by June 30th, 2016. This will be monitored on a weekly basis to ensure that all seniors are getting what they need to be CCR. Students not reaching the benchmarks on the ACT will be invited to CCR Summer School Sessions for intervention, enrolled in Reading Development of CCR Math courses, or offered intervention throughout the school year. Teachers will be trained on KYOTE. Students that are eligible to be career ready will take part in study sessions for Work Keys, ASVAB, and KOSSA. Incentives for reaching CCR will be available to all seniors (including the end of the year senior trip). The 30-60-90 Day Plan will help organize these events / opportunities. Goal carried over from the 2015-2016 school year.	Academic Support Program, Career Preparation/Orientation	06/30/2015	06/30/2017	\$1000	General Fund	Administrative Staff, Guidance Counselors, and All Teachers

Activity - Limit Schol-wide Announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative staff will limit the number of announcements made school-wide on the intercom. Announcements will be made at the beginning of the school day and at the very end of the school day. Announcements will also be made in the cafeteria. Each day, a member of the administrative support staff will send out a listing of announcements via email. Teachers can share these announcements with students.	Policy and Process	08/09/2016	05/26/2017	\$0	No Funding Required	Administrative Staff, Administrative Support Staff, Guidance Counselors

Activity - 30-60-90 Day Plan / Instructional Calendar Development and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrative Staff and the HHS Leadership Team will meet monthly to develop and implement an on-going 30-60-90 Day Plan / Instructional Calendar. The plan focuses on three big ideas: College and / or Career Readiness, Professional Learning Communities, and Communication to Students, Parents, and the Community. This plan will be revisited each month to monitor progress. This plan is a working document and is accessible to all faculty via OneDrive.	Recruitment and Retention, Professional Learning, Policy and Process	06/30/2016	06/30/2017	\$0	No Funding Required	Administrative Staff, HHS Leadership Team

Strategy 3:

Professional Learning Communities - All teachers will engage in the PLC process. The PLC process requires that teachers meet weekly to deconstruct standards, create learning maps, create common formative and summative assessments, analyze student work and assessment data, and design lessons to address

Comprehensive School Improvement Plan

Hopkinsville High School

misconceptions. Each PLC has a teacher leader that monitors progress in the step-by-step process. The PLC lead is also responsible to report to the administrative team and keep accurate records / store assessments and resources.

Category: Continuous Improvement

Research Cited: DuFore, Knight- High Impact Instruction, Kagan- for PD power hour

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PLC groups meet each Wednesday to plan weekly instruction and create units based on the step-by-step process outlined by DuFore and the HHS administrative team expectations. The PLC lead is responsible for holding PLC members accountable for attending meetings, providing feedback and support.	Professional Learning, Direct Instruction	08/09/2016	05/26/2017	\$0	No Funding Required	Administrative Team; IBC; Teacher Leads; PLC Members / Teachers

Activity - Encouraging Lifelong Learners by Providing Teachers with Professional Development as Requested	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Principal encourages teachers to pursue professional development opportunities that interest them, and he supports them financially whenever funding is available. Teachers feel validated in their profession when they are encouraged to seek out learning opportunities and when the principal listens and values their request.	Recruitment and Retention, Professional Learning	07/11/2016	05/26/2017	\$3000	General Fund	All Teachers, Principal, Bookkeeper

Activity - Common Planning Periods for Content Area Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to give teachers time to plan instruction during the school day, the master schedule is developed so that core content teachers have common planning.	Recruitment and Retention, Professional Learning	08/09/2016	05/26/2017	\$0	No Funding Required	Administrative Team, Guidance Counselors

Strategy 4:

PGES - Teachers will be trained in the implementation of the Professional Growth Effectiveness System (PGES).

Category: Professional Learning & Support

Activity - Individual Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hopkinsville High School

Teachers in need of coaching / support will be identified by the HHS Administrative Team. The Instructional and Behavior Coach will conduct "Focused Planning" with these teachers in an effort to build capacity.	Behavioral Support Program, Recruitment and Retention, Professional Learning, Academic Support Program, Direct Instruction	08/09/2016	05/26/2017	\$0	District Funding	HHS Administrative Team, IBC
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Activity - Monthly Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Administrative Team will conduct a monthly faculty meeting. During this time, teachers will review the components of PGES.	Recruitment and Retention, Professional Learning	08/09/2016	05/26/2017	\$0	No Funding Required	HHS Administrative Team; HHS Teachers

Activity - ELEOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Administrative Team will use the ELEOT tool to diagnose areas of strength and weakness throughout the building. The ELEOT tool will also be used to identify teachers in need of coaching / support. The district has purchased an online ELEOT application of the Spring 2016 semester.	Recruitment and Retention, Professional Learning, Academic Support Program	08/09/2016	05/26/2017	\$1000	District Funding	HHS Administrative Team; District Personnel; IBC

Strategy 5:

Community Partnerships to Assist with World Language Program Review - Engage Community Partners to assist in offering the World Language Program Review.

Category: Continuous Improvement

Activity - World Language Strategic Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Spanish department will meet with Spanish teachers from Christian County High School and District Personnel to strategically plan how to utilize Community Partners for assistance in the World Language Program Review.	Academic Support Program, Career Preparation/Orientation	01/06/2016	05/26/2017	\$0	No Funding Required	Spanish department; District Personnel; IBC

Comprehensive School Improvement Plan

Hopkinsville High School

Measurable Objective 2:

collaborate to increase parent involvement from 10% in 2015-2016 to 15% by 05/26/2017 as measured by percent of parents attending school-wide functions.

Strategy 1:

Establish regular, meaningful communication between home and school - In order to foster open-communication, teachers will attempt to make contact with all parents.

Category: Stakeholder Engagement

Research Cited: National PTA

Activity - Positive Teacher Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make 3 positive calls home each week. Teacher will send eight positive post cards each semester.	Community Engagement	08/16/2016	05/26/2017	\$0	No Funding Required	Administrative team, all teachers

Strategy 2:

Parents as Full Partners - Invite parents to act as full partners in making school decisions that affect children and families.

Category: Stakeholder Engagement

Research Cited: National PTA

Activity - Parent Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent surveys after family / school events (i.e., Title I parent night)	Parent Involvement	08/16/2016	05/26/2017	\$0	No Funding Required	Administrative Team

Goal 2: 2016 - 2017 Increase the average combined reading and math Proficient and Distinguished EOC scores for all students by 2019 from 47.6% to 67.5%.

Measurable Objective 1:

collaborate to increase the average combined reading and math Proficient and Distinguished to 54.5% by 05/26/2017 as measured by the state End-of-Course and K-PREP Testing.

Strategy 1:

Improving Core Reading Instruction - Utilize formative and common assessment data and benchmark data to identify areas of misconception (individually and whole-group). Develop a system for progress monitoring to ensure that all students achieve at least one year of growth in reading.

Category: Continuous Improvement

Research Cited: Knight, Marzano, Stiggins, Hattie, Kagan

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Activity - Progress Monitoring via District Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the district-wide curriculum mapping and pacing guides, EOC Benchmark tests were developed in all four areas. These benchmark assessments were given district-wide to students in EOC courses. The data was then reported and analyzed to guide instruction. The first benchmark test is scheduled for December and the second one is scheduled for March 2017.	Academic Support Program	08/09/2016	04/07/2017	\$250	District Funding	Ms. Amy Wilcox, EOC Teachers, Administrative Team
Activity - One-on-One Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one-on-one feedback on every benchmark and district assessment by a member of the administrative team, a guidance counselor, or "guest" teacher. These conversations are scripted so that every student receives the same message.	Academic Support Program	08/09/2016	05/26/2017	\$0	No Funding Required	Administrative Team; Guidance Counselors
Activity - Literacy Design Collaborative (LDC) Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core content teachers in English, social studies, and science have been trained to utilize the Literacy Design Collaborative (LDC) body of work. Teachers have designed LDC modules in an effort to integrate literacy into daily lessons. HHS will use the "train the trainer" model to relay this information to other teachers in the building.	Professional Learning	06/30/2016	06/30/2017	\$1000	District Funding	Teacher Leaders in English, social studies, and science; Administrative Team; SREB
Activity - Provide Professional Development Based on Needs Indicated by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Leadership Team will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building.	Professional Learning	06/30/2015	06/30/2016	\$10000	General Fund	HHS Leadership Team; Administrative Team; IBC
Activity - Project Based Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers and an administrator are working to implement Project-Based Learning units. Teachers must work together to create units and share their findings with other teachers in the district cohort. First semester, students worked on a proposal for a teen center; next semester, the students will do a unit on the up-coming solar eclipse.	Community Engagement	08/09/2016	05/26/2017	\$0	District Funding	Givens, Tyson, Assistant Principal Robertson
Activity - PD Power Hour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Each month, a district IBC and a member of the Administrative Team look at data to determine needs for professional development for the monthly PD Power Hour planning period. All teachers attend a 50-minute session that is focused on school-wide academic improvement (Kagan, Knight, Hattie). A plan for follow-up is made by the IBC and the member of the Administrative Team.	Academic Support Program	08/09/2016	05/26/2017	\$0	No Funding Required	Asst. Principal Kem, District IBC
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Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have received extensive training on Jim Knight's High Impact Instruction. The district IBC's are rolling out the initiative and helping the administrative team follow-up. All teachers at HHS are to be using Learning Maps, Guiding Questions, and Formative Assessments.	Academic Support Program	07/01/2015	06/30/2017	\$0	District Funding	District IBC, Administrative Team, All Teachers

Strategy 2:

Improving Core Math Instruction - Utilize formative and common assessment data and benchmark data to identify areas of misconception (individually and whole-group). Develop a system for progress monitoring to ensure that all students achieve at least one year of growth in mathematics.

Category: Continuous Improvement

Research Cited: Knight, Marzano, Stiggins, Hattie (among others)

Activity - Progress Monitoring via District Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the district-wide curriculum mapping and pacing guides, EOC Benchmark tests were developed in all four areas. These benchmark assessments were given district-wide to students in EOC courses. The data was then reported and analyzed to guide instruction. The first benchmark test was scheduled for December and the second one is scheduled for March.	Academic Support Program	12/19/2016	03/20/2017	\$250	District Funding	Ms. Amy Wilcox; EOC Teachers; Administrative Team

Activity - Math Design Cooperative (MDC) Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained how to utilize the Math Design Collaborative body of work to provide students with more real world problem solving and critical thinking skills. Three math teachers have been trained on MDC's. Those teachers will use the "train the trainer" model to relay this information to the math department.	Professional Learning	06/30/2016	05/26/2017	\$1000	District Funding	Math Teacher Leaders; Administrative Team; IBC; SREB

Activity - One-on-One Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one-on-one feedback on every benchmark and district assessment by a member of the administrative team, a guidance counselor, or the IBC. These conversations are scripted so that every student receives the same message.	Academic Support Program	08/09/2016	05/26/2017	\$0	No Funding Required	Administrative Team; Guidance Counselors; IBC

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Activity - Provide Professional Development Based on Needs Indicated by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Leadership Team will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building.	Professional Learning	06/30/2016	06/30/2017	\$10000	General Fund	HHS Leadership Team; Administrative Team; IBC
Activity - Enrichment Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus on accelerated students (9th / 10th) taking the Algebra II EOC by looking at the previous year's data to determine if students should be placed in an Algebra II class before 11th grade.	Academic Support Program	07/31/2016	08/26/2016	\$0	No Funding Required	Math Department, Guidance Department

Strategy 3:

Deep Dive Professional Learning Community - Four times a year, teams from each school in the district comprised of the principal, assistant principals, IBC, and teacher leaders, meet to discuss academic achievement and novice reduction. The teams work to analyze the current reality of the school to develop plans for continuous improvement.

Category: Professional Learning & Support

Research Cited: Resources from the Kentucky Department of Education; Knight (High Impact Instruction), Jensen- (Teaching with poverty in mind)

Activity - Diagnostic Review / Survey of Current School Realities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As the "Deep Dive PLC", school leaders utilize resources from the Kentucky Department of Education to analyze current programs that encourage community engagement, parental involvement, etc... As a group, the diagnostic is completed and next steps are designed to put systems into place to improve the overall culture of the school.	Parent Involvement, Community Engagement, Policy and Process	08/09/2016	05/26/2017	\$0	District Funding	Administrative Team; Teacher Leaders; IBC

Goal 3: 2016 - 2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 40.0% to 64.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading proficiency rating for all students in the non-duplicated gap groups from 46.0% to 58.6% by 05/26/2017 as measured by data from standardized tests.

Strategy 1:

Providing Appropriate Reading Intervention (RTI) - Teachers, instructional coaches, and administrators will work together to identify students that are struggling in

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reading and place them into appropriate interventions. These interventions might occur within the classroom, during pull-out sessions, or in a special session.

Category: Continuous Improvement

Research Cited: RTI, High Impact Instruction

Activity - Measure Progress Using Common Assessments / Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Academic Support Program, Direct Instruction	08/10/2015	05/27/2016	\$0	No Funding Required	Teachers, Instructional Coaches, and Administrative Team

Activity - Read180 / System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students whose cut scores are novice on the EXPLORE assessment in 8th grade or whose lexile level indicates students are three grades below grade level will be placed in Read180 or Systems44 for intervention.	Academic Support Program	08/17/2015	05/27/2016	\$1500	District Funding	Read180 / Systems44 Teachers, District Personnel, Guidance Counselors

Activity - Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The HHS Leadership Team, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building.</p> <p>Identify gaps in academic performance and develop needs for instructional improvement. Classroom observations will be utilized to create job embedded professional development sessions. Outside agencies will be searched out when necessary (i.e., standards based grading training, formative assessment).</p>	Professional Learning	08/17/2015	05/27/2016	\$2000	General Fund	Administrative Team, HHS Leadership Team

Activity - Communicate Progress with Students and Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessments data and benchmark data via GradeCam data. This data will be communicated to students and parents, and it will be used to analyzed trends.	Parent Involvement, Academic Support Program, Direct Instruction	08/17/2015	05/27/2016	\$2500	District Funding	Teachers, Administrative Team, IBC

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Activity - Assessing Enduring Skills and Establishing a Baseline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2015	06/30/2016	\$0	No Funding Required	Administrative Team, All Teachers

Measurable Objective 2:

collaborate to increase the average combined math proficiency rating for all student in the non-duplicated gap groups from 34% to 40.7% by 05/26/2017 as measured by data from standardized tests..

Strategy 1:

Providing Math Intervention (RTI) - Teachers, instructional coaches, and administrators will work together to identify students that are struggling in math and place them into appropriate interventions. These interventions might occur within the classroom, during pull-out sessions, or in a special session.

Category: Continuous Improvement

Research Cited: High Impact Instruction

Activity - Measure Progress Using Common Assessments / Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Academic Support Program	08/09/2016	05/26/2017	\$0	No Funding Required	Administrative Team; EOC Teacher, District Curriculum Personnel

Activity - Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Leadership, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building. Identify gaps in academic performance and develop needs for instructional improvement. Classroom observation will be utilized to create job embedded professional development sessions. Outside agencies will be sought out when necessary (i.e., standards based grading training, formative assessment).	Professional Learning	06/30/2016	06/30/2017	\$0	No Funding Required	Administrative Team, HHS Leadership Team

Activity - Communicate Progress with Student and Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessment data via GradeCam. This data will be communicated to students and parents, and it will be used to analyze trends.	Parent Involvement, Academic Support Program, Direct Instruction	08/09/2016	05/26/2017	\$0	No Funding Required	All teachers, Administrative Team

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Activity - Assessing Enduring Skills and Establishing a Baseline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2016	06/30/2017	\$0	No Funding Required	Administrative Team, All Teachers

Goal 4: 2016 - 2017 Increase the percentage of students who are college and / or career ready from 70.6% to 71.6% of student by 2017.

Measurable Objective 1:

achieve college and career readiness by intentionally creating supports for students in English, math, and reading by 06/30/2017 as measured by 80% of 12th grade students meeting state benchmarks .

Strategy 1:

Targeted Interventions - Seniors not meeting the ACT benchmarks in English, math, and reading will be flagged and placed in to Tier 2 academic interventions. The interventions will be designed to identify misconceptions and differentiate instruction according to student need. This strategy will help students meet the benchmarks on the ACT or on the KYOTE assessments as measured by the Unbridled Learning Formula.

Category: Continuous Improvement

Research Cited: Knight - High Impact Instruction; Hattie

Activity - Transitional Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the transitional intervention curriculum or material (Resource: KDE website). This curriculum will be used and monitored in transitional classes to improve College Readiness on the ACT or KYOTE test.	Policy and Process	08/09/2016	05/26/2017	\$0	No Funding Required	Reading Development Teachers, CCR Math Teachers, Administrative Team

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate with parents to inform them of the need for transitional interventions and ensure that parents understand when schedule changes are made to provide intervention services for students not meeting College Readiness benchmarks.	Community Engagement	06/30/2016	05/26/2017	\$0	No Funding Required	Senior Guidance Counselor, Administrative Team, Reading Development Teachers, CCR Math Teachers

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Activity - Mock ACT for All Juniors & Sophomores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All junior and sophomore students will take a "Mock ACT" test in the HHS gym in November / December. The testing environment will be manufactured to mimic the testing environment in March. Students and teachers will be given feedback about student scores and plans will be made to further student achievement before the March test. This will help to increase growth numbers by identifying students from the practice ACT in need of remediation.	Academic Support Program	11/16/2016	03/21/2017	\$0	No Funding Required	Administrative Staff, BAC
Activity - ACT Skills Seminar / Luncheon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All juniors will attend an ACT Skills Seminar / Luncheon off site to help prepare for the March state-wide ACT.	Academic Support Program	02/20/2017	03/21/2017	\$1500	General Fund	Administrative Staff, Junior Guidance Counselor
Activity - ACT Blitz Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The week leading up to the March 21st ACT will be advertised as "ACT Blitz Week". Teachers will develop intentional departmental lesson plans by using data from the December practice ACT to prepare students for the ACT. Students will participate in a note-making exercise where they will collect strategies and formulas to prepare for the test.	Academic Support Program	02/20/2017	03/21/2017	\$100	General Fund	Core Content Teachers, Administrative Team
Activity - ACT Prep Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has purchased Method Test Prep for all students. An incentive program for student usage will be advertised. All grades will be eligible for the incentives if they fulfill the time / effort requirement.	Academic Support Program	08/09/2016	04/14/2017	\$5000	District Funding	Administrative Team, All Teachers
Activity - Maintaining CCR Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain an accurate spreadsheet of CCR progress for seniors, juniors, and sophomores.	Other - Progress Monitoring	06/30/2016	07/01/2017	\$0	No Funding Required	Assistant Principal, Guidance Department
Activity - Practice ACT Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze the data from the practice ACT (for both 10th and 11th graders) to plan for intervention (KYOTE, future ACT tests, etc).	Academic Support Program, Direct Instruction	12/12/2016	05/19/2017	\$1000	District Funding	DAC, BAC, Assistant Principal, Teachers

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Strategy 2:

Student Conferences - Students will engage in one-on-one feedback on every assessment they are administered. Students will also work with administrators or teachers to set future testing goals. All conversations will be scripted so that every student receives the same message.

Category: Continuous Improvement

Activity - ACT / EOC Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student conferencing to assist students in development SMART goals for the ACT test or EOC assessments. Follow-up on these conversations will ensure that students are making progress towards proficiency.	Academic Support Program	12/12/2016	05/26/2017	\$0	No Funding Required	Administrative Staff, Guidance Counselors, Core Content Teachers

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, students that have achieved CCR will be recognized in the following ways: via a running power point in the cafeteria, via student pictures in the cafeteria / hallway, and via cords at graduation.	Behavioral Support Program, Academic Support Program	08/09/2016	05/26/2017	\$250	General Fund	Assistant Principal, Senior Guidance Counselor

Strategy 3:

CCR Incentive Plan - Students will be recognized for becoming College and/or Career Ready. Student pictures will be placed in the common areas and a running power point will play in the cafeteria and front lobby. Students will be invited to attend quality field trips and a senior trip at no cost at the end of the year. Students will be given CCR cords to wear at graduation, and their diplomas will have an additional CCR endorsement. Students must see value in what they are doing.

Category: Continuous Improvement

Activity - CCR Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors achieving CCR will be invited on quarterly trips as a reward / recognition. At the end of the school year, all seniors achieving CCR will be invited to attend a senior trip to Holiday World at no cost.	Field Trip, Academic Support Program, Career Preparation/Orientation	10/20/2016	05/26/2017	\$10000	General Fund	Principal, Assistant Principal, Guidance Counselors, Senior Teachers

Measurable Objective 2:

achieve college and career readiness by demonstrating a proficiency on the KOSSA assessment or earning an industry certificate and passing the state benchmarks on the ASVAB or Work Keys by 06/30/2017 as measured by achieving an 80% pass rate among all Career Ready eligible 12th graders.

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Strategy 1:

Academic and Career Advising - Teachers, guidance counselors, and the administrative team will use the ILP to guide students into courses and activities that are offered at HHS and Gateway Academy. SMART goal setting will be part of this process.

Category: Career Readiness Pathways

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students, so that students can start to research job opportunities that interest them as outlined by the Individual Learning Plan.	Career Preparation/Orientation	01/03/2017	05/26/2017	\$0	No Funding Required	Assistant Principal, District Public Relations Personnel

Activity - Industry Certification Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certifications available to preparatory students. Seek out trainings for teachers to become certified to administer industry certificates in-house.	Career Preparation/Orientation	06/30/2016	06/30/2017	\$5000	Perkins	Gateway Academy Principal, PLCS Teachers, Principal

Activity - Advisory Time for All Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each fifth period class will double as an Advisory Time for all students at HHS. The fifth period teacher will be the student's advisor for the school year and will provide information about the ILP, scheduling, and progress towards College and/or Career Readiness. Lesson plans will be created weekly to help build a culture of learning in the building.	Academic Support Program, Career Preparation/Orientation	08/09/2016	05/26/2017	\$0	No Funding Required	Administrative Team, All Teachers, Media Specialist

Activity - CCR Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a school-wide campaign to recognize students that are CCR. Maintain a power point that highlights students that are CCR: create a banner that highlights students that are CCR in the cafeteria; distribute the "CCR FlowChart" to all classrooms and all juniors and all seniors; invite students to attend quarterly CCR field trips; add recognition to student lockers. All faculty and staff should "speak the language of CCR".	Academic Support Program	06/30/2016	06/30/2017	\$100	General Fund	Administrative Team, Leadership Team, Advisory Teachers, Guidance Counselors

Activity - Strategic Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Meet with Career Pathway teachers and guidance counselors to improve strategic scheduling for College and/or Career Readiness.	Career Preparation/Orientation	03/01/2016	09/16/2016	\$0	No Funding Required	Career Pathway Teachers, Guidance Department, Assistant Principal
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Strategy 2:

Targeted Intervention and Support - Preparatory students will be identified by the use of classroom formative and summative assessments and KOSSA pre-assessments and benchmarks for intervention. Students that are identified as needing the ASVAB and Work Keys will also be given study material for remediation.

Category: Career Readiness Pathways

Activity - KOSSA Practice Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with practice opportunities for Work Keys, ASVAB, and KOSSA assessments. The data from these practice tests will be analyzed for RTI. Students will also be given one-on-one feedback about their results.	Career Preparation/Orientation	10/25/2016	06/30/2017	\$0	No Funding Required	Gateway Academy Principal / Assistant Principal, PLCS Teachers, Administrative Team

Activity - Career Readiness Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement remediation strategies for students not meeting the benchmarks in Work Keys, KOSSA, or ASVAB. Students will be flagged and targeted based on eligibility to take these assessments and teacher-generated pre-assessments (developed via the PLC process).	Academic Support Program, Career Preparation/Orientation	12/12/2016	06/30/2017	\$0	No Funding Required	JRTOC Instructors, PLCS Instructors, Administrative Team, Gateway Academy Administrative Team, IBC, Guidance Counselors

Strategy 3:

Progress Monitoring for Career Pathways - Guidance counselors, HHS Administrative Team, and Gateway Administrative Team must work in collaboration to monitor student progress towards becoming Career Ready.

Category: Career Readiness Pathways

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Activity - Maintaining TEDS Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize TEDS data to identify sub-populations and review student performance data from multiple school years. This will help guidance counselors and Gateway Academy / PLCS teachers to recruit students for KOSSA tested areas. Information should be constantly updated in the system.	Career Preparation/Orientation	06/30/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Gateway Administrators, Administrative Team, PLCS Instructors
Activity - Career Readiness Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students access to Gateway Academy / PLCS (available on campus) programs that align with career pathways identified in the ILP. Board policy states that all students must take at least three courses in one pathway.	Career Preparation/Orientation	04/18/2016	04/21/2017	\$0	No Funding Required	Guidance Counselors, Gateway Academy Teachers and Administrators, Assistant Principal
Activity - Transcript Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a "transcript audit" to make sure all seniors and juniors are taking classes in their career pathway. Conduct conversations with students that are not taking classes in their pathway urging them to make schedule changes.	Academic Support Program, Career Preparation/Orientation	08/01/2016	09/16/2016	\$0	No Funding Required	Gateway Academy Personnel, Assistant Principal
Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place students (especially freshmen) in Gateway Academy courses aligned with their career cluster interests. The freshmen and sophomore guidance counselors will conference with students about scheduling options at the end of the school year and create a 3-year plan that coordinates with a Career Readiness Pathway.	Academic Support Program, Career Preparation/Orientation	08/09/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Administrative Team

Goal 5: 2016 - 2017 Increase the 4-year cohort graduation rate from 95% to 95.8% by 2019.

Measurable Objective 1:

improve graduation rate by aiding students in completing all required high school credits by 06/30/2017 as measured by student credits earned .

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Strategy 1:

Targeted Intervention and Support - All student's progress to graduation will be tracked so that the administrative team, guidance counselors and teachers can provide encouragement, intervention, and resources for students to become successful.

Category: Persistence to Graduation

Activity - Public Relations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase public relation activities with the middle schools, including high school tours, presentations on careers, discussions on Gateway Academy opportunities at the high school and ILP planning.	Parent Involvement, Academic Support Program, Community Engagement	06/30/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Gateway Academy Administrators, HHS Administrative Team

Activity - Offer Credit Recovery Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students in need of credit recovery opportunities throughout the school year and in all four grades. HHS offers summer school, Jefferson County Online Courses and Odysseyware learning courses to help students on track to graduate.	Academic Support Program	06/30/2016	06/30/2017	\$25000	General Fund	Administrative Staff, Guidance Counselors, Teacher Leaders

Strategy 2:

School-wide Literacy Initiative - Students should spend 70% of their time reading, writing, and/or debating every class period during the school day. A focus on literacy will help student in all facets of their academic career. By increasing a focus on literacy, students will more than likely perform better on standardized testing like the ACT and AP tests.

Category: Continuous Improvement

Research Cited: Danielson, Silver & Strong, Schmoker, Stiggins, Hattie, etc...

Activity - ODW Prompts / Real Life Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop On-Demand Writing prompts / real life writing assignments (via the PLC process) for students to practice writing-to-learn and On-Demand Writing. ODW program is revised each year to fit the needs of each class. Trending data is taken from fall and spring learning checks.	Academic Support Program	09/13/2012	05/26/2017	\$0	No Funding Required	All Teachers, Administrative Team

Activity - Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will select texts that are complex to improve reading in order to prepare students for tasks which require the ability to read and comprehend more complex text (i.e., ACT, KYOTE, Work Keys, etc...).	Academic Support Program	08/09/2016	05/26/2017	\$0	No Funding Required	All Teachers, Administrative Team
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Activity - Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A focus at HHS is to improve the way teachers ask questions in the classroom. In order to get students to think critically, teachers must ask the right questions. Teachers have been given a "Quick Reference" question stem organizer to ask questions when there is extra time in class. Teachers are encouraged to create at least two intentional questions each lesson. During observations, administrators data on student opportunities to respond. This data will be used in future professional development sessions.	Direct Instruction	08/09/2016	05/26/2017	\$0	No Funding Required	Administrative Team, All Teachers

Strategy 3:

Persistence to Graduation - Utilize the Persistence to Graduation report to identify students that have been flagged as "at-risk" and create interventions tailored to meet their needs.

Category: Persistence to Graduation

Activity - PTGR Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once the report is available for the 2016-2017 school year, each student that has a listing of a 5 or higher on the Persistence to Graduation Report will be given a teacher mentor to monitor academic progress on a weekly basis. The mentor program is meant to provide emotional support for this at-risk population.	Behavioral Support Program	01/03/2017	05/26/2017	\$0	No Funding Required	All Teachers, Administrative Team, Guidance Counselors, Youth Service Center

Goal 6: 2016 - 2017 Decrease the percentage of students novice in reading and math by 10% by 2019.

Measurable Objective 1:

collaborate to reduce the percentage of students with IEP's scoring novice in reading by 7.27%; reduce the percentage of non-duplicated Gap group students by 4.25%; reduce the F/R by 4.15%; & reduce the percentage of Afr Amer students scoring novice in reading by 5.4% by 05/26/2017 as measured by state standardized testing.

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Strategy 1:

Special Needs Task Force - The district special needs team leader will work with special needs teachers in the building to create short-term action items and long-term goals to reduce the percentage of students with disabilities.

Category: Integrated Methods for Learning

Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education and special needs co-teaching pairs will engage in a series of professional development sessions (presented by the Western Kentucky Educational Co-op) to improve co-teaching in the classroom. A series of observations and follow-up feedback will be scheduled throughout the school year. On-going from 2016-2017 School Year.	Professional Learning	08/26/2015	06/30/2017	\$300	General Fund	Co-Teaching Pairs; Administrative Team
Activity - Testing Buddy Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that need accommodations on testing will be paired with a "Testing Buddy". All Test Buddies must go through inclusions training. During standardized testing, students will meet with the same "Testing Buddy" to establish a relationship and to learn how to ask for their accommodations.	Academic Support Program	08/09/2016	05/26/2017	\$0	No Funding Required	D. Oliver, Special Needs Teachers
Activity - On-Demand Competitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the SSE unit will engage in a competition to see which team can score higher on ODW prompts each week. Both the students and teacher have to actively participate in this activity.	Behavioral Support Program, Academic Support Program	01/04/2016	05/26/2017	\$0	No Funding Required	SSE Teachers, Assistant Principal Kem
Activity - Credit Recovery Program in SSE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-contained students (SSE) are utilizing the Odysseyware program to provide consistent delivery of instruction. Special needs teachers monitor the progress of each student daily.	Behavioral Support Program, Academic Support Program, Direct Instruction	08/09/2016	06/30/2017	\$5000	District Funding	SSE Teachers, Assistant Principal Kem
Activity - Read 180 / Systems 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide support in English resource labs for students that have been identified in need of intervention.	Academic Support Program	08/09/2016	05/19/2017	\$1000	District Funding	Read 180 / Systems 44 Instructors; Special Needs Teacher and Director, Guidance Department
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Strategy 2:

At-Risk Mentoring Programs - Every student at HHS needs an educational advocate. In an effort to be a positive voice in a struggling student's ear, HHS has developed several mentoring opportunities so that students not only feel welcomed to attend but welcomed to learn, discover, and understand as well.

Category: Persistence to Graduation

Activity - CCPS District Mentoring Program for AA Males	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Christian County Public School system is working to develop a community mentoring program for over 400 African American students. The hope is that these students will start to mimic the actions of their mentors.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Community Engagement	07/20/2016	07/28/2017	\$500	District Funding	R. Lynch, District Personnel, Administrative Team

Activity - YSC Mentor Breakfast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month, the HHS Youth Service Center invites students to a "Mentor Breakfast". The YSC pairs at-risk students with members of the community or school personnel for breakfast / lunch. Students have the same mentor for the duration of their time at HHS (if possible). Mentors and mentees engage in conversations about behaviors, academics, and life in general.	Behavioral Support Program, Academic Support Program, Community Engagement	09/09/2016	05/26/2017	\$1000	FRYSC	YSC Personnel, Guidance Department

Activity - Ruby Payne Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers are being trained on Ruby Payne's Framework for Understanding Poverty and the hidden rules among socio-economic classes. If teachers can help students attain the resources that they need to feel safe and secure at school physically, emotionally, spiritually, and financially (to name a few), then student achievement will increase. On-going from 2015-2016 school year.	Behavioral Support Program, Parent Involvement, Academic Support Program, Tutoring, Community Engagement, Policy and Process	07/30/2015	05/26/2017	\$500	District Funding	District IBC (as trainer), Administrative Team, All Teachers
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Measurable Objective 2:

collaborate to reduce the percentage of students with IEP's scoring novice in math by 1.07%; reduce the % of students on F/R Lunch scoring novice in math by 1.49%; reduce % of non-duplicated Gap by 4.1% and reduce % of Afr Amer students scoring novice in math by 1.77% by 05/26/2017 as measured by state standardized testing.

Strategy 1:

Special Needs Task Force for Math - The district special needs team leader will work with special needs teachers in the building to create short-term action items and long-term goals to reduce the percentage of students with disabilities.

Category: Integrated Methods for Learning

Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education and special needs co-teaching pairs will engage in a series of professional development sessions (presented by the Western Kentucky Educational Co-op) to improve co-teaching in the classroom. A series of observations and follow-up feedback will be scheduled throughout the school year.	Professional Learning	08/09/2016	05/26/2017	\$0	General Fund	Regular Ed Teachers, Special Needs Teachers, Administrative Team, IBC

Activity - Testing Buddy Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that need accommodations on testing will be paired with a "Testing Buddy". All Test Buddies must go through inclusions training. During standardized testing, students will meet with the same "Testing Buddy" to establish a relationship and to learn how to ask for their accommodations.	Academic Support Program	10/09/2015	05/27/2016	\$0	No Funding Required	District Special Needs Coordinator, Special Needs Teachers, Regular Ed Teachers

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Activity - Credit Recovery Program in SSE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-contained students (SSE) are utilizing the Odysseyware program to provide consistent delivery of instruction. Special needs teachers monitor the progress of each student daily.	Behavioral Support Program, Academic Support Program, Direct Instruction	08/09/2016	05/26/2017	\$0	District Funding	SSE Teachers; Administrative Team

Activity - Alignment of Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical alignment from Algebra .5 thru Algebra II.	Direct Instruction	01/02/2017	06/30/2017	\$0	No Funding Required	Math Department, District Curriculum Personnel

Strategy 2:

At-Risk Mentoring Program - Every student at HHS needs an educational advocate. In an effort to be a positive voice in a struggling student's ear, HHS has developed several mentoring opportunities so that students not only feel welcomed to attend but welcomed to learn, discover, and understand as well.

Category: Persistence to Graduation

Activity - CCPS District Mentoring Program for AA Males	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Christian County Public School system is working to develop a community mentoring program for over 400 African American students. The hope is that these students will start to mimic the actions of their mentors.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Community Engagement	06/30/2016	05/26/2017	\$0	District Funding	District Personnel, Administrative Team

Activity - YSC Mentor Breakfast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Each month, the HHS Youth Service Center invites students to a "Mentor Breakfast". The YSC pairs at-risk students with members of the community or school personnel for breakfast / lunch. Students have the same mentor for the duration of their time at HHS (if possible). Mentors and mentees engage in conversations about behaviors, academics, and life in general.</p>	<p>Behavioral Support Program, Academic Support Program, Community Engagement</p>	<p>08/09/2016</p>	<p>05/26/2017</p>	<p>\$500</p>	<p>FRYSC</p>	<p>YSC, Guidance Counselors</p>
<p>Activity - Ruby Payne Training</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Throughout the 2016-17 school year, all teachers are being trained on Ruby Payne's Framework for Understanding Poverty and the hidden rules among socio-economic classes. If teachers can help students attain the resources that they need to feel safe and secure at school physically, emotionally, spiritually, and financially (to name a few), then student achievement will increase.</p>	<p>Behavioral Support Program, Parent Involvement, Professional Learning, Academic Support Program, Community Engagement, Policy and Process</p>	<p>06/30/2016</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>IBC, Administrative Team, All Teachers</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
World Language Strategic Planning	The Spanish department will meet with Spanish teachers from Christian County High School and District Personnel to strategically plan how to utilize Community Partners for assistance in the World Language Program Review.	Academic Support Program, Career Preparation/Orientation	01/06/2016	05/26/2017	\$0	Spanish department; District Personnel; IBC
Maintaining CCR Spreadsheet	Maintain an accurate spreadsheet of CCR progress for seniors, juniors, and sophomores.	Other - Progress Monitoring	06/30/2016	07/01/2017	\$0	Assistant Principal, Guidance Department
Testing Buddy Assignments	Students that need accommodations on testing will be paired with a "Testing Buddy". All Test Buddies must go through inclusions training. During standardized testing, students will meet with the same "Testing Buddy" to establish a relationship and to learn how to ask for their accommodations.	Academic Support Program	10/09/2015	05/27/2016	\$0	District Special Needs Coordinator, Special Needs Teachers, Regular Ed Teachers
PD Power Hour	Each month, a district IBC and a member of the Administrative Team look at data to determine needs for professional development for the monthly PD Power Hour planning period. All teachers attend a 50-minute session that is focused on school-wide academic improvement (Kagan, Knight, Hattie). A plan for follow-up is made by the IBC and the member of the Administrative Team.	Academic Support Program	08/09/2016	05/26/2017	\$0	Asst. Principal Kem, District IBC
Common Planning Periods for Content Area Teachers	In an effort to give teachers time to plan instruction during the school day, the master schedule is developed so that core content teachers have common planning.	Recruitment and Retention, Professional Learning	08/09/2016	05/26/2017	\$0	Administrative Team, Guidance Counselors
Measure Progress Using Common Assessments / Benchmark Testing	Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Academic Support Program	08/09/2016	05/26/2017	\$0	Administrative Team; EOC Teacher, District Curriculum Personnel

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Text Complexity	Teachers will select texts that are complex to improve reading in order to prepare students for tasks which require the ability to read and comprehend more complex text (i.e., ACT, KYOTE, Work Keys, etc...).	Academic Support Program	08/09/2016	05/26/2017	\$0	All Teachers, Administrative Team
ACT / EOC Goal Setting	Student conferencing to assist students in development SMART goals for the ACT test or EOC assessments. Follow-up on these conversations will ensure that students are making progress towards proficiency.	Academic Support Program	12/12/2016	05/26/2017	\$0	Administrative Staff, Guidance Counselors, Core Content Teachers
Public Relations	Increase public relation activities with the middle schools, including high school tours, presentations on careers, discussions on Gateway Academy opportunities at the high school and ILP planning.	Parent Involvement, Academic Support Program, Community Engagement	06/30/2016	06/30/2017	\$0	Guidance Counselors, Gateway Academy Administrators, HHS Administrative Team
One-on-One Conferencing	Students will receive one-on-one feedback on every benchmark and district assessment by a member of the administrative team, a guidance counselor, or "guest" teacher. These conversations are scripted so that every student receives the same message.	Academic Support Program	08/09/2016	05/26/2017	\$0	Administrative Team; Guidance Counselors
Enrichment Opportunities	Focus on accelerated students (9th / 10th) taking the Algebra II EOC by looking at the previous year's data to determine if students should be placed in an Algebra II class before 11th grade.	Academic Support Program	07/31/2016	08/26/2016	\$0	Math Department, Guidance Department
Mock ACT for All Juniors & Sophomores	All junior and sophomore students will take a "Mock ACT" test in the HHS gym in November / December. The testing environment will be manufactured to mimic the testing environment in March. Students and teachers will be given feedback about student scores and plans will be made to further student achievement before the March test. This will help to increase growth numbers by identifying students from the practice ACT in need of remediation.	Academic Support Program	11/16/2016	03/21/2017	\$0	Administrative Staff, BAC
Assessing Enduring Skills and Establishing a Baseline	Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2016	06/30/2017	\$0	Administrative Team, All Teachers
30-60-90 Day Plan / Instructional Calendar Development and Implementation	The Administrative Staff and the HHS Leadership Team will meet monthly to develop and implement an on-going 30-60-90 Day Plan / Instructional Calendar. The plan focuses on three big ideas: College and / or Career Readiness, Professional Learning Communities, and Communication to Students, Parents, and the Community. This plan will be revisited each month to monitor progress. This plan is a working document and is accessible to all faculty via OneDrive.	Recruitment and Retention, Professional Learning, Policy and Process	06/30/2016	06/30/2017	\$0	Administrative Staff, HHS Leadership Team

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One-on-One Conferencing	Students will receive one-on-one feedback on every benchmark and district assessment by a member of the administrative team, a guidance counselor, or the IBC. These conversations are scripted so that every student receives the same message.	Academic Support Program	08/09/2016	05/26/2017	\$0	Administrative Team; Guidance Counselors; IBC
PTGR Mentor Program	Once the report is available for the 2016-2017 school year, each student that has a listing of a 5 or higher on the Persistence to Graduation Report will be given a teacher mentor to monitor academic progress on a weekly basis. The mentor program is meant to provide emotional support for this at-risk population.	Behavioral Support Program	01/03/2017	05/26/2017	\$0	All Teachers, Administrative Team, Guidance Counselors, Youth Service Center
ILP	Utilize the ILP in order to place students (especially freshmen) in Gateway Academy courses aligned with their career cluster interests. The freshmen and sophomore guidance counselors will conference with students about scheduling options at the end of the school year and create a 3-year plan that coordinates with a Career Readiness Pathway.	Academic Support Program, Career Preparation/Orientation	08/09/2016	06/30/2017	\$0	Guidance Counselors, Administrative Team
Measure Progress Using Common Assessments / Benchmark Testing	Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Academic Support Program, Direct Instruction	08/10/2015	05/27/2016	\$0	Teachers, Instructional Coaches, and Administrative Team
Maintaining TEDS Data	Utilize TEDS data to identify sub-populations and review student performance data from multiple school years. This will help guidance counselors and Gateway Academy / PLCS teachers to recruit students for KOSSA tested areas. Information should be constantly updated in the system.	Career Preparation/Orientation	06/30/2016	06/30/2017	\$0	Guidance Counselors, Gateway Administrators, Administrative Team, PLCS Instructors
Operation Preparation	Develop, promote, and implement Operation Preparation for 10th grade students, so that students can start to research job opportunities that interest them as outlined by the Individual Learning Plan.	Career Preparation/Orientation	01/03/2017	05/26/2017	\$0	Assistant Principal, District Public Relations Personnel
Alignment of Curriculum	Vertical alignment from Algebra .5 thru Algebra II.	Direct Instruction	01/02/2017	06/30/2017	\$0	Math Department, District Curriculum Personnel
ODW Prompts / Real Life Writing	Teachers will develop On-Demand Writing prompts / real life writing assignments (via the PLC process) for students to practice writing-to-learn and On-Demand Writing. ODW program is revised each year to fit the needs of each class. Trending data is taken from fall and spring learning checks.	Academic Support Program	09/13/2012	05/26/2017	\$0	All Teachers, Administrative Team

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Transitional Curriculum	Identify the transitional intervention curriculum or material (Resource: KDE website). This curriculum will be used and monitored in transitional classes to improve College Readiness on the ACT or KYOTE test.	Policy and Process	08/09/2016	05/26/2017	\$0	Reading Development Teachers, CCR Math Teachers, Administrative Team
On-Demand Competitions	Students in the SSE unit will engage in a competition to see which team can score higher on ODW prompts each week. Both the students and teacher have to actively participate in this activity.	Behavioral Support Program, Academic Support Program	01/04/2016	05/26/2017	\$0	SSE Teachers, Assistant Principal Kem
Parent Surveys	Parent surveys after family / school events (i.e., Title I parent night)	Parent Involvement	08/16/2016	05/26/2017	\$0	Administrative Team
Celebrate Success with PBIS	<p>Several Programs have been established at HHS to celebrate the successes of PBIS with both the students and the teachers:</p> <p>"Paws"itive Recognition Ticket System - Each week, teachers are given "Paws"itive Recognition Tickets to recognize students that are following / exemplifying the school-wide expectations. On Friday's, students place these tickets in a drawing. All prizes are solicited from area businesses. When the administrators draw the winner each week, they review the school-wide expectations.</p> <p>Teacher "Paws"itive Recognition Program - Each month, the admin team distributes Teacher "Paws"itive Recognition Tickets to teachers that have gone above and beyond in the classroom. Teachers place their ticket on a matrix for a drawing at the monthly faculty meeting.</p> <p>Shout-Out Wall - A "Shout-Out" bulletin board has been erected in the mailbox hallway for teachers to recognition each other. Teachers are encouraged to write on this board.</p> <p>Weekly Teacher Spotlight - Each Friday, a teacher is selected by the admin team as the Weekly Teacher Spotlight. An email is sent out to the staff recognizing this person and explaining why they were selected. This teacher is also given a "Paws"itive Recognition Ticket and their name is displayed for the week on the school marquee.</p>	Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/09/2016	05/26/2017	\$0	PBIS Team; Asst. Principal Kem

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Career Readiness Pathways	Provide students access to Gateway Academy / PLCS (available on campus) programs that align with career pathways identified in the ILP. Board policy states that all students must take at least three courses in one pathway.	Career Preparation/Orientation	04/18/2016	04/21/2017	\$0	Guidance Counselors, Gateway Academy Teachers and Administrators, Assistant Principal
Limit School-wide Announcements	The administrative staff will limit the number of announcements made school-wide on the intercom. Announcements will be made at the beginning of the school day and at the very end of the school day. Announcements will also be made in the cafeteria. Each day, a member of the administrative support staff will send out a listing of announcements via email. Teachers can share these announcements with students.	Policy and Process	08/09/2016	05/26/2017	\$0	Administrative Staff, Administrative Support Staff, Guidance Counselors
Positive Teacher Contacts	Teachers will make 3 positive calls home each week. Teacher will send eight positive post cards each semester.	Community Engagement	08/16/2016	05/26/2017	\$0	Administrative team, all teachers
Effective Questioning	A focus at HHS is to improve the way teachers ask questions in the classroom. In order to get students to think critically, teachers must ask the right questions. Teachers have been given a "Quick Reference" question stem organizer to ask questions when there is extra time in class. Teachers are encouraged to create at least two intentional questions each lesson. During observations, administrators data on student opportunities to respond. This data will be used in future professional development sessions.	Direct Instruction	08/09/2016	05/26/2017	\$0	Administrative Team, All Teachers
Monthly Faculty Meetings	The HHS Administrative Team will conduct a monthly faculty meeting. During this time, teachers will review the components of PGES.	Recruitment and Retention, Professional Learning	08/09/2016	05/26/2017	\$0	HHS Administrative Team; HHS Teachers
Establish School-Wide Expectations for All Students	School-wide expectations have been developed by the faculty - 100% Engagement, Use Appropriate Language in All School Settings, Be on Time and Prepared. School-wide lesson plans were developed at the beginning of the year and after extended breaks to reteach expectations. The expectations are posted in all classrooms and common areas. Expectations developed by the staff in March 2015. Consistency is key to a successful program.	Behavioral Support Program	03/02/2015	05/26/2017	\$0	All Faculty and Staff at HHS
Weekly PLC Meetings	All PLC groups meet each Wednesday to plan weekly instruction and create units based on the step-by-step process outlined by DuFore and the HHS administrative team expectations. The PLC lead is responsible for holding PLC members accountable for attending meetings, providing feedback and support.	Professional Learning, Direct Instruction	08/09/2016	05/26/2017	\$0	Administrative Team; IBC; Teacher Leads; PLC Members / Teachers

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Transcript Audit	Conduct a "transcript audit" to make sure all seniors and juniors are taking classes in their career pathway. Conduct conversations with students that are not taking classes in their pathway urging them to make schedule changes.	Academic Support Program, Career Preparation/Orientation	08/01/2016	09/16/2016	\$0	Gateway Academy Personnel, Assistant Principal
Career Readiness Remediation	Identify and implement remediation strategies for students not meeting the benchmarks in Work Keys, KOSSA, or ASVAB. Students will be flagged and targeted based on eligibility to take these assessments and teacher-generated pre-assessments (developed via the PLC process).	Academic Support Program, Career Preparation/Orientation	12/12/2016	06/30/2017	\$0	JRTOC Instructors, PLCS Instructors, Administrative Team, Gateway Academy Administrative Team, IBC, Guidance Counselors
Communicate Progress with Student and Parents	Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessment data via GradeCam. This data will be communicated to students and parents, and it will be used to analyze trends.	Parent Involvement, Academic Support Program, Direct Instruction	08/09/2016	05/26/2017	\$0	All teachers, Administrative Team
Strategic Scheduling	Meet with Career Pathway teachers and guidance counselors to improve strategic scheduling for College and/or Career Readiness.	Career Preparation/Orientation	03/01/2016	09/16/2016	\$0	Career Pathway Teachers, Guidance Department, Assistant Principal
Monitor and Adjust Procedures Based on Behavioral Data at Monthly PBIS Meetings	The PBIS Team meets once a month to analyze behavior data from Tyler Pulse and makes procedural / structural adjustments accordingly. This data is discussed at monthly faculty meetings as well. The PBIS Team looks for solutions to issues that are occurring with more than 20% of the HHS student population.	Behavioral Support Program, Policy and Process	07/27/2016	05/26/2017	\$0	PBIS Team Members

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Cell Phone / Personal Electronic Device Expectations	A school-wide expectation for the usage of cell phones / personal electronic devices was introduced and implemented to all students in October 2015. The PBIS Team observed that students were using personal electronic devices throughout instructional time, and it was becoming a major distraction to learning at HHS. The PBIS Team, along with feedback from the admin team and fellow teachers, created Cell Phone / Personal Electronic Device Expectations and Consequences. The PBIS Team advertised the implementation of expectations in a variety of mediums (classroom conversations, call to parents, announcement on school webpage, announcement on marquee, and admin classroom conversations). If students are using personal electronic devices for a non-instructional purpose, the device will be confiscated. The number of times it has been confiscated depends on when the student can regain possession.	Behavioral Support Program	08/09/2016	05/26/2017	\$0	Admin Staff to Monitor; Faculty and Staff at HHS to implement with fidelity
KOSSA Practice Opportunities	Provide students with practice opportunities for Work Keys, ASVAB, and KOSSA assessments. The data from these practice tests will be analyzed for RTI. Students will also be given one-on-one feedback about their results.	Career Preparation/Orientation	10/25/2016	06/30/2017	\$0	Gateway Academy Principal / Assistant Principal, PLCS Teachers, Administrative Team
Parent Communication	Communicate with parents to inform them of the need for transitional interventions and ensure that parents understand when schedule changes are made to provide intervention services for students not meeting College Readiness benchmarks.	Community Engagement	06/30/2016	05/26/2017	\$0	Senior Guidance Counselor, Administrative Team, Reading Development Teachers, CCR Math Teachers
Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	The HHS Leadership, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building. Identify gaps in academic performance and develop needs for instructional improvement. Classroom observation will be utilized to create job embedded professional development sessions. Outside agencies will be sought out when necessary (i.e., standards based grading training, formative assessment).	Professional Learning	06/30/2016	06/30/2017	\$0	Administrative Team, HHS Leadership Team
Assessing Enduring Skills and Establishing a Baseline	Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2015	06/30/2016	\$0	Administrative Team, All Teachers

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Testing Buddy Assignments	Students that need accommodations on testing will be paired with a "Testing Buddy". All Test Buddies must go through inclusions training. During standardized testing, students will meet with the same "Testing Buddy" to establish a relationship and to learn how to ask for their accommodations.	Academic Support Program	08/09/2016	05/26/2017	\$0	D. Oliver, Special Needs Teachers
Advisory Time for All Students	Each fifth period class will double as an Advisory Time for all students at HHS. The fifth period etcher will be the student's advisor for the school year and will provide information about the ILP, scheduling, and progress towards College and/or Career Readiness. Lesson plans will be created weekly to help build a culture of learning in the building.	Academic Support Program, Career Preparation/Orientation	08/09/2016	05/26/2017	\$0	Administrative Team, All Teachers, Media Specialist
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching Training	General education and special needs co-teaching pairs will engage in a series of professional development sessions (presented by the Western Kentucky Educational Co-op) to improve co-teaching in the classroom. A series of observations and follow-up feedback will be scheduled throughout the school year.	Professional Learning	08/09/2016	05/26/2017	\$0	Regular Ed Teachers, Special Needs Teachers, Administrative Team, IBC
TELL Results: Campaign for CCR	According to the 2014 TELL Survey, teachers are concerned that students are not achieving CCR. The HHS goal for CCR has been set at 80% by June 30th, 2016. This will be monitored on a weekly basis to ensure that all seniors are getting what they need to be CCR. Students not reaching the benchmarks on the ACT will be invited to CCR Summer School Sessions for intervention, enrolled in Reading Development of CCR Math courses, or offered intervention throughout the school year. Teachers will be trained on KYOTE. Students that are eligible to be career ready will take part in study sessions for Work Keys, ASVAB, and KOSSA. Incentives for reaching CCR will be available to all seniors (including the end of the year senior trip). The 30-60-90 Day Plan will help organize these events / opportunities. Goal carried over from the 2015-2016 school year.	Academic Support Program, Career Preparation/Orientation	06/30/2015	06/30/2017	\$1000	Administrative Staff, Guidance Counselors, and All Teachers
CCR Trips	Seniors achieving CCR will be invited on quarterly trips as a reward / recognition. At the end of the school year, all seniors achieving CCR will be invited to attend a senior trip to Holiday World at no cost.	Field Trip, Academic Support Program, Career Preparation/Orientation	10/20/2016	05/26/2017	\$10000	Principal, Assistant Principal, Guidance Counselors, Senior Teachers

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ACT Blitz Week	The week leading up to the March 21st ACT will be advertised as "ACT Blitz Week". Teachers will develop intentional departmental lesson plans by using data from the December practice ACT to prepare students for the ACT. Students will participate in a note-making exercise where they will collect strategies and formulas to prepare for the test.	Academic Support Program	02/20/2017	03/21/2017	\$100	Core Content Teachers, Administrative Team
ACT Skills Seminar / Luncheon	All juniors will attend an ACT Skills Seminar / Luncheon off site to help prepare for the March state-wide ACT.	Academic Support Program	02/20/2017	03/21/2017	\$1500	Administrative Staff, Junior Guidance Counselor
Student Recognition	Throughout the school year, students that have achieved CCR will be recognized in the following ways: via a running power point in the cafeteria, via student pictures in the cafeteria / hallway, and via cords at graduation.	Behavioral Support Program, Academic Support Program	08/09/2016	05/26/2017	\$250	Assistant Principal, Senior Guidance Counselor
Encouraging Lifelong Learners by Providing Teachers with Professional Development as Requested	The HHS Principal encourages teachers to pursue professional development opportunities that interest them, and he supports them financially whenever funding is available. Teachers feel validated in their profession when they are encouraged to seek out learning opportunities and when the principal listens and values their request.	Recruitment and Retention, Professional Learning	07/11/2016	05/26/2017	\$3000	All Teachers, Principal, Bookkeeper
Co-Teaching Training	General education and special needs co-teaching pairs will engage in a series of professional development sessions (presented by the Western Kentucky Educational Co-op) to improve co-teaching in the classroom. A series of observations and follow-up feedback will be scheduled throughout the school year. On-going from 2016-2017 School Year.	Professional Learning	08/26/2015	06/30/2017	\$300	Co-Teaching Pairs; Administrative Team
Provide Professional Development Based on Needs Indicated by Data	The HHS Leadership Team will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building.	Professional Learning	06/30/2016	06/30/2017	\$10000	HHS Leadership Team; Administrative Team; IBC
CCR Campaign	Create a school-wide campaign to recognize students that are CCR. Maintain a power point that highlights students that are CCR: create a banner that highlights students that are CCR in the cafeteria; distribute the "CCR FlowChart" to all classrooms and all juniors and all seniors; invite students to attend quarterly CCR field trips; add recognition to student lockers. All faculty and staff should "speak the language of CCR".	Academic Support Program	06/30/2016	06/30/2017	\$100	Administrative Team, Leadership Team, Advisory Teachers, Guidance Counselors

Comprehensive School Improvement Plan

Hopkinsville High School

Reduce and Eliminate Disruptive Behaviors	A school-wide hall pass procedure has been implemented. Students must have a lanyard pass to be released from the classroom. Only one student is allowed out of the classroom at a time (unless there is a special circumstance). Administrative staff have been assigned hall supervision to monitor this process. Students out of class without a lanyard (or a written pass to be checked out) are considered skipping. This was introduced in November after the PBIS Team noticed that the majority of referrals were coming from students skipping class. A school-wide power point was created, a call to parents was made, and the admin team went to each classroom to explain the new procedures to all students.	Behavioral Support Program	08/09/2016	05/26/2017	\$300	PBIS Team organized; All faculty and staff will monitor implementation
Offer Credit Recovery Opportunities	Identify students in need of credit recovery opportunities throughout the school year and in all four grades. HHS offers summer school, Jefferson County Online Courses and Odysseyware learning courses to help students on track to graduate.	Academic Support Program	06/30/2016	06/30/2017	\$25000	Administrative Staff, Guidance Counselors, Teacher Leaders
Provide Professional Development Based on Needs Indicated by Data	The HHS Leadership Team will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building.	Professional Learning	06/30/2015	06/30/2016	\$10000	HHS Leadership Team; Administrative Team; IBC
Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	The HHS Leadership Team, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building. Identify gaps in academic performance and develop needs for instructional improvement. Classroom observations will be utilized to create job embedded professional development sessions. Outside agencies will be searched out when necessary (i.e., standards based grading training, formative assessment).	Professional Learning	08/17/2015	05/27/2016	\$2000	Administrative Team, HHS Leadership Team
Total					\$63550	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Industry Certification Preparation	Review and update industry certifications available to preparatory students. Seek out trainings for teachers to become certified to administer industry certificates in-house.	Career Preparation/Orientation	06/30/2016	06/30/2017	\$5000	Gateway Academy Principal, PLCS Teachers, Principal

Comprehensive School Improvement Plan

Hopkinsville High School

Total \$5000

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
YSC Mentor Breakfast	Each month, the HHS Youth Service Center invites students to a "Mentor Breakfast". The YSC pairs at-risk students with members of the community or school personnel for breakfast / lunch. Students have the same mentor for the duration of their time at HHS (if possible). Mentors and mentees engage in conversations about behaviors, academics, and life in general.	Behavioral Support Program, Academic Support Program, Community Engagement	09/09/2016	05/26/2017	\$1000	YSC Personnel, Guidance Department
YSC Mentor Breakfast	Each month, the HHS Youth Service Center invites students to a "Mentor Breakfast". The YSC pairs at-risk students with members of the community or school personnel for breakfast / lunch. Students have the same mentor for the duration of their time at HHS (if possible). Mentors and mentees engage in conversations about behaviors, academics, and life in general.	Behavioral Support Program, Academic Support Program, Community Engagement	08/09/2016	05/26/2017	\$500	YSC, Guidance Counselors
Total					\$1500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring via District Benchmark Testing	Using the district-wide curriculum mapping and pacing guides, EOC Benchmark tests were developed in all four areas. These benchmark assessments were given district-wide to students in EOC courses. The data was then reported and analyzed to guide instruction. The first benchmark test was scheduled for December and the second one is scheduled for March.	Academic Support Program	12/19/2016	03/20/2017	\$250	Ms. Amy Wilcox; EOC Teachers; Administrative Team
CCPS District Mentoring Program for AA Males	Christian County Public School system is working to develop a community mentoring program for over 400 African American students. The hope is that these students will start to mimic the actions of their mentors.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Community Engagement	06/30/2016	05/26/2017	\$0	District Personnel, Administrative Team

Comprehensive School Improvement Plan

Hopkinsville High School

Credit Recovery Program in SSE	Self-contained students (SSE) are utilizing the Odysseyware program to provide consistent delivery of instruction. Special needs teachers monitor the progress of each student daily.	Behavioral Support Program, Academic Support Program, Direct Instruction	08/09/2016	05/26/2017	\$0	SSE Teachers; Administrative Team
ACT Prep Programs	The district has purchased Method Test Prep for all students. An incentive program for student usage will be advertised. All grades will be eligible for the incentives if they fulfill the time / effort requirement.	Academic Support Program	08/09/2016	04/14/2017	\$5000	Administrative Team, All Teachers
Math Design Cooperative (MDC) Professional Development	Teachers have been trained how to utilize the Math Design Collaborative body of work to provide students with more real world problem solving and critical thinking skills. Three math teachers have been trained on MDC's. Those teachers will use the "train the trainer" model to relay this information to the math department.	Professional Learning	06/30/2016	05/26/2017	\$1000	Math Teacher Leaders; Administrative Team; IBC; SREB
CCPS District Mentoring Program for AA Males	Christian County Public School system is working to develop a community mentoring program for over 400 African American students. The hope is that these students will start to mimic the actions of their mentors.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Community Engagement	07/20/2016	07/28/2017	\$500	R. Lynch, District Personnel, Administrative Team
Ruby Payne Training	Throughout the 2016-17 school year, all teachers are being trained on Ruby Payne's Framework for Understanding Poverty and the hidden rules among socio-economic classes. If teachers can help students attain the resources that they need to feel safe and secure at school physically, emotionally, spiritually, and financially (to name a few), then student achievement will increase.	Behavioral Support Program, Parent Involvement, Professional Learning, Academic Support Program, Community Engagement, Policy and Process	06/30/2016	05/26/2017	\$0	IBC, Administrative Team, All Teachers
High Impact Instruction	All teachers have received extensive training on Jim Knight's High Impact Instruction. The district IBC's are rolling out the initiative and helping the administrative team follow-up. All teachers at HHS are to be using Learning Maps, Guiding Questions, and Formative Assessments.	Academic Support Program	07/01/2015	06/30/2017	\$0	District IBC, Administrative Team, All Teachers

Comprehensive School Improvement Plan

Hopkinsville High School

Read 180 / Systems 44	Provide support in English resource labs for students that have been identified in need of intervention.	Academic Support Program	08/09/2016	05/19/2017	\$1000	Read 180 / Systems 44 Instructors; Special Needs Teacher and Director, Guidance Department
Individual Coaching	Teachers in need of coaching / support will be identified by the HHS Administrative Team. The Instructional and Behavior Coach will conduct "Focused Planning" with these teachers in an effort to build capacity.	Behavioral Support Program, Recruitment and Retention, Professional Learning, Academic Support Program, Direct Instruction	08/09/2016	05/26/2017	\$0	HHS Administrative Team, IBC
Credit Recovery Program in SSE	Self-contained students (SSE) are utilizing the Odysseyware program to provide consistent delivery of instruction. Special needs teachers monitor the progress of each student daily.	Behavioral Support Program, Academic Support Program, Direct Instruction	08/09/2016	06/30/2017	\$5000	SSE Teachers, Assistant Principal Kem
Read180 / System 44	Students whose cut scores are novice on the EXPLORE assessment in 8th grade or whose lexile level indicates students are three grades below grade level will be placed in Read180 or Systems44 for intervention.	Academic Support Program	08/17/2015	05/27/2016	\$1500	Read180 / Systems44 Teachers, District Personnel, Guidance Counselors
Ruby Payne Training	All teachers are being trained on Ruby Payne's Framework for Understanding Poverty and the hidden rules among socio-economic classes. If teachers can help students attain the resources that they need to feel safe and secure at school physically, emotionally, spiritually, and financially (to name a few), then student achievement will increase. On-going from 2015-2016 school year.	Behavioral Support Program, Parent Involvement, Academic Support Program, Tutoring, Community Engagement, Policy and Process	07/30/2015	05/26/2017	\$500	District IBC (as trainer), Administrative Team, All Teachers

Comprehensive School Improvement Plan

Hopkinsville High School

Practice ACT Data Analysis	Analyze the data from the practice ACT (for both 10th and 11th graders) to plan for intervention (KYOTE, future ACT tests, etc).	Academic Support Program, Direct Instruction	12/12/2016	05/19/2017	\$1000	DAC, BAC, Assistant Principal, Teachers
Diagnostic Review / Survey of Current School Realities	As the "Deep Dive PLC", school leaders utilize resources from the Kentucky Department of Education to analyze current programs that encourage community engagement, parental involvement, etc... As a group, the diagnostic is completed and next steps are designed to put systems into place to improve the overall culture of the school.	Parent Involvement, Community Engagement, Policy and Process	08/09/2016	05/26/2017	\$0	Administrative Team; Teacher Leaders; IBC
ELEOT	The HHS Administrative Team will use the ELEOT tool to diagnose areas of strength and weakness throughout the building. The ELEOT tool will also be used to identify teachers in need of coaching / support. The district has purchased an online ELEOT application of the Spring 2016 semester.	Recruitment and Retention, Professional Learning, Academic Support Program	08/09/2016	05/26/2017	\$1000	HHS Administrative Team; District Personnel; IBC
Communicate Progress with Students and Parents	Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessments data and benchmark data via GradeCam data. This data will be communicated to students and parents, and it will be used to analyzed trends.	Parent Involvement, Academic Support Program, Direct Instruction	08/17/2015	05/27/2016	\$2500	Teachers, Administrative Team, IBC
TELL Results: Increase Student Access to Technology	According to the 2014 TELL Survey, teachers do not feel as if they are supported in terms of the maintenance and acquisition of technology in the building. Create an on-going plan with the collaboration of the finance committee, the community partners, and the district to continuously update technology, increase student access, and increase technology spending in the classrooms. The plan needs to include a way to set aside monies for mobile lab printers, teacher ink cartridges, and LCD projector bulbs. Plan carried over from the 2015-2016 school-year.	Recruitment and Retention, Policy and Process	06/30/2015	06/30/2017	\$10000	Building and District Technology Leaders; Finance Committee Members; and Admin Staff
Literacy Design Collaborative (LDC) Professional Development	Core content teachers in English, social studies, and science have been trained to utilize the Literacy Design Collaborative (LDC) body of work. Teachers have designed LDC modules in an effort to integrate literacy into daily lessons. HHS will use the "train the trainer" model to relay this information to other teachers in the building.	Professional Learning	06/30/2016	06/30/2017	\$1000	Teacher Leaders in English, social studies, and science; Administrative Team; SREB
Progress Monitoring via District Benchmark Testing	Using the district-wide curriculum mapping and pacing guides, EOC Benchmark tests were developed in all four ares. These benchmark assessments were given district-wide to students in EOC courses. The data was then reported and analyzed to guide instruction. The first benchmark test is scheduled for December and the second one is scheduled for March 2017.	Academic Support Program	08/09/2016	04/07/2017	\$250	Ms. Amy Wilcox, EOC Teachers, Administrative Team

Comprehensive School Improvement Plan

Hopkinsville High School

Project Based Initiative	Two teachers and an administrator are working to implement Project-Based Learning units. Teachers must work together to create units and share their findings with other teachers in the district cohort. First semester, students worked on a proposal for a teen center; next semester, the students will do a unit on the up-coming solar eclipse.	Community Engagement	08/09/2016	05/26/2017	\$0	Givens, Tyson, Assistant Principal Robertson
Total					\$30500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Hopkinsville High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Hopkinsville High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	The assigned paraprofessionals at HHS are not Highly Qualified.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	CCPS does not participate in "Targeted Assistance Planning".	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Hopkinsville High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Hopkinsville High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	This is the second year HHS has received Title 1 funding.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

2016 - 2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the district strategic plan.

Strategy1:

Improve Working Condition: TELL Survey Results - The HHS Administrative and Leadership Teams, in conjunction with the SBDM Council, will use the results from the TELL Survey to guide decisions about policies and procedures at HHS. All faculty members are stakeholders in what goes on at HHS. Utilizing the results from the TELL Survey gives a voice to the faculty.

Category: Professional Learning & Support

Research Cited: Marzano, Knight

Activity - 30-60-90 Day Plan / Instructional Calendar Development and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Staff and the HHS Leadership Team will meet monthly to develop and implement an on-going 30-60-90 Day Plan / Instructional Calendar. The plan focuses on three big ideas: College and / or Career Readiness, Professional Learning Communities, and Communication to Students, Parents, and the Community. This plan will be revisited each month to monitor progress. This plan is a working document and is accessible to all faculty via OneDrive.	Policy and Process Professional Learning Recruitment and Retention	06/30/2016	06/30/2017	\$0 - No Funding Required	Administrative Staff, HHS Leadership Team

Activity - TELL Results: Increase Student Access to Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the 2014 TELL Survey, teachers do not feel as if they are supported in terms of the maintenance and acquisition of technology in the building. Create an on-going plan with the collaboration of the finance committee, the community partners, and the district to continuously update technology, increase student access, and increase technology spending in the classrooms. The plan needs to include a way to set aside monies for mobile lab printers, teacher ink cartridges, and LCD projector bulbs. Plan carried over from the 2015-2016 school-year.	Recruitment and Retention Policy and Process	06/30/2015	06/30/2017	\$10000 - District Funding	Building and District Technology Leaders; Finance Committee Members; and Admin Staff

Comprehensive School Improvement Plan

Hopkinsville High School

Activity - TELL Results: Campaign for CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the 2014 TELL Survey, teachers are concerned that students are not achieving CCR. The HHS goal for CCR has been set at 80% by June 30th, 2016. This will be monitored on a weekly basis to ensure that all seniors are getting what they need to be CCR. Students not reaching the benchmarks on the ACT will be invited to CCR Summer School Sessions for intervention, enrolled in Reading Development of CCR Math courses, or offered intervention throughout the school year. Teachers will be trained on KYOTE. Students that are eligible to be career ready will take part in study sessions for Work Keys, ASVAB, and KOSSA. Incentives for reaching CCR will be available to all seniors (including the end of the year senior trip). The 30-60-90 Day Plan will help organize these events / opportunities. Goal carried over from the 2015-2016 school year.	Academic Support Program Career Preparation/ Orientation	06/30/2015	06/30/2017	\$1000 - General Fund	Administrative Staff, Guidance Counselors, and All Teachers

Activity - Limit Schol-wide Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative staff will limit the number of announcements made school-wide on the intercom. Announcements will be made at the beginning of the school day and at the very end of the school day. Announcements will also be made in the cafeteria. Each day, a member of the administrative support staff will send out a listing of announcements via email. Teachers can share these announcements with students.	Policy and Process	08/09/2016	05/26/2017	\$0 - No Funding Required	Administrative Staff, Administrative Support Staff, Guidance Counselors

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

N/A (this question does not apply)

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

Comprehensive School Improvement Plan

Hopkinsville High School

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016 - 2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 40.0% to 64.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined math proficiency rating for all student in the non-duplicated gap groups from 34% to 40.7% by 05/26/2017 as measured by data from standardized tests..

Strategy1:

Providing Math Intervention (RTI) - Teachers, instructional coaches, and administrators will work together to identify students that are struggling in math and place them into appropriate interventions. These interventions might occur within the classroom, during pull-out sessions, or in a special session.

Category: Continuous Improvement

Research Cited: High Impact Instruction

Activity - Communicate Progress with Student and Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessment data via GradeCam. This data will be communicated to students and parents, and it will be used to analyze trends.	Academic Support Program Direct Instruction Parent Involvement	08/09/2016	05/26/2017	\$0 - No Funding Required	All teachers, Administrative Team

Activity - Assessing Enduring Skills and Establishing a Baseline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2016	06/30/2017	\$0 - No Funding Required	Administrative Team, All Teachers

Activity - Measure Progress Using Common Assessments / Benchmark Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Academic Support Program	08/09/2016	05/26/2017	\$0 - No Funding Required	Administrative Team; EOC Teacher, District Curriculum Personnel

Comprehensive School Improvement Plan

Hopkinsville High School

Activity - Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The HHS Leadership, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building. Identify gaps in academic performance and develop needs for instructional improvement. Classroom observation will be utilized to create job embedded professional development sessions. Outside agencies will be sought out when necessary (i.e., standards based grading training, formative assessment).</p>	Professional Learning	06/30/2016	06/30/2017	\$0 - No Funding Required	Administrative Team, HHS Leadership Team

Measurable Objective 2:

collaborate to increase the average combined reading proficiency rating for all students in the non-duplicated gap groups from 46.0% to 58.6% by 05/26/2017 as measured by data from standardized tests.

Strategy1:

Providing Appropriate Reading Intervention (RTI) - Teachers, instructional coaches, and administrators will work together to identify students that are struggling in reading and place them into appropriate interventions. These interventions might occur within the classroom, during pull-out sessions, or in a special session.

Category: Continuous Improvement

Research Cited: RTI, High Impact Instruction

Activity - Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The HHS Leadership Team, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building.</p> <p>Identify gaps in academic performance and develop needs for instructional improvement. Classroom observations will be utilized to create job embedded professional development sessions. Outside agencies will be searched out when necessary (i.e., standards based grading training, formative assessment).</p>	Professional Learning	08/17/2015	05/27/2016	\$2000 - General Fund	Administrative Team, HHS Leadership Team

Comprehensive School Improvement Plan

Hopkinsville High School

Activity - Communicate Progress with Students and Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessments data and benchmark data via GradeCam data. This data will be communicated to students and parents, and it will be used to analyzed trends.	Direct Instruction Academic Support Program Parent Involvement	08/17/2015	05/27/2016	\$2500 - District Funding	Teachers, Administrative Team, IBC

Activity - Read180 / System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students whose cut scores are novice on the EXPLORE assessment in 8th grade or whose lexile level indicates students are three grades below grade level will be placed in Read180 or Systems44 for intervention.	Academic Support Program	08/17/2015	05/27/2016	\$1500 - District Funding	Read180 / Systems44 Teachers, District Personnel, Guidance Counselors

Activity - Assessing Enduring Skills and Establishing a Baseline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2015	06/30/2016	\$0 - No Funding Required	Administrative Team, All Teachers

Activity - Measure Progress Using Common Assessments / Benchmark Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Academic Support Program Direct Instruction	08/10/2015	05/27/2016	\$0 - No Funding Required	Teachers, Instructional Coaches, and Administrative Team

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

2016 - 2017 Increase the 5-year cohort graduation rate from 95% to 95.8% by 2019.

Measurable Objective 1:

improve graduation rate by aiding students in completing all required high school credits by 06/30/2017 as measured by student credits earned .

Strategy1:

Targeted Intervention and Support - All student's progress to graduation will be tracked so that the administrative team, guidance counselors and teachers can provide encouragement, intervention, and resources for students to become successful.

Category: Persistence to Graduation

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Research Cited:

Activity - Offer Credit Recovery Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students in need of credit recovery opportunities throughout the school year and in all four grades. HHS offers summer school, Jefferson County Online Courses and Odysseyware learning courses to help students on track to graduate.	Academic Support Program	06/30/2016	06/30/2017	\$25000 - General Fund	Administrative Staff, Guidance Counselors, Teacher Leaders

Activity - Public Relations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase public relation activities with the middle schools, including high school tours, presentations on careers, discussions on Gateway Academy opportunities at the high school and ILP planning.	Academic Support Program Community Engagement Parent Involvement	06/30/2016	06/30/2017	\$0 - No Funding Required	Guidance Counselors, Gateway Academy Administrators, HHS Administrative Team

Strategy2:

School-wide Literacy Initiative - Students should spend 70% of their time reading, writing, and/or debating every class period during the school day. A focus on literacy will help student in all facets of their academic career. By increasing a focus on literacy, students will more than likely perform better on standardized testing like the ACT and AP tests.

Category: Continuous Improvement

Research Cited: Danielson, Silver & Strong, Schmoker, Stiggins, Hattie, etc...

Activity - ODW Prompts / Real Life Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop On-Demand Writing prompts / real life writing assignments (via the PLC process) for students to practice writing-to-learn and On-Demand Writing. ODW program is revised each year to fit the needs of each class. Trending data is taken from fall and spring learning checks.	Academic Support Program	09/13/2012	05/26/2017	\$0 - No Funding Required	All Teachers, Administrative Team

Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will select texts that are complex to improve reading in order to prepare students for tasks which require the ability to read and comprehend more complex text (i.e., ACT, KYOTE, Work Keys, etc...).	Academic Support Program	08/09/2016	05/26/2017	\$0 - No Funding Required	All Teachers, Administrative Team

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Activity - Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>A focus at HHS is to improve the way teachers ask questions in the classroom. In order to get students to think critically, teachers must ask the right questions. Teachers have been given a "Quick Reference" question stem organizer to ask questions when there is extra time in class. Teachers are encouraged to create at least two intentional questions each lesson.</p> <p>During observations, administrators data on student opportunities to respond. This data will be used in future professional development sessions.</p>	Direct Instruction	08/09/2016	05/26/2017	\$0 - No Funding Required	Administrative Team, All Teachers

Strategy3:

Persistence to Graduation - Utilize the Persistence to Graduation report to identify students that have been flagged as "at-risk" and create interventions tailored to meet their needs.

Category: Persistence to Graduation

Research Cited:

Activity - PTGR Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Once the report is available for the 2016-2017 school year, each student that has a listing of a 5 or higher on the Persistence to Graduation Report will be given a teacher mentor to monitor academic progress on a weekly basis. The mentor program is meant to provide emotional support for this at-risk population.</p>	Behavioral Support Program	01/03/2017	05/26/2017	\$0 - No Funding Required	All Teachers, Administrative Team, Guidance Counselors, Youth Service Center

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

2016 - 2017 Increase the percentage of students who are college and / or career ready from 70.6% to 71.6% of student by 2017.

Measurable Objective 1:

achieve college and career readiness by intentionally creating supports for students in English, math, and reading by 06/30/2017 as measured by 80% of 12th grade students meeting state benchmarks .

Strategy1:

Targeted Interventions - Seniors not meeting the ACT benchmarks in English, math, and reading will be flagged and placed in to Tier 2 academic interventions. The interventions will be designed to identify misconceptions and differentiate instruction according to student need. This strategy will help students meet the benchmarks on the ACT or on the KYOTE assessments as measured by the Unbridled Learning Formula.

Category: Continuous Improvement

Research Cited: Knight - High Impact Instruction; Hattie

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Activity - Transitional Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify the transitional intervention curriculum or material (Resource: KDE website). This curriculum will be used and monitored in transitional classes to improve College Readiness on the ACT or KYOTE test.	Policy and Process	08/09/2016	05/26/2017	\$0 - No Funding Required	Reading Development Teachers, CCR Math Teachers, Administrative Team

Activity - ACT Prep Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has purchased Method Test Prep for all students. An incentive program for student usage will be advertised. All grades will be eligible for the incentives if they fulfill the time / effort requirement.	Academic Support Program	08/09/2016	04/14/2017	\$5000 - District Funding	Administrative Team, All Teachers

Activity - Mock ACT for All Juniors & Sophomores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All junior and sophomore students will take a "Mock ACT" test in the HHS gym in November / December. The testing environment will be manufactured to mimic the testing environment in March. Students and teachers will be given feedback about student scores and plans will be made to further student achievement before the March test.	Academic Support Program	11/16/2016	03/21/2017	\$0 - No Funding Required	Administrative Staff, BAC

Activity - ACT Blitz Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The week leading up to the March 21st ACT will be advertised as "ACT Blitz Week". Teachers will develop intentional departmental lesson plans by using data from the December practice ACT to prepare students for the ACT. Students will participate in a note-making exercise where they will collect strategies and formulas to prepare for the test.	Academic Support Program	02/20/2017	03/21/2017	\$100 - General Fund	Core Content Teachers, Administrative Team

Activity - ACT Skills Seminar / Luncheon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors will attend an ACT Skills Seminar / Luncheon off site to help prepare for the March state-wide ACT.	Academic Support Program	02/20/2017	03/21/2017	\$1500 - General Fund	Administrative Staff, Junior Guidance Counselor

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate with parents to inform them of the need for transitional interventions and ensure that parents understand when schedule changes are made to provide intervention services for students not meeting College Readiness benchmarks.	Community Engagement	06/30/2016	05/26/2017	\$0 - No Funding Required	Senior Guidance Counselor, Administrative Team, Reading Development Teachers, CCR Math Teachers

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Strategy2:

CCR Incentive Plan - Students will be recognized for becoming College and/or Career Ready. Student pictures will be placed in the common areas and a running power point will play in the cafeteria and front lobby. Students will be invited to attend quality field trips and a senior trip at no cost at the end of the year. Students will be given CCR cords to wear at graduation, and their diplomas will have an additional CCR endorsement. Students must see value in what they are doing.

Category: Continuous Improvement

Research Cited:

Activity - CCR Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors achieving CCR will be invited on quarterly trips as a reward / recognition. At the end of the school year, all seniors achieving CCR will be invited to attend a senior trip to Holiday World at no cost.	Career Preparation/ Orientation Academic Support Program Field Trip	10/20/2016	05/26/2017	\$10000 - General Fund	Principal, Assistant Principal, Guidance Counselors, Senior Teachers

Strategy3:

Student Conferences - Students will engage in one-on-one feedback on every assessment they are administered. Students will also work with administrators or teachers to set future testing goals. All conversations will be scripted so that every student receives the same message.

Category: Continuous Improvement

Research Cited:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, students that have achieved CCR will be recognized in the following ways: via a running power point in the cafeteria, via student pictures in the cafeteria / hallway, and via cords at graduation.	Behavioral Support Program Academic Support Program	08/09/2016	05/26/2017	\$250 - General Fund	Assistant Principal, Senior Guidance Counselor

Activity - ACT / EOC Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student conferencing to assist students in development SMART goals for the ACT test or EOC assessments. Follow-up on these conversations will ensure that students are making progress towards proficiency.	Academic Support Program	12/12/2016	05/26/2017	\$0 - No Funding Required	Administrative Staff, Guidance Counselors, Core Content Teachers

Measurable Objective 2:

achieve college and career readiness by demonstrating a proficiency on the KOSSA assessment or earning an industry certificate and passing the state benchmarks on the ASVAB or Work Keys by 06/30/2017 as measured by achieving an 80% pass rate among all Career Ready eligible 12th graders.

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Strategy1:

Academic and Career Advising - Teachers, guidance counselors, and the administrative team will use the ILP to guide students into courses and activities that are offered at HHS and Gateway Academy. SMART goal setting will be part of this process.

Category: Career Readiness Pathways

Research Cited:

Activity - Advisory Time for All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each fifth period class will double as an Advisory Time for all students at HHS. The fifth period teacher will be the student's advisor for the school year and will provide information about the ILP, scheduling, and progress towards College and/or Career Readiness. Lesson plans will be created weekly to help build a culture of learning in the building.	Career Preparation/ Orientation Academic Support Program	08/09/2016	05/26/2017	\$0 - No Funding Required	Administrative Team, All Teachers, Media Specialist

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students, so that students can start to research job opportunities that interest them as outlined by the Individual Learning Plan.	Career Preparation/ Orientation	01/03/2017	05/26/2017	\$0 - No Funding Required	Assistant Principal, District Public Relations Personnel

Activity - CCR Campaign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a school-wide campaign to recognize students that are CCR. Maintain a power point that highlights students that are CCR: create a banner that highlights students that are CCR in the cafeteria; distribute the "CCR FlowChart" to all classrooms and all juniors and all seniors; invite students to attend quarterly CCR field trips; add recognition to student lockers. All faculty and staff should "speak the language of CCR".	Academic Support Program	06/30/2016	06/30/2017	\$100 - General Fund	Administrative Team, Leadership Team, Advisory Teachers, Guidance Counselors

Activity - Industry Certification Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and update industry certifications available to preparatory students. Seek out trainings for teachers to become certified to administer industry certificates in-house.	Career Preparation/ Orientation	06/30/2016	06/30/2017	\$5000 - Perkins	Gateway Academy Principal, PLCS Teachers, Principal

Strategy2:

Progress Monitoring for Career Pathways - Guidance counselors, HHS Administrative Team, and Gateway Administrative Team must work in collaboration to monitor student progress towards becoming Career Ready.

Category: Career Readiness Pathways

Research Cited:

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Activity - Maintaining TEDS Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TEDS data to identify sub-populations and review student performance data from multiple school years. This will help guidance counselors and Gateway Academy / PLCS teachers to recruit students for KOSSA tested areas. Information should be constantly updated in the system.	Career Preparation/ Orientation	06/30/2016	06/30/2017	\$0 - No Funding Required	Guidance Counselors, Gateway Administrators, Administrative Team, PLCS Instructors

Activity - Transcript Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a "transcript audit" to make sure all seniors and juniors are taking classes in their career pathway. Conduct conversations with students that are not taking classes in their pathway urging them to make schedule changes.	Academic Support Program Career Preparation/ Orientation	08/01/2016	09/16/2016	\$0 - No Funding Required	Gateway Academy Personnel, Assistant Principal

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP in order to place students (especially freshmen) in Gateway Academy courses aligned with their career cluster interests. The freshmen and sophomore guidance counselors will conference with students about scheduling options at the end of the school year and create a 3-year plan that coordinates with a Career Readiness Pathway.	Academic Support Program Career Preparation/ Orientation	03/25/2013	06/30/2016	\$0 - No Funding Required	Guidance Counselors, Administrative Team

Activity - Career Readiness Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students access to Gateway Academy / PLCS (available on campus) programs that align with career pathways identified in the ILP. Board policy states that all students must take at least three courses in one pathway.	Career Preparation/ Orientation	04/18/2016	04/21/2017	\$0 - No Funding Required	Guidance Counselors, Gateway Academy Teachers and Administrators, Assistant Principal

Strategy3:

Targeted Intervention and Support - Preparatory students will be identified by the use of classroom formative and summative assessments and KOSSA pre-assessments and benchmarks for intervention. Students that are identified as needing the ASVAB and Work Keys will also be given study material for remediation.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Readiness Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and implement remediation strategies for students not meeting the benchmarks in Work Keys, KOSSA, or ASVAB. Students will be flagged and targeted based on eligibility to take these assessments and teacher-generated pre-assessments (developed via the PLC process).	Academic Support Program Career Preparation/ Orientation	12/12/2016	06/30/2017	\$0 - No Funding Required	JRTOC Instructors, PLCS Instructors, Administrative Team, Gateway Academy Administrative Team, IBC, Guidance Counselors

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Activity - KOSSA Practice Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for Work Keys, ASVAB, and KOSSA assessments. The data from these practice tests will be analyzed for RTI. Students will also be given one-on-one feedback about their results.	Career Preparation/ Orientation	10/25/2016	06/30/2017	\$0 - No Funding Required	Gateway Academy Principal / Assistant Principal, PLCS Teachers, Administrative Team

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PLCS and writing.

Goal 1:

2016 - 2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the district strategic plan.

Strategy1:

Community Partnerships to Assist with World Language Program Review - Engage Community Partners to assist in offering the World Language Program Review.

Category: Continuous Improvement

Research Cited:

Activity - World Language Strategic Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Spanish department will meet with Spanish teachers from Christian County High School and District Personnel to strategically plan how to utilize Community Partners for assistance in the World Language Program Review.	Career Preparation/ Orientation Academic Support Program	01/06/2016	05/26/2017	\$0 - No Funding Required	Spanish department; District Personnel; IBC

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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 is one of two public high schools in Christian County. The current student population is 1,096 pupils. The school's Free and Reduced Lunch population is 56.1%. 30.4% of the students are African American, 5.9% of students are Hispanic, and 59.5% of the students are Caucasian. Less than 10% of the school population has been identified as students with disabilities.

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 or military schools in the district: Fort Campbell High School (military), University Heights Academy (private), and Heritage Christian Academy (private). Murray State University and Hopkinsville Community College are the post-secondary opportunities available in Christian County.

At Hopkinsville High School, we offer 10 AP courses (AP Government, AP Human Geography, AP U.S. History, AP European History, AP Psychology, AP Art Studio, AP Calculus, AP Statistics, AP Language & Composition, and AP Literature & Composition). HHS offers dual credit courses for seniors through Hopkinsville Community College. We offer Career Ready tracks in Agriculture, Family and Consumer Science, Health Services, Business, JROTC, and career tech courses at the off-site technical center, Gateway Academy.

As a result of an increased focus on data-drive, intentional instruction and professional learning communities, more HHS students are graduating, going to college, and becoming College and/or Career Ready. Data from 2016-2017 School Report Card reports that the graduation rate is 94.1 and the CCR rate is 70.6%. The PBIS initiative is working to decrease classroom interruptions and raise the rigor of student-centered activities in the classroom. All teachers and administrators have raised expectations for all students, HHS has seen a corresponding increase in test scores. The culture at HHS now reflects one in which all students understand the importance of post-secondary education (college, trade or technical school, or military).

The goal of HHS is College and Career Readiness for all and 10% novice reduction.

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.

CCPS Vision Statement: "Transform the educational environment to meet the on-going demands of 21st Century learning so that all students are engaged in high quality, equitable education and are prepared for community and global responsibilities."

CCPS Mission Statement: "Create an educational culture of continuous growth through shared partnerships and responsibilities."

HHS Vision Statement: "Strong Alone, Unstoppable Together"

The HHS Site-Based Decision Making Council guides everything in the school as it relates to academics. All members take an active role to ensure that all students have an equal opportunity and access to all classes, including Advanced Placement classes. Our SBDM Council uses school committees to make recommendations to school policies.

A strong leadership team meets weekly to review data which guides instruction. The leadership team consists of department heads, a guidance counselor, an instructional coach, a teacher of students with special needs, a PLCS representative, and the administrative team.

For many years, teachers have participated in weekly PLC meetings. During these meetings, teachers deconstruct standards, create learning maps and guiding questions, create common formative and summative assessments, analyze student work, analyze assessment data, and create plans to address misconceptions as a team. All core content teachers share common planning.

The RTI process includes a teacher and an administrator who works face-to-face with students. All intervention placement is data-driven based on Discovery Ed testing, ACT results, On-Demand learning checks, EOC benchmark assessments, and common classroom assessments. At HHS, we expect all students to learn at high levels, even if they need a little help along the way. HHS provides both in-school and out-of-school RTI to senior students attempting to reach the College Readiness benchmarks.

All current sophomores have taken Pre-AP English classes as freshmen and are currently taking Pre-AP English II. By the time they become juniors next year, they will have been exposed to Pre-AP curriculum for two years. This curriculum is designed specifically to prepare students to take Advanced Placement English Language and Composition class as juniors.

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.

Notable Achievements:

Graduation Rate Improved from 85.8% in 2013 to 94.1% in 2016

HHS moved from Proficient (77.1) in 2015 to Distinguished (75.9) in 2016

Above state average by 6.2 points in On-Demand Writing

Above state average by 0.8 points in Language Mechanics

Received maximum accountability points on Program Reviews

Reduced novice overall by 7% in Achievement Accountability

Areas for Improvement:

Increase the average combined reading and math proficiency rating for all students in non-duplicated gap group from 40.0% to 49.7% in 2017.

Increase the percentage of students who are College and/or Career Ready from 70.6% to 73.5% by 2017.

Increase the average combined reading and math Proficient and Distinguished EOC scores for all students from 47.6% to 54.5% in 2017.

Increase Biology EOC proficiency rating from 31.1% to 48.1%

Increase Algebra II EOC (math) proficiency rating from 41.0% to 44.6%

Continue to increase the percentage of students reaching College Readiness Benchmarks on the ACT

Continue to increase student eligibility to take the KOSSA exams and to receive industry certifications

Additional Information

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

Hopkinsville High School will continue to improve student achievement through reducing the achievement gap, providing individualized intervention, setting high expectations (behavioral and academic) for all students, and demanding proficiency.

HHS Focus: Strong Alone, Unstoppable Together

HHS Goal: Reduce Novice by 10%