



# **KDE Comprehensive School Improvement Plan**

**Madisonville North Hopkins High School**  
**Hopkins County**

Timothy Huddleston, Principal  
4515 Hanson Road  
Madisonville, KY 42431

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## **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.

# **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?**

Madisonville North Hopkins High School currently has an enrollment of 1078 students and is located in a small urban city in western Kentucky. We are located near a future major Interstate (I-69) and have a growing community as well. Our community is involved in our school through various clubs and organizations. Local banks support athletics through players of the week and our local newspaper does a good job of informing the community of what goes on at our school and within the district. We are a coal and agricultural community, and we constantly find ourselves battling with groups of students who are content with "Working at the mines" or "Working on the Farms." Both are commendable jobs, but we want our students to strive for more and be prepared for a future outside those areas as politics and global needs change.

We are currently in the 2nd year of our current principal and have had a previous assistant principal return to us in the same position. Last year was the first year that we did not see a large turnover in teachers, and it is providing us an opportunity to build relationships between teachers within departments and across departments. We currently have a 15:1 student to teacher ratio which has stayed rather steady over the past few years even while experiencing a growth in total enrollment. We employ a total of 70.5 full time teachers with an average of 10 years of experience. We have growing extra-curricular and co-curricular programs and a student club program that allows students to be involved in many events outside the classroom. Enrollment in clubs has provided several students opportunities to compete at the local, state, and national level.

Our student population has been consistently around the 1075 number for the past three years as we have students move and enroll in other districts, while new students enroll with us. Being in coal country in western Kentucky creates several migrant students as they move where parents have to work. Our current breakdown of student ratios are 79.3% White, 13.7% African American, 2.3% Hispanic, 1% Asian, and then 5% other races. We have a split in males (48.4%) and females (51.6%) in our student population and 44.2% of students are on Free or Reduced Lunch. Our attendance rate from the previous school year is 94%, and we have instituted several initiatives to improve that number this school year. 66% of last years graduating seniors are currently attending college while the rest are involved in military, vocational training, or working.

Some of the challenges we face involve the infrastructure of our school building itself. We currently have three teachers who teach from a cart and do not have their own classroom. We only have one computer lab that is specifically for student use, and we currently don't have enough power being provided from outside the school to support a secondary computer lab. The lack of technology has made it difficult to complete assessments on computers without interrupting the classrooms of our business teachers giving us a disadvantage in score returns. Our building does not contain a lecture room or auditorium to have meetings with all students in a location other than the gym and the lack of an auxiliary gym for a school our size keeps students late for practices and creates a congested lobby and gym for other sports and co-curricular activities.

We are currently in our third year of implementation of the Positive Behavior Intervention and Supports system which has created a positive atmosphere of learning, and we have recently been featured in Kentucky Teacher Magazine for our efforts. We have seen a reduction in suspensions and referrals over the past three years since the implementation of the system. We are also working with the Rachel's Challenge program, our School Resource Officer, and district led initiatives to reduce bullying in schools. Are parents are actively involved in SY 2014-2015



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supporting their child both academically and athletically. We have seen improvement in our school communication both internally and externally as we now send announcements out daily to parents. These announcements have helped us see our largest Parent Teacher Conference attendance in the Fall session.

We have a long standing tradition at Madisonville North and a large alumni base that wants to see the success academically and athletically of Madisonville North Hopkins High School. The community actively supports our students monetarily and with their time and effort. We have seen an increase in community involvement by our students, and we have several programs that we are instituting celebrating our student's success. It is a good time to be a part of Maroon Nation.

## **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.**

Inspire Our Students

Influence Their Choices

Impact Our World

"The Madisonville North Hopkins community accepts the responsibility to achieve academic success in a safe, caring, supportive environment. Our focus is to inspire our students and influence their choices so they may positively impact our world for a lifetime."

This is our most recent vision and mission statement that we adopted during the 2012-2013 school year through the input of teachers, students, and parents. We are currently developing and implementing programs that embodies our purpose and direction. Our PBIS Initiatives and work towards a College and Career Ready community embody this statement.

Currently through our PLC's, teachers are working on examining assessment data and having students reflect and analyze their assessment results so that we can differentiate instruction and address deficiencies of the students understanding of the standards. We are also using our Mentoring and Advisory Program to influence students to do their best in the classroom, on assessments, when they are in the community, and when they graduate from high school.

Through motivational speakers, college visits, the Rachel's Challenge program, and Positive Behavioral Interventions and Supports, we are working to influence the decisions that students make on a daily basis for their lives now and in the future. Through the ILP and Operation Preparation program, we are working to help influence decisions that students will make towards future college and career aspirations. At local athletic events against our rival school, we are providing an information to parents that helps explain how our accountability system works and what they can expect this school year and in the future. We are improving our process to prepare our students towards College and Career Readiness and recognizing them as they achieve this goal.

We have several graduates of Madisonville North Hopkins High School who have returned to be leaders in the school and community and those are the people that we want students to see that embody our mission and vision.

## **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.**

Academically, we achieved a distinguished rating in 2012-2013 and followed that up by moving up 4 points in overall accountability; but with the change in the scale we only received a proficiency rating in 2013-2014 and were just .4 points from being distinguished and in the top 12% in overall accountability. We certainly do not have any reason to be disappointed and we know its little things that will help us reach a distinguished rating and move towards a school of distinction.

Last years ACT score provided us a huge reason to celebrate as we reached a composite score of 20.2 with English being the only area we scored below 20. Our ACT scores rank well above the state average and ranks us in the top of our region. The success on the ACT has also helped to increase our students that are College Ready. We currently rank above the state average in students that are college and/or career ready. We are currently above the state average in Reading, Math, Science, and Language Mechanics, but below the state average in Social Studies, and Writing, but by very slim margins. Social Studies was the only department to meet its delivery targets for 2013-2014.

Students at Madisonville North have several opportunities to be governor scholars, participate in various internships and achieve college credits through our large AP program and by taking classes at Madisonville Community College. This year our Maroon Marching Band claimed its 10th straight AAAA State Championship, Softball finished 5th in the state with half a dozen players verbally committing to Division I universities. Other athletic programs have achieved success as well at both the individual and team level. Girls soccer made the Elite 8 for the first time, and football is currently playing in Semi-State for the first time since 2004, and volleyball made it to the regional tournament for the first time since 2007 and our Academic Team has garnered much success during regional competition.

Through our Maroons in Motion program, we have been able to have a positive impact by providing community service projects within our community and provide tutoring opportunities for students in our school in the mornings. Agriculture is a large part of our community and student body, and we recently completed the building of a greenhouse that allows that department and FFA program to flourish. The FFA competition teams are also experiencing success at the local and state level. With the importance of improving our Earth, we have a club called Students for a Sustainable Future, which has provided a recycling program in our school that works in partnership with the local sanitation department and has been a huge success. Our students have a great opportunity to get started in a pre-engineering mentoring program and through this program students have had the opportunity to volunteer at local engineering firms and assist in the remodeling of local establishments in Madisonville. We also have a very successful NJROTC Orienteering program that has placed in in the top 4 at both state and national competitions in recent years.

With the new accountability system, we have realized the importance breaking down student achievement on the individual level and are moving towards tracking students individual mastery of standards. We have begun the process of developing student focus groups that we feel we can move from Novice to Apprentice and from Apprentice to Proficient. We also realize the importance of not only maintaining our students that score distinguished but also moving students from Proficient to Distinguished to increase our chances of a bonus. For the past three years, we have put a focus on test taking strategies and a focus on the ACT since so much of our accountability falls under ACT type assessments. Teachers are implementing ACT strategies and questions as bell ringers and coordinating exit slips based on the objectives for the day which are directly tied to standards.

Our focus this year is tracking students for preparatory status so that we can increase our career readiness numbers. We have also

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instituted weekly reading strategies and reading prompts that focus on preparation for ACT and EOC's since so much of all our assessments are related to reading comprehension. We have revamped our writing policy to more accurately reflect the writing requirements and put a focus on On-Demand Writing Prompts. We recognize the need to improve our GAP student scores because those students count twice, so if you get those students to improve, then everything else will improve. Teachers have a GAP list that they use to track those students within Infinite Campus and within their classrooms. PLC's are actively involved in monitoring assignments, assessments, and student performance.

## **Additional Information**

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

We have instituted a more rigorous communication plan within the building for teachers communication, and we are also communicating to parents on a more regular basis and have received a lot of positive feedback from community members on being made aware of what is going on at Madisonville North Hopkins High School. We have seen an increase in parental involvement at Parent Teacher Conferences and in Parent volunteer hours. We are continuing to have discussion about how to even further improve parental communication and involvement. We plan on having a Registration Roundup where we meet with parents and discuss students current academic standing and how they are progressing on the state accountability and towards being College and/or Career Ready. This will take place in the spring/summer of 2015.

# **2014-2015 Comprehensive School Improvement Plan - Madisonville North Hopkins High School**

## **Overview**

### **Plan Name**

2014-2015 Comprehensive School Improvement Plan - Madisonville North Hopkins High School

### **Plan Description**

## 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	Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Increase the average freshman graduation rate from 93% to 94%	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$30500
3	Increase the percentage of students who are college and career ready from 59.8 to 66.5	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$40800
4	Maintain fidelity on Tier I Committee and continue development and implementation of Tier II team.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1100
5	Increase the averaged combined reading and math Proficient/Distinguished percentage from 51.6 to 69.0	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
6	Increase the averaged combined reading and math Proficient/Distinguished percentage in the non-duplicated GAP group from 37.5 to 57.8	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0



## Goal 1: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System.

### Measurable Objective 1:

collaborate to ensure that teachers are provided continuing professional development over peer observations, self-reflections, and scoring rubrics. by 05/18/2015 as measured by training and guidance provided during the school year during PLC's, planning period meetings, and professional development..

### Strategy 1:

Domain Development - Teachers will participate in Professional Development related to the domains of TPGES in order to have a better understanding of the Teacher Effectiveness System and thus develop better lessons that improve the effectiveness of their teaching.

Category: Professional Learning & Support

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be selected to participate in receiving Peer Observation training with a rotation created so that each teachers is trained through the years creating a large pool of peer observers. Peer Observation training provides teachers with a strong understanding of domains 2 and 3.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	Administration Team Faculty and Staff
Activity - Domain 2 and 3 PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year through planning periods, professional development, and peer observations, teachers will receive various training on the implementation of Domains 2 and 3 of the TPGES system.various teaching strategies will be used to provide examples for teachers how they could implement student engagement activities in their classrooms.	Professional Learning	08/06/2014	05/18/2015	\$0	No Funding Required	Administration Team Faculty and Staff

## Goal 2: Increase the average freshman graduation rate from 93% to 94%

### Measurable Objective 1:

collaborate to increase the freshman graduation rate from 93% to 94% by 05/18/2015 as measured by graduation formula.

### Strategy 1:

At Risk Student Tracking - Utilizing the School Liaison position within the school and several other community outreach programs, we will be tracking the progress of at-risk students by checking attendance, grades, behavior, and then communicating with teachers and parents about encouraging these students to stay in school, graduate, and achieve College and/or Career Readiness.

Category: Persistence to Graduation

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Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In coordination with the curriculum coordinator the school liaison will utilize the persistence to graduation tool to identify at risk students, schedule meetings in a routine basis to discuss grades, attendance, and behavior. The school liaison will also make several phone calls home to parents encouraging their involvement in communicating with their child's teacher. The school liaison will also work with the teachers to assist these students in meeting the academic requirements to be on track to graduate.	Academic Support Program	10/13/2014	05/18/2015	\$30000	District Funding	School Liaison Curriculum Coordinator Faculty and Staff Administration Team Guidance Counselors

Activity - Community Outreach Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Connect Program and TRiO Talent Search Programs provides minority and at-risk students opportunity for learning about post-secondary education and career information. These programs help increase the likelihood that students will stay in school and pursue post secondary opportunities. Seminars, surveys, field trips, and College and Career Readiness opportunities provide these students with opportunities they might not otherwise have.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Curriculum Coordinator Faculty and Staff School Liaison Community Outreach Leaders

### Strategy 2:

Attendance Encouragement - Programs and activities have been developed to encourage students to be attendance at school. It is known that the more students attend school the more successful that student can be while in high school and in post-secondary education options. We are tracking student attendance and providing rewards and opportunities for the students based on attendance data.

Category: Stakeholder Engagement

Activity - Fitness Friday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on Monthly attendance rates by grade level, the grade level with the highest attendance average will receive a Fitness Friday during the first 20 minutes of 3rd period. This time will be used for students to participate in physical or literature activities in the gym. The purpose of this activity is to encourage students to attend school and reward those students that do.	Behavioral Support Program	09/26/2014	05/18/2015	\$500	FRYSC	Faculty and Staff Attendance Secretary Administration Team

Activity - Technology Tuesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on attendance numbers during each lunch period, the lunch with the highest attendance average will receive a technology Tuesday or Technology week while in lunch. This is an effort to increase attendance at school and reward students for being in school by permitting electronic devices during the lunch period.	Behavioral Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Administration Team Administration Secretary Faculty and Staff
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## Goal 3: Increase the percentage of students who are college and career ready from from 59.8 to 66.5

**Measurable Objective 1:**

collaborate to increase the college and career ready percentage from 59.8% to 66.5% by 05/18/2015 as measured by the Unbridled Learning CCR formula.

**Strategy 1:**

College and Career Readiness Tracking and Recognition - In order to foster a desire of being College and Career Ready all students will be tracked using a variety of strategies to ensure completion of the college readiness benchmarks and reach preparatory status for the purpose of career readiness. All tracking will then coordinate with the completion of a CCR wall of recognition so that stakeholders can see the value in being College and/or Career Ready.

Category: Continuous Improvement

Activity - Career Pathway Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE/PLCS teachers met during their planning periods and used Pathway Tracking Sheets to track students progress towards being preparatory for the purpose of ensuring all students who are eligible to be Career Ready reach that goal. These sheets are then utilized with Guidance Counselors during schedule changes and registration. The use of the Career Pathway Tracking Sheets has allowed us to identify more students eligible for preparatory status.	Career Preparation/Orientation	08/25/2014	05/18/2015	\$500	General Fund	Staff will include the CTE/PLCS teachers to track their students current progress with Career Pathways. They will coordinate with Guidance Counselors to ensure pathways and schedules match.

Activity - College Readiness Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who do not reach benchmark on the ACT during the statewide ACT or during National test dates will be tracked using a variety of Excel Spreadsheets. These spreadsheets will allow teachers and the curriculum coordinator to track what students have not reached benchmark and which benchmarks need to be met. As students reach benchmark they will be tracked in coordination with career readiness on another spreadsheet that allows teachers to see progress towards College and Career Readiness.	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Teachers Curriculum Coordinator Administration
<b>Activity - CCR Math and Reading Classes</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students who fail to reach benchmark will have the opportunity to be placed in a CCR math and/or reading class that focuses on ACT and COMPASS testing readiness. Students will be provided opportunities to receive remediation and intervention. Tracking of these students will take place on the Intervention Tab on Infinite Campus and on the Excel CCR Tracking Spreadsheets. These two teachers will report to the curriculum coordinator and will be using various instructional strategies and programs to help students reach college readiness. These two teachers will have at their disposal the CERT (College Equipped Readiness Tool) which is an online ACT program students are using for remediation purposes.	Direct Instruction	08/06/2014	02/27/2015	\$40000	Title I Schoolwide	Math and Reading CCR teachers Curriculum Coordinator
<b>Activity - CCR Wall</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
As students reach College and/or Career Readiness they will be recognized by having their picture and name placed on a CCR Wall that is at the front of the building so that all stakeholders have an opportunity to see which students have achieved College and/or Career Readiness.	Other	10/13/2014	05/18/2015	\$300	General Fund	CTE Teacher Administration Curriculum Coordinator Teacher Leaders Art Teacher

## Goal 4: Maintain fidelity on Tier I Committee and continue development and implementation of Tier II team.

### Measurable Objective 1:

collaborate to continue implementation of PBIS initiatives and coordination of Tier I and Tier II meetings. by 05/18/2015 as measured by SWIS data reports..

### Strategy 1:

Positive Reinforcement - Through the PBIS system teachers are focused on encouraging and rewarding positive behavior in the classroom and in the hallways.

Various programs and activities are utilized to encourage positive behavior from the students and teachers are encouraged to mimic positive behavior as well.

Category: Other - Behavior Initiatives

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Activity - MOPS Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administration, and other faculty have the ability to reward students with MOPS tickets based on the positive behavior that they have seen in the classroom. MOPS tickets are completed by teachers and at the end of each week students names are drawn for prizes and treats. Students with zero behavior referrals for the trimester and year are also rewarded with school wide and other individual student rewards. We can measure the progress of these programs based on the reduction in referrals and suspensions.	Behavioral Support Program	08/06/2014	05/18/2015	\$1100	District Funding	Administration Team Faculty and Staff

## Goal 5: Increase the averaged combined reading and math Proficient/Distinguished percentage from 51.6 to 69.0

### Measurable Objective 1:

collaborate to increase the average combined math and reading proficient/distinguished percentage for all students from 51.6 to 69.0 by 05/18/2015 as measured by End of Course Assessment Results.

### Strategy 1:

5 Big Buttons - After data analysis the administration team discovered 5 Big Button areas that would be focus for improvement achievement for all students and GAP students. These areas will focus on decreasing novice students, tipping the scale towards proficiency, creating an apprentice to proficient team, a 20/50/30 percent scale for students with disability, and Closing the Literacy Gap. Various activities will be utilized to address these areas.

Category: Continuous Improvement

Activity - Apprentice to Proficient Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers have been provided a list of students from the English II EOC, Biology EOC, Algebra II EOC and On-Demand Writing for 10th grade students from the 2013-2014 accountability results. From these lists, teachers are creating a focus group of students that can be moved from apprentice to proficient with a goal of a 10% improvement. These students will be tracked while participating in ESS, Tutor Tuesday program, and Maroons in Motion.</p> <p>Within the classroom, assessments will also be tracked in current EOC classes. A correlation has been discovered between previous EOC results and potential for current EOC results. The goal will be to move those students that scored apprentice in 9th grade on the Biology EOC to proficient on the English 10 EOC. The same goal is true for English 10 to U.S. History, Algebra II to U.S. History, and then 10th grade to 11th grade On-Demand Writing. Teachers have various methods of tracking students mastery of standards and they are based on the needs of each department.</p> <p>The Apprentice to Proficient Team also includes students identified as GAP that need to be moved to proficiency for not only GAP, but also achievement. Teachers are putting a focus on EOC strategies and Writing strategies in their classrooms based on the individual needs of their students and this list.</p> <p>Teachers are utilizing a GAP list and Infinite Campus student group feature for tracking student results on assessments and activities. Strategies and data analysis are completed within PLC's and Professional Development related to data analysis and teaching strategies for increasing student engagement are conducted within PLC's and during planning periods. Teachers are tracking student progress though Infinite Campus or using teacher developed Excel spreadsheets.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Curriculum Coordinator Administration Team Faculty and Staff EOC Teachers</p>
Activity - Benefit of the Bonus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers have been provided a list of students that scored Novice on EOC's and On-Demand Writing assessments for 10th Graders. These students will be a focus group for moving to apprentice in order to reduce novice percentages. At the same time, teachers have been provided a list of students from EOC's and On-Demand Writing that have score proficient that we want to move to distinguished and those students that scored distinguished that we want to maintain at that level. Teachers are being provided professional development and information through PLC's that provide teaching strategies that can be implemented in the classroom. Teachers within their PLC"s are sharing lessons and analyzing them for rigor and relevance to increase student performance. Teachers are also analyzing common assessment data and tracking individual student progress through Standards Based Tracking. Teachers are using GradeCam and Scantrons to track assessment results. Teachers are utilizing Infinite Campus and teacher developed Excel spreadsheets to track student progress on mastery of standards. Assignments and assessments are all tied directly to standards. Bellringers and exit slips are tied to EOC questions as well.</p> <p>Teachers have access to a GAP list that allows teachers to utilize the student group feature in Infinite Campus for tracking GAP student results on assessments and other assignments.</p>	Academic Support Program	11/03/2014	05/18/2015	\$0	No Funding Required	Curriculum Coordinator Administration Team Faculty and Staff
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Activity - 20-50-30 Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In an effort to gradually improve the performance of our special education population in achievement and GAP, we have broken down our areas of need into 3 groups. We feel if we can get students with disabilities at 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished that we will be able not only improve our GAP scores but also our Achievement scores.</p> <p>We will be working on this as we begin to track individual students progress towards mastery on the standards. Each department has a method in place for standards based tracking on assessments utilizing various methods of formative assessment while creating common summative assessments that mimic EOCs.</p> <p>We are also utilizing various reading strategies across the curriculum as we work to improve reading across all areas. Teachers in several departments have adopted a certain day as reading assessment day and are working towards mastery reading passage based assessments. As results are compiled, the students with disabilities will need to be provided extended time and extra service to assist in their understanding and mastery of the reading passage.</p> <p>Special Education teachers will be conferencing with their students regarding goals for them that we expect them to achieve and have regularly scheduled meetings to check on their progress and go over test taking strategies and skills. These meetings will also stress to students the accommodations they receive and ensure they know to ask for them on test days.</p>	Academic Support Program	10/13/2014	05/18/2015	\$0	No Funding Required	Faculty and Staff LBD Building Coach Administration Team Guidance Counselors Curriculum Coordinator

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Activity - Tip the Scale	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In an effort to increase proficiency it will be important for teachers to be able to Tip the Scale of the percentage of students that score novice/apprentice towards proficient/distinguished. This activity goes hand in hand with other activities as we begin monitoring students that as a faculty and staff we believe can be moved to the next mastery level.</p> <p>We will be using the Daytime Waiver to provide a class for students that can be moved to proficiency. This class will be taught during a teachers planning period meeting to go over test taking strategies and content to help the student achieve proficiency on the EOC and/or On-Demand Writing test that they will be taking. In an effort to increase awareness on the importance of proficiency, we will be recognizing all students that score proficient or distinguished during an awards ceremony prior to the Christmas Break. Those same students will participate in an academic reward day for their hard work on EOC and other assessments.</p> <p>Within the classroom, teachers will be using data to track individual student progress and build relationships with students so that they see the importance of reaching proficiency in all aspects, not just on assessments. Teachers will utilize these relationships to boost student morale and encourage students to do their best. Teachers are utilizing a variety of differentiated instructional strategies in their classroom to help students master content in the areas they have struggled in from common assessments. This provides students with the opportunity for individualized instruction.</p>	Academic Support Program	10/13/2014	05/18/2015	\$0	No Funding Required	Administration Team Faculty and Staff Curriculum Coordinator
Activity - Closing the Literacy Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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<p>In an effort to increase scores in Reading and Writing teachers are utilizing various reading and writing strategies that address the needs of our students. Core and elective departments are engaging students in content specific reading that addresses the standards that they teach and then assessing students understanding of the reading passages. The same is true for Writing where core and elective departments are engaging students in writing about content specific prompts. These Reading and Writing Prompts are being discussed and shared within PLC's and then results from assessments related to those prompts are also discussed.</p> <p>Math teachers are beginning the process of adding more word based problems within their assessments, bell ringers, and exit slips. Math assessments contain more words in each question and as a faculty and staff we have seen the need to improve reading comprehension in math related content. By adding a focus on more reading based math questions, math assessments will be more closely mimicking state and national assessments.</p> <p>In other content areas they are working in reading prompts on a weekly basis and then discussing the responses with the class and involving the student in self-assessment of their responses. The same is being done with writing assignments where peer reviewing and self reflection related to the On-Demand Writing rubrics. We have read and improved our Writing Policy to better reflect the current writing requirements for the district and state. Each grade level is responsible for assigning a specific writing style within their classes and the lower grade levels focus on writing prompts that mimic On-Demand Writing Test while upper level grades focus on real world writing prompts.</p> <p>Teachers are being provided reading and writing strategies during planning period meetings and professional development. As teachers utilize these strategies within their classroom they will be sharing results and experiences within their PLC. Using Rigor and Relevance templates, teachers will then look at ways to improve reading and writing activities/prompts in their classrooms. Successes will be shared out to PAC so that knowledge and experiences are shared with each department.</p>	Academic Support Program	10/13/2014	05/18/2015	\$0	No Funding Required	Administration Team Faculty and Staff English Department Curriculum Coordinator
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## **Goal 6: Increase the averaged combined reading and math Proficient/Distinguished percentage in the non-duplicated GAP group from 37.5 to 57.8**

### **Measurable Objective 1:**

collaborate to increase the average combined percentage of GAP students who scored proficient or distinguished in reading and math from 37.5%-57.8% by 05/18/2015 as measured by End of Course Assessment Results.

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## Strategy 1:

5 Big Buttons - When examining the data results we realized that the same programs and strategies that we are utilizing for all students are applicable to GAP students because there is a direct correlation and GAP students count in both categories. Therefore several of the same strategies and activities that we are using to address our GAP students are being used to address all students.

Category: Continuous Improvement

Activity - Apprentice to Proficient Team - GAP Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers have been provided a list of students that are labeled as GAP so that they can start identifying those students within Infinite Campus and start tracking their progress on formative and summative assessment. With the utilization of this GAP list teachers have also been provided lists of students performance on previous year assessment. Teachers are analyzing students that are GAP and that scored apprentice but we feel as a staff can be moved to proficient. To get GAP students to proficiency we are encouraging GAP students to participate in Tutor Tuesday program, Maroons in Motion, and ESS and then tracking those students that participate.</p> <p>Within the classroom, teachers are tracking GAP student progress on the standards that they are assessed. Teachers are utilizing various teaching strategies that they have been provided through email, within planning period meetings, professional development and within PLC's. These strategies are then implemented in the classroom and then discussed during PLC's on effectiveness and outcomes. GAP students are then discussed within PLC's and discussions are had on those GAP student's progress towards proficiency. The Apprentice to Proficient Team in each department is in place to make sure that GAP students are moved to proficiency because we get 0 points for an apprentice GAP student.</p>	Academic Support Program	10/13/2014	05/18/2015	\$0	No Funding Required	Administration Team PAC Faculty and Staff Curriculum Coordinator.
Activity - Benefit of the Bonus - GAP Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers have the GAP list and corresponding with that GAP list are lists of students that scored Novice, Proficient, and Distinguished. Our goal is to move GAP students from novice to apprentice to reduce novice percentage and then move GAP students that scored proficient to distinguished and maintain distinguished GAP students in that area so that we can increase the bonus that we get for having more distinguished than novice. From the previous year to this years data we had a reduction from 3 areas to one area that received a bonus and even that one area had a lower bonus score. We were .4 points from apprentice, so we feel an increased back to our bonus provides us another opportunity to reach the distinguished status.</p> <p>Information and strategies are being provided to teachers to be utilized within their department that provides differentiated instruction activities for GAP students so that various levels of learning can complete the necessary objectives for each class period. Within PLC's teachers are discussing GAP students current progress and how they are performing on formative and summative assessments. Relationships are being built with GAP students to build a rapport that assists teachers with the ability to move students towards the level of mastery that we need to increase bonus opportunities.</p> <p>Using the GAP list and the list of student scores from previous assessments where those same GAP students have been identified, teachers are able to see the relationship between student classroom performance and standardized assessment performance and if it matches up. The use of GradeCam with GAP lists provides instant feedback for students and teacher to help determine mastery of objectives. Using Infinite Campus, teachers are tracking GAP student progress on all assignments and assessments. As they start to struggle, building relationships with GAP students will assist towards mastery of their objective.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration Team Curriculum Coordinator Faculty and Staff</p>
<p>Activity - 20-50-30 Grouping - GAP</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>

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<p>In an effort to gradually improve the performance of our special education population in achievement and GAP, we have broken down our areas of need into 3 groups for a specific targeted GAP area. We feel if we can get students with disabilities at 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished that we will be able improve the performance in reading and math of our GAP students.</p> <p>We will be working on this as we begin to track individual GAP students progress towards mastery on the standards. Each department has a method in place for standards based tracking on assessments utilizing various methods of formative assessment while creating common summative assessments that mimic EOCs. We are also utilizing various reading strategies across the curriculum as we work to improve reading across all areas. Teachers in several departments have adopted a certain day as reading assessment day and are working towards mastery reading passage based assessments. The same improvement in reading applies to mathematics as we feel that students being able to comprehend the text of a math question is an area that we can improve on to improve math scores.</p> <p>As results are compiled, the students with disabilities will need to be provided extended time and extra service to assist in their understanding and mastery of the reading passage. Special Education teachers will be conferencing with their students regarding goals for them that we expect them to achieve and have regularly scheduled meetings to check on their progress and go over test taking strategies and skills. These meetings will also stress to students the accommodations they receive and ensure they know to ask for them on test days.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>LBD Building Coach Administration Team Faculty and Staff Curriculum Coordinator</p>
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Activity - Tip the Scale - GAP Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In an effort to increase proficiency it will be important for teachers to be able to Tip the Scale of the percentage of GAP students that score novice/apprentice towards proficient/distinguished. This activity goes hand in hand with other activities as we begin monitoring GAP students, that as a faculty and staff, we believe can be moved to the next mastery level. We will be using the Daytime Waiver to provide a class the includes GAP students that can be moved to proficiency. This class will be taught during a teachers planning period meeting to go over test taking strategies and content to help GAP students achieve proficiency on the EOC and/or On-Demand Writing test that they will be taking.</p> <p>In an effort to increase awareness on the importance of proficiency, we will be recognizing all students that score proficient or distinguished during an awards ceremony prior to the Christmas Break. Those same students will participate in an academic reward day for their hard work on EOC and other assessments.</p> <p>Within the classroom, teachers will be using data to track individual GAP student progress and build relationships with GAP students so that they see the importance of reaching proficiency in all aspects, not just on assessments. Teachers will utilize these relationships to boost GAP student morale and encourage GAP students to do their best. Teachers are utilizing a variety of differentiated instructional strategies in their classroom to help GAP students master content in the areas they have struggled in from common assessments. This provides GAP students with the opportunity for individualized instruction. Utilization of the GAP student list will provide teachers the ability to track students in their classroom and how they are performing on all assignments and assessments.</p>	Academic Support Program	10/13/2014	05/18/2015	\$0	No Funding Required	Administration Team Faculty and Staff Guidance Counselors Curriculum Coordinator
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Activity - Closing the Literacy Gap - GAP Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The GAP list provided to teachers helps them to know which students have been identified as GAP. In an effort to increase scores in Reading and Writing of our GAP students teachers are utilizing various reading and writing strategies that address the needs of our GAP students. Core and elective departments are engaging GAP students in content specific reading that addresses the standards that they teach and then assessing all students understanding of the reading passages. The same is true for Writing where core and elective departments are engaging GAP students in writing about content specific prompts. These Reading and Writing Prompts are being discussed and shared within PLC's and then results from assessments related to those prompts are also discussed.</p> <p>Math teachers are beginning the process of adding more word based problems within their assessments, bell ringers, and exit slips. Math assessments contain more words in each question and as a faculty and staff we have seen the need to improve reading comprehension in math related content. By adding a focus on more reading based math questions, math assessments will be more closely mimicking state and national assessments.</p> <p>In other content areas they are including reading prompts on a weekly basis and then discussing the responses with the class and involving all students in self-assessment of their responses. The same is being done with writing assignments where peer reviewing and self reflection is being completed related to the On-Demand Writing rubrics. We have read and improved our Writing Policy to better reflect the current writing requirements for the district and state. Each grade level is responsible for assigning a specific writing style within their classes and the lower grade levels focus on writing prompts that mimic On-Demand Writing Test while upper level grades focus on real world writing prompts.</p> <p>Teachers are being provided reading and writing strategies during planning period meetings and professional development. As teachers utilize these strategies within their classroom they will be sharing results and experiences within their PLC. Using Rigor and Relevance templates, teachers will then look at ways to improve reading and writing activities/prompts in their classrooms. Successes will be shared out to PAC so that knowledge and experiences are shared with each department. As GAP students complete the assignments and assessments, comparisons will be made with non-GAP students in an effort to discover, address, and make changes based on trends.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Faculty and Staff Administration Team English Department Curriculum Coordinator</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCR Math and Reading Classes	Students who fail to reach benchmark will have the opportunity to be placed in a CCR math and/or reading class that focuses on ACT and COMPASS testing readiness. Students will be provided opportunities to receive remediation and intervention. Tracking of these students will take place on the Intervention Tab on Infinite Campus and on the Excel CCR Tracking Spreadsheets. These two teachers will report to the curriculum coordinator and will be using various instructional strategies and programs to help students reach college readiness. These two teachers will have at their disposal the CERT (College Equipped Readiness Tool) which is an online ACT program students are using for remediation purposes.	Direct Instruction	08/06/2014	02/27/2015	\$40000	Math and Reading CCR teachers Curriculum Coordinator
<b>Total</b>					\$40000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathway Tracking	CTE/PLCS teachers met during their planning periods and used Pathway Tracking Sheets to track students progress towards being preparatory for the purpose of ensuring all students who are eligible to be Career Ready reach that goal. These sheets are then utilized with Guidance Counselors during schedule changes and registration. The use of the Career Pathway Tracking Sheets has allowed us to identify more students eligible for preparatory status.	Career Preparation/Orientation	08/25/2014	05/18/2015	\$500	Staff will include the CTE/PLCS teachers to track their students current progress with Career Pathways. They will coordinate with Guidance Counselors to ensure pathways and schedules match.

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CCR Wall	As students reach College and/or Career Readiness they will be recognized by having their picture and name placed on a CCR Wall that is at the front of the building so that all stakeholders have an opportunity to see which students have achieved College and/or Career Readiness.	Other	10/13/2014	05/18/2015	\$300	CTE Teacher Administration Curriculum Coordinator Teacher Leaders Art Teacher
<b>Total</b>					\$800	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fitness Friday	Based on Monthly attendance rates by grade level, the grade level with the highest attendance average will receive a Fitness Friday during the first 20 minutes of 3rd period. This time will be used for students to participate in physical or literature activities in the gym. The purpose of this activity is to encourage students to attend school and reward those students that do.	Behavioral Support Program	09/26/2014	05/18/2015	\$500	Faculty and Staff Attendance Secretary Administration Team
<b>Total</b>					\$500	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Persistence to Graduation Tool	In coordination with the curriculum coordinator the school liaison will utilize the persistence to graduation tool to identify at risk students, schedule meetings in a routine basis to discuss grades, attendance, and behavior. The school liaison will also make several phone calls home to parents encouraging their involvement in communicating with their child's teacher. The school liaison will also work with the teachers to assist these students in meeting the academic requirements to be on track to graduate.	Academic Support Program	10/13/2014	05/18/2015	\$30000	School Liaison Curriculum Coordinator Faculty and Staff Administration Team Guidance Counselors
MOPS Tickets	Teachers, administration, and other faculty have the ability to reward students with MOPS tickets based on the positive behavior that they have seen in the classroom. MOPS tickets are completed by teachers and at the end of each week students names are drawn for prizes and treats. Students with zero behavior referrals for the trimester and year are also rewarded with school wide and other individual student rewards. We can measure the progress of these programs based on the reduction in referrals and suspensions.	Behavioral Support Program	08/06/2014	05/18/2015	\$1100	Administration Team Faculty and Staff
<b>Total</b>					\$31100	



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## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Outreach Programs	The Connect Program and TRiO Talent Search Programs provides minority and at-risk students opportunity for learning about post-secondary education and career information. These programs help increase the likelihood that students will stay in school and pursue post secondary opportunities. Seminars, surveys, field trips, and College and Career Readiness opportunities provide these students with opportunities they might not otherwise have.	Academic Support Program	08/06/2014	05/18/2015	\$0	Curriculum Coordinator Faculty and Staff School Liaison Community Outreach Leaders
Apprentice to Proficient Team - GAP Students	<p>Teachers have been provided a list of students that are labeled as GAP so that they can start identifying those students within Infinite Campus and start tracking their progress on formative and summative assessment. With the utilization of this GAP list teachers have also been provided lists of students performance on previous year assessment. Teachers are analyzing students that are GAP and that scored apprentice but we feel as a staff can be moved to proficient. To get GAP students to proficiency we are encouraging GAP students to participate in Tutor Tuesday program, Maroons in Motion, and ESS and then tracking those students that participate.</p> <p>Within the classroom, teachers are tracking GAP student progress on the standards that they are assessed. Teachers are utilizing various teaching strategies that they have been provided through email, within planning period meetings, professional development and within PLC's. These strategies are then implemented in the classroom and then discussed during PLC's on effectiveness and outcomes. GAP students are then discussed within PLC's and discussions are had on those GAP student's progress towards proficiency. The Apprentice to Proficient Team in each department is in place to make sure that GAP students are moved to proficiency because we get 0 points for an apprentice GAP student.</p>	Academic Support Program	10/13/2014	05/18/2015	\$0	Administration Team PAC Faculty and Staff Curriculum Coordinator.

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<p>Apprentice to Proficient Team</p>	<p>Teachers have been provided a list of students from the English II EOC, Biology EOC, Algebra II EOC and On-Demand Writing for 10th grade students from the 2013-2014 accountability results. From these lists, teachers are creating a focus group of students that can be moved from apprentice to proficient with a goal of a 10% improvement. These students will be tracked while participating in ESS, Tutor Tuesday program, and Maroons in Motion.</p> <p>Within the classroom, assessments will also be tracked in current EOC classes. A correlation has been discovered between previous EOC results and potential for current EOC results. The goal will be to move those students that scored apprentice in 9th grade on the Biology EOC to proficient on the English 10 EOC. The same goal is true for English 10 to U.S. History, Algebra II to U.S. History, and then 10th grade to 11th grade On-Demand Writing. Teachers have various methods of tracking students mastery of standards and they are based on the needs of each department.</p> <p>The Apprentice to Proficient Team also includes students identified as GAP that need to be moved to proficiency for not only GAP, but also achievement. Teachers are putting a focus on EOC strategies and Writing strategies in their classrooms based on the individual needs of their students and this list.</p> <p>Teachers are utilizing a GAP list and Infinite Campus student group feature for tracking student results on assessments and activities. Strategies and data analysis are completed within PLC's and Professional Development related to data analysis and teaching strategies for increasing student engagement are conducted within PLC's and during planning periods. Teachers are tracking student progress though Infinite Campus or using teacher developed Excel spreadsheets.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Curriculum Coordinator Administration Team Faculty and Staff EOC Teachers</p>
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<p>Tip the Scale - GAP Students</p>	<p>In an effort to increase proficiency it will be important for teachers to be able to Tip the Scale of the percentage of GAP students that score novice/apprentice towards proficient/distinguished. This activity goes hand in hand with other activities as we begin monitoring GAP students, that as a faculty and staff, we believe can be moved to the next mastery level. We will be using the Daytime Waiver to provide a class the includes GAP students that can be moved to proficiency. This class will be taught during a teachers planning period meeting to go over test taking strategies and content to help GAP students achieve proficiency on the EOC and/or On-Demand Writing test that they will be taking.</p> <p>In an effort to increase awareness on the importance of proficiency, we will be recognizing all students that score proficient or distinguished during an awards ceremony prior to the Christmas Break. Those same students will participate in an academic reward day for their hard work on EOC and other assessments.</p> <p>Within the classroom, teachers will be using data to track individual GAP student progress and build relationships with GAP students so that they see the importance of reaching proficiency in all aspects, not just on assessments. Teachers will utilize these relationships to boost GAP student morale and encourage GAP students to do their best. Teachers are utilizing a variety of differentiated instructional strategies in their classroom to help GAP students master content in the areas they have struggled in from common assessments. This provides GAP students with the opportunity for individualized instruction. Utilization of the GAP student list will provide teachers the ability to track students in their classroom and how they are performing on all assignments and assessments.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Administration Team Faculty and Staff Guidance Counselors Curriculum Coordinator</p>
<p>Technology Tuesday</p>	<p>Based on attendance numbers during each lunch period, the lunch with the highest attendance average will receive a technology Tuesday or Technology week while in lunch. This is an effort to increase attendance at school and reward students for being in school by permitting electronic devices during the lunch period.</p>	<p>Behavioral Support Program</p>	<p>08/06/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Administration Team Administration Secretary Faculty and Staff</p>
<p>Domain 2 and 3 PD</p>	<p>Throughout the school year through planning periods, professional development, and peer observations, teachers will receive various training on the implementation of Domains 2 and 3 of the TPGES system. various teaching strategies will be used to provide examples for teachers how they could implement student engagement activities in their classrooms.</p>	<p>Professional Learning</p>	<p>08/06/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Administration Team Faculty and Staff</p>

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Benefit of the Bonus	<p>Teachers have been provided a list of students that scored Novice on EOC's and On-Demand Writing assessments for 10th Graders. These students will be a focus group for moving to apprentice in order to reduce novice percentages. At the same time, teachers have been provided a list of students from EOC's and On-Demand Writing that have score proficient that we want to move to distinguished and those students that scored distinguished that we want to maintain at that level. Teachers are being provided professional development and information through PLC's that provide teaching strategies that can be implemented in the classroom. Teachers within their PLC"s are sharing lessons and analyzing them for rigor and relevance to increase student performance. Teachers are also analyzing common assessment data and tracking individual student progress through Standards Based Tracking. Teachers are using GradeCam and Scantrons to track assessment results. Teachers are utilizing Infinite Campus and teacher developed Excel spreadsheets to track student progress on mastery of standards. Assignments and assessments are all tied directly to standards. Bellringers and exit slips are tied to EOC questions as well.</p> <p>Teachers have access to a GAP list that allows teachers to utilize the student group feature in Infinite Campus for tracking GAP student results on assessments and other assignments.</p>	Academic Support Program	11/03/2014	05/18/2015	\$0	Curriculum Coordinator Administration Team Faculty and Staff
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<p>20-50-30 Grouping</p>	<p>In an effort to gradually improve the performance of our special education population in achievement and GAP, we have broken down our areas of need into 3 groups. We feel if we can get students with disabilities at 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished that we will be able not only improve our GAP scores but also our Achievement scores.</p> <p>We will be working on this as we begin to track individual students progress towards mastery on the standards. Each department has a method in place for standards based tracking on assessments utilizing various methods of formative assessment while creating common summative assessments that mimic EOCs.</p> <p>We are also utilizing various reading strategies across the curriculum as we work to improve reading across all areas. Teachers in several departments have adopted a certain day as reading assessment day and are working towards mastery reading passage based assessments. As results are compiled, the students with disabilities will need to be provided extended time and extra service to assist in their understanding and mastery of the reading passage.</p> <p>Special Education teachers will be conferencing with their students regarding goals for them that we expect them to achieve and have regularly scheduled meetings to check on their progress and go over test taking strategies and skills. These meetings will also stress to students the accommodations they receive and ensure they know to ask for them on test days.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Faculty and Staff LBD Building Coach Administration Team Guidance Counselors Curriculum Coordinator</p>
<p>Peer Observation Training</p>	<p>Teachers will be selected to participate in receiving Peer Observation training with a rotation created so that each teachers is trained through the years creating a large pool of peer observers. Peer Observation training provides teachers with a strong understanding of domains 2 and 3.</p>	<p>Professional Learning</p>	<p>08/06/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Administration Team Faculty and Staff</p>

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<p>20-50-30 Grouping - GAP</p>	<p>In an effort to gradually improve the performance of our special education population in achievement and GAP, we have broken down our areas of need into 3 groups for a specific targeted GAP area. We feel if we can get students with disabilities at 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished that we will be able improve the performance in reading and math of our GAP students.</p> <p>We will be working on this as we begin to track individual GAP students progress towards mastery on the standards. Each department has a method in place for standards based tracking on assessments utilizing various methods of formative assessment while creating common summative assessments that mimic EOCs. We are also utilizing various reading strategies across the curriculum as we work to improve reading across all areas. Teachers in several departments have adopted a certain day as reading assessment day and are working towards mastery reading passage based assessments. The same improvement in reading applies to mathematics as we feel that students being able to comprehend the text of a math question is an area that we can improve on to improve math scores.</p> <p>As results are compiled, the students with disabilities will need to be provided extended time and extra service to assist in their understanding and mastery of the reading passage. Special Education teachers will be conferencing with their students regarding goals for them that we expect them to achieve and have regularly scheduled meetings to check on their progress and go over test taking strategies and skills. These meetings will also stress to students the accommodations they receive and ensure they know to ask for them on test days.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>LBD Building Coach Administration Team Faculty and Staff Curriculum Coordinator</p>
<p>College Readiness Tracking</p>	<p>Students who do not reach benchmark on the ACT during the statewide ACT or during National test dates will be tracked using a variety of Excel Spreadsheets. These spreadsheets will allow teachers and the curriculum coordinator to track what students have not reached benchmark and which benchmarks need to be met. As students reach benchmark they will be tracked in coordination with career readiness on another spreadsheet that allows teachers to see progress towards College and Career Readiness.</p>	<p>Academic Support Program</p>	<p>08/06/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Teachers Curriculum Coordinator Administration</p>

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Tip the Scale	<p>In an effort to increase proficiency it will be important for teachers to be able to Tip the Scale of the percentage of students that score novice/apprentice towards proficient/distinguished. This activity goes hand in hand with other activities as we begin monitoring students that as a faculty and staff we believe can be moved to the next mastery level.</p> <p>We will be using the Daytime Waiver to provide a class for students that can be moved to proficiency. This class will be taught during a teachers planning period meeting to go over test taking strategies and content to help the student achieve proficiency on the EOC and/or On-Demand Writing test that they will be taking. In an effort to increase awareness on the importance of proficiency, we will be recognizing all students that score proficient or distinguished during an awards ceremony prior to the Christmas Break. Those same students will participate in an academic reward day for their hard work on EOC and other assessments.</p> <p>Within the classroom, teachers will be using data to track individual student progress and build relationships with students so that they see the importance of reaching proficiency in all aspects, not just on assessments. Teachers will utilize these relationships to boost student morale and encourage students to do their best. Teachers are utilizing a variety of differentiated instructional strategies in their classroom to help students master content in the areas they have struggled in from common assessments. This provides students with the opportunity for individualized instruction.</p>	Academic Support Program	10/13/2014	05/18/2015	\$0	Administration Team Faculty and Staff Curriculum Coordinator
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**KDE Comprehensive School Improvement Plan**

Madisonville North Hopkins High School

<p>Closing the Literacy Gap - GAP Students</p>	<p>The GAP list provided to teachers helps them to know which students have been identified as GAP. In an effort to increase scores in Reading and Writing of our GAP students teachers are utilizing various reading and writing strategies that address the needs of our GAP students. Core and elective departments are engaging GAP students in content specific reading that addresses the standards that they teach and then assessing all students understanding of the reading passages. The same is true for Writing where core and elective departments are engaging GAP students in writing about content specific prompts. These Reading and Writing Prompts are being discussed and shared within PLC's and then results from assessments related to those prompts are also discussed.</p> <p>Math teachers are beginning the process of adding more word based problems within their assessments, bell ringers, and exit slips. Math assessments contain more words in each question and as a faculty and staff we have seen the need to improve reading comprehension in math related content. By adding a focus on more reading based math questions, math assessments will be more closely mimicking state and national assessments.</p> <p>In other content areas they are including reading prompts on a weekly basis and then discussing the responses with the class and involving all students in self-assessment of their responses. The same is being done with writing assignments where peer reviewing and self reflection is being completed related to the On-Demand Writing rubrics. We have read and improved our Writing Policy to better reflect the current writing requirements for the district and state. Each grade level is responsible for assigning a specific writing style within their classes and the lower grade levels focus on writing prompts that mimic On-Demand Writing Test while upper level grades focus on real world writing prompts.</p> <p>Teachers are being provided reading and writing strategies during planning period meetings and professional development. As teachers utilize these strategies within their classroom they will be sharing results and experiences within their PLC. Using Rigor and Relevance templates, teachers will then look at ways to improve reading and writing activities/prompts in their classrooms. Successes will be shared out to PAC so that knowledge and experiences are shared with each department. As GAP students complete the assignments and assessments, comparisons will be made with non-GAP students in an effort to discover, address, and make changes based on trends.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Faculty and Staff Administration Team English Department Curriculum Coordinator</p>
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**KDE Comprehensive School Improvement Plan**

Madisonville North Hopkins High School

<p>Closing the Literacy Gap</p>	<p>In an effort to increase scores in Reading and Writing teachers are utilizing various reading and writing strategies that address the needs of our students. Core and elective departments are engaging students in content specific reading that addresses the standards that they teach and then assessing students understanding of the reading passages. The same is true for Writing where core and elective departments are engaging students in writing about content specific prompts. These Reading and Writing Prompts are being discussed and shared within PLC's and then results from assessments related to those prompts are also discussed.</p> <p>Math teachers are beginning the process of adding more word based problems within their assessments, bell ringers, and exit slips. Math assessments contain more words in each question and as a faculty and staff we have seen the need to improve reading comprehension in math related content. By adding a focus on more reading based math questions, math assessments will be more closely mimicking state and national assessments.</p> <p>In other content areas they are working in reading prompts on a weekly basis and then discussing the responses with the class and involving the student in self-assessment of their responses. The same is being done with writing assignments where peer reviewing and self reflection related to the On-Demand Writing rubrics. We have read and improved our Writing Policy to better reflect the current writing requirements for the district and state. Each grade level is responsible for assigning a specific writing style within their classes and the lower grade levels focus on writing prompts that mimic On-Demand Writing Test while upper level grades focus on real world writing prompts.</p> <p>Teachers are being provided reading and writing strategies during planning period meetings and professional development. As teachers utilize these strategies within their classroom they will be sharing results and experiences within their PLC. Using Rigor and Relevance templates, teachers will then look at ways to improve reading and writing activities/prompts in their classrooms. Successes will be shared out to PAC so that knowledge and experiences are shared with each department.</p>	<p>Academic Support Program</p>	<p>10/13/2014</p>	<p>05/18/2015</p>	<p>\$0</p>	<p>Administration Team Faculty and Staff English Department Curriculum Coordinator</p>
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**KDE Comprehensive School Improvement Plan**

Madisonville North Hopkins High School

Benefit of the Bonus - GAP Students	<p>Teachers have the GAP list and corresponding with that GAP list are lists of students that scored Novice, Proficient, and Distinguished. Our goal is to move GAP students from novice to apprentice to reduce novice percentage and then move GAP students that scored proficient to distinguished and maintain distinguished GAP students in that area so that we can increase the bonus that we get for having more distinguished than novice. From the previous year to this years data we had a reduction from 3 areas to one area that received a bonus and even that one area had a lower bonus score. We were .4 points from apprentice, so we feel an increased back to our bonus provides us another opportunity to reach the distinguished status.</p> <p>Information and strategies are being provided to teachers to be utilized within their department that provides differentiated instruction activities for GAP students so that various levels of learning can complete the necessary objectives for each class period. Within PLC's teachers are discussing GAP students current progress and how they are performing on formative and summative assessments. Relationships are being built with GAP students to build a rapport that assists teachers with the ability to move students towards the level of mastery that we need to increase bonus opportunities.</p> <p>Using the GAP list and the list of student scores from previous assessments where those same GAP students have been identified, teachers are able to see the relationship between student classroom performance and standardized assessment performance and if it matches up. The use of GradeCam with GAP lists provides instant feedback for students and teacher to help determine mastery of objectives. Using Infinite Campus, teachers are tracking GAP student progress on all assignments and assessments. As they start to struggle, building relationships with GAP students will assist towards mastery of their objective.</p>	Academic Support Program	10/13/2014	05/18/2015	\$0	Administration Team Curriculum Coordinator Faculty and Staff
<b>Total</b>					<b>\$0</b>	

# **KDE 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?**

How can we improve in areas across the board to achieve a distinguished rating?

Which areas have grown over the past three years? Which areas have declined? What ways can we improve the areas that declined?

How can we make sure that meet our delivery targets?

When examining our data results for the 2013-2014 school year, it was evident that we have improvement needs in the areas of math and reading in order to meet the distinguished rating that we missed out on by only .4 points. We also have been stressing the importance of GAP students because their scores count in two areas, so by increasing their scores we are helping our Achievement scores at the same time. The data tells us that we have seen gains in Graduation Rate, College and Career Readiness, Social Studies, and Science. The data as a comparison to previous years also tells us the importance of getting more students distinguished and moving more students from Novice to Apprentice so that we are eligible for bonus points. The previous year we went from three areas with bonus points to just one area.

The data does not tell us anything about a student's home life and how that impacts their learning. It also does not tell us which areas within each assessment our students need the most improvement.

## **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?**

We are in the top 12% in the state in accountability and have seen growth in CCR, Social Studies, Graduation Rate, and Science. We are constantly improving our methods for addressing student CCR status, and tracking students using various methods. Students are taking advantage of the CCR classes to learn strategies and subject matter to help them achieve College Readiness. We have also improved our methods of tracking preparatory kids to get them Career Ready. Our Science and Social Studies teachers have been using an assessment and standards tracking system to make sure that students are on track in terms of learning the standards they will be tested on. We can see its progress based on the return in assessment results in these two departments. They are also utilizing several practice EOC's to prepare students.

Being top 12% and seeing a 4 point increase in overall accountability is a great reason to celebrate. We don't have far to move to be a distinguished school and if we maintain what we are doing and improve on our areas of improvement we will get there.

## **Opportunities for Improvement**

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

We know that Math and Reading are areas of improvement. We have started to implement reading across the curriculum and several departments are completing practice reading prompts on a weekly basis using reading prompts that match their subject matter. English and Math are also in the process of creating common assessments, and implementing several of the strategies that have allowed Social Studies and Science to see improvement. Several of the areas of improvement are little changes that can make a big impact. For example, common assessments, individual student progress tracking, and coordination of assessments that are like EOC's.

Writing is an area that we also saw a need to improve, as we lost our bonus points from the previous year. We are addressing this through practice On-Demand Writing and the creation of a new writing policy within our building.

We are a focus school because of our students with disabilities in Language Mechanics, and are addressing that through a change in how we schedule English I and II resource and co-teaching classes, while also putting more focus into Language Mechanics during 9th grade English.

## **Conclusion**

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

We are .4 points away from being a distinguished school. We realize that if we did not have a drop in math, and did a better job at tracking preparatory students that we would be a distinguished school. If we maintain or improve in other areas while fixing these two areas, we will achieve a distinguished rating. We realize that we don't have far to go to reach our goal, and we are focusing on students and addressing their individual deficiencies while examining larger scale improvements in CCR, Graduation Rate, and Program Reviews. Our next steps include tracking preparatory students to get the largest number possible, using community resources to improve CCR, and common assessments and standards based grading/tracking to identify student weakness areas of our students.



# The Missing Piece

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Michael Zimmer - Curriculum Coordinator

Randall Campbell - FRYSC Coordinator

Kristy Martin - School Liaison

Tim Huddleston - Principal

Tommy Ransom - Assistant Principal

Adam Harris - Assistant Principal

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.0

	Statement or Question	Response	Rating
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.	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
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
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
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
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
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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

	Statement or Question	Response	Rating
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
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).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
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 results.	Proficient

	Statement or Question	Response	Rating
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
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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.29

	Statement or Question	Response	Rating
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
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
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.	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice



## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

	Statement or Question	Response	Rating
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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
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 that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
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
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> </ul>	Apprentice

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
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
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
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
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
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.

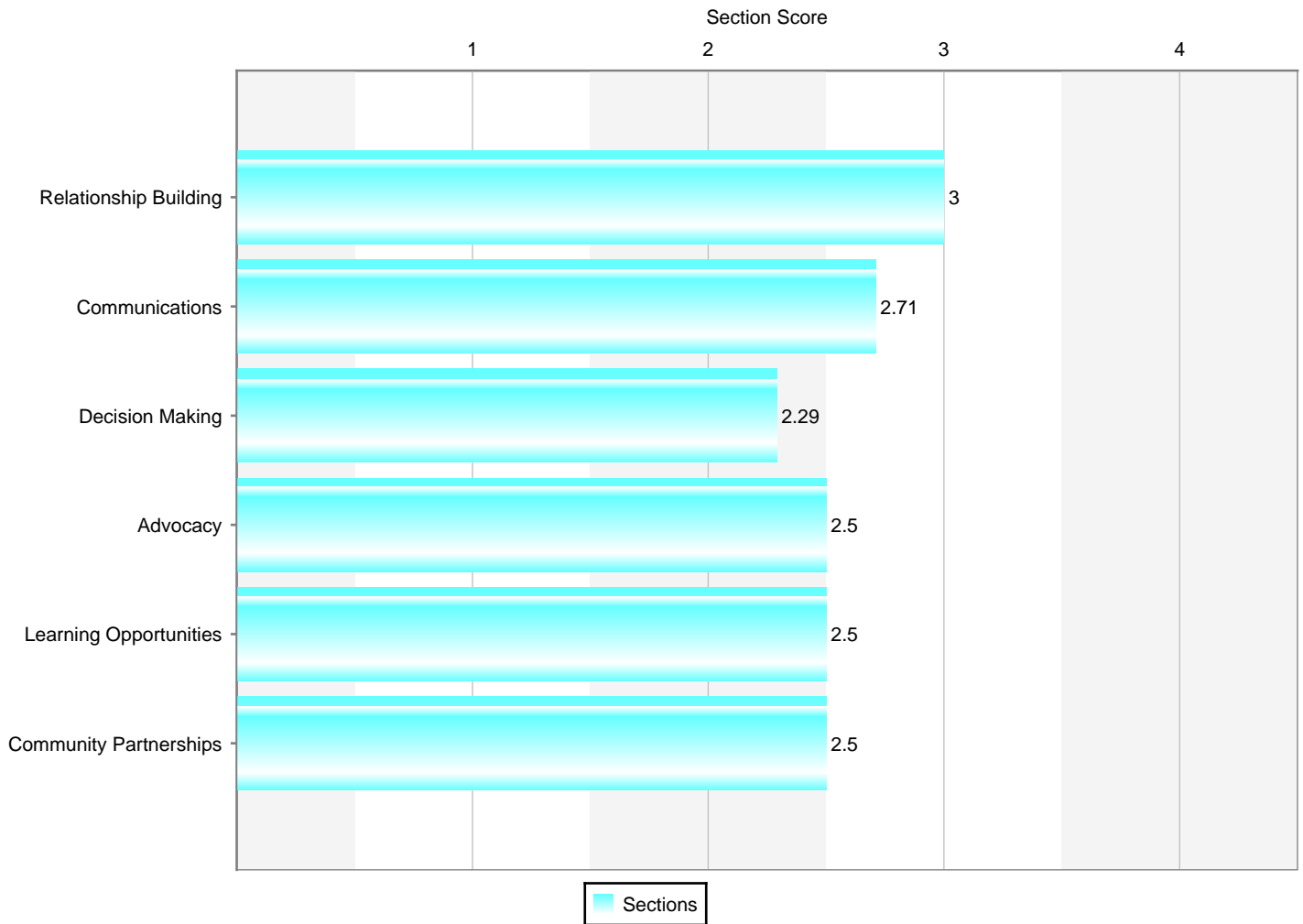
### **Reflect upon your responses to each of the Missing Piece objectives.**

At Madisonville North Hopkins High School, we have made an effort to improve our communication with parents and make them feel welcome when coming to our school. We have recently started with help from our FRYSC Coordinator to develop a parental volunteer program, and the FRYSC Coordinator works with teachers to secure quality guest speakers to enrich the classroom experience for students. These parents serve as greeters at the front door and also serve in other capacities as needed and delegated by the FRYSC Coordinator and Principal. Working with the Principal's Secretary, all announcements are typed into Infinite Campus and communicated out to parents through emails provided. This is a new level of communication and it helps to keep parents informed of what is going on at Madisonville North and opportunities they have to get involved in the school. Our most recent Parent-Teacher Conferences had one of the highest turnouts, and we feel that our email communication newsletter was a large reason for that. We will continue with our current communication plan since it has seen so much success and positive feedback.

We feel that an area of weakness is getting more parental involvement outside of attending athletic and co-curricular events and being on SBDM. We are working to encourage club sponsors to have parent volunteers on their committees so that we can educate parents on the workings of the school system. We have Booster clubs for athletics, but similar clubs or committees is an area that we need to improve on to get more parents into the building that involve academics. We are currently turning one of our advisory periods into a club period. This is a time that has been discussed as possibly having parents here to see our clubs in action during the school day. We need to encourage club sponsors to keep records of parents that volunteer as well.

## 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.**

Through PLC's teachers examined the data and developed department based goals and school wide goals that focused on our areas of improvement. From there that information went through to the PAC (Principal Advisory Committee) to examine the recommendations, discuss any necessary changes, and then provide those to the curriculum coordinator for development of the CSIP. The CSIP was then developed and provided to the Site Based Decision Making Council for discussion and approval.

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

Teachers and administrators worked together in the development of the CSIP as it related to the release of the data in October. Teachers were asked to discuss how the data impacted their classrooms and the steps that they were willing to take to improve our school. Teachers would share within the PLC and the PLC leaders would report to the PAC the decisions that their teachers made towards improving our school. The PAC would then have the role of moving the suggestions through to the Administration Leadership and the development of the CSIP would then be completed by the Curriculum Coordinator.

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

As the CSIP was being developed updates would be provided to the PAC and that information would then be shared down to the PLCs. At the completion of the CSIP, PLC leaders were provided copies to share with their teachers so that the expectation for improvement was shared with all stakeholders. The CSIP was then provided to the SBDM Council for discussion and approval before being sent to the District Leadership Team for discussion and approval.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

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		

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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.	Yes		

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.	Yes	We provide school wide services	

**KDE Comprehensive School Improvement Plan**

Madisonville North Hopkins High School

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

**KDE Comprehensive School Improvement Plan**

Madisonville North Hopkins High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		



# **Compliance and Accountability - High 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 TELL KY Survey results.

**Goal 1:**

The Faculty and Staff at Madisonville North will improve parental communication and participation at our school.

**Measurable Objective 1:**

collaborate to improve the communication with all stakeholders and the participation by parents and community members in our school by 05/18/2015 as measured by an increase in the number of parent volunteer hours and attendance at parent-teacher conferences and school events..

**Strategy1:**

Stakeholder Initiatives - All members of the faculty and staff will participate in various methods of communication with stakeholder about behavior, grades, activities, events, and other information pertinent to Madisonville North Hopkins High School. Parents will be provided information about how they can get involved with various activities in our school as well as in their child's classroom.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Volunteer Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to bring parents into our building on a regular basis, we will start a Parent Volunteer Program where we will ask parents to participate in being a welcoming member of our staff for visitors to our building. Parents will be asked to be a greeter at the front of the building throughout they entire school day. Parents will work in shifts based upon their availability in their own schedule. These parents will be trained and receive proper paperwork to be involved in this program.	Parent Involvement			08/11/2014	05/18/2015	\$0 - No Funding Required	FRYSC Coordinator Administration Team

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

Activity - Positive Postcards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will be encouraged to complete Positive Postcards for students in their classes who demonstrate positive attitudes, behavior, and academic progress. These postcards will be sent home to parents so that they are made aware of how their student is doing in that particular class. This type of communication will assist in improving two way communication between parents and teachers. Teachers are encouraged to complete one Positive Postcard a week.	Parent Involvement			08/18/2014	05/18/2015	\$500 - General Fund	All Faculty and Staff

Activity - Communication Applications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In previous professional develop teachers were provided information on various web and cellular apps that allow for the communication of classroom assignments, behavior, and importance dates. Teachers have the option to use Infinite Campus Messenger, Failure Email Push, and Remind 101 as a method of communicating to parents and students.	Parent Involvement			08/18/2014	05/18/2015	\$0 - No Funding Required	All Faculty and Staff

Activity - Daily Announcements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will be responsible for providing all announcements digitally through email to the principal's secretary in order to send those daily announcements to parents who have provided their email address using the Infinite Campus Messenger System. These announcements will also be posted on the school website for those parents that don't have access to an email address.	Parent Involvement			08/11/2014	05/18/2015	\$0 - No Funding Required	Administration Team Faculty and Staff Principal's Secretary

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

Increase the averaged combined reading and math Proficient/Distinguished percentage in the non-duplicated GAP group from 37.5 to 57.8

**Measurable Objective 1:**

collaborate to increase the average combined percentage of GAP students who scored proficient or distinguished in reading and math from 37.5%-57.8% by 05/18/2015 as measured by End of Course Assessment Results.

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

## Strategy1:

5 Big Buttons - When examining the data results we realized that the same programs and strategies that we are utilizing for all students are applicable to GAP students because there is a direct correlation and GAP students count in both categories. Therefore several of the same strategies and activities that we are using to address our GAP students are being used to address all students.

Category: Continuous Improvement

Research Cited:

Activity - Apprentice to Proficient Team - GAP Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers have been provided a list of students that are labeled as GAP so that they can start identifying those students within Infinite Campus and start tracking their progress on formative and summative assessment. With the utilization of this GAP list teachers have also been provided lists of students performance on previous year assessment. Teachers are analyzing students that are GAP and that scored apprentice but we feel as a staff can be moved to proficient. To get GAP students to proficiency we are encouraging GAP students to participate in Tutor Tuesday program, Maroons in Motion, and ESS and then tracking those students that participate.</p> <p>Within the classroom, teachers are tracking GAP student progress on the standards that they are assessed. Teachers are utilizing various teaching strategies that they have been provided through email, within planning period meetings, professional development and within PLC's. These strategies are then implemented in the classroom and then discussed during PLC's on effectiveness and outcomes. GAP students are then discussed within PLC's and discussions are had on those GAP student's progress towards proficiency. The Apprentice to Proficient Team in each department is in place to make sure that GAP students are moved to proficiency because we get 0 points for an apprentice GAP student.</p>	Academic Support Program			10/13/2014	05/18/2015	\$0 - No Funding Required	Administration Team PAC Faculty and Staff Curriculum Coordinator.

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

Activity - Tip the Scale - GAP Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In an effort to increase proficiency it will be important for teachers to be able to Tip the Scale of the percentage of GAP students that score novice/apprentice towards proficient/distinguished. This activity goes hand in hand with other activities as we begin monitoring GAP students, that as a faculty and staff, we believe can be moved to the next mastery level. We will be using the Daytime Waiver to provide a class the includes GAP students that can be moved to proficiency. This class will be taught during a teachers planning period meeting to go over test taking strategies and content to help GAP students achieve proficiency on the EOC and/or On-Demand Writing test that they will be taking.</p> <p>In an effort to increase awareness on the importance of proficiency, we will be recognizing all students that score proficient or distinguished during an awards ceremony prior to the Christmas Break. Those same students will participate in an academic reward day for their hard work on EOC and other assessments.</p> <p>Within the classroom, teachers will be using data to track individual GAP student progress and build relationships with GAP students so that they see the importance of reaching proficiency in all aspects, not just on assessments. Teachers will utilize these relationships to boost GAP student morale and encourage GAP students to do their best. Teachers are utilizing a variety of differentiated instructional strategies in their classroom to help GAP students master content in the areas they have struggled in from common assessments. This provides GAP students with the opportunity for individualized instruction. Utilization of the GAP student list will provide teachers the ability to track students in their classroom and how they are performing on all assignments and assessments.</p>	Academic Support Program			10/13/2014	05/18/2015	\$0 - No Funding Required	Administration Team Faculty and Staff Guidance Counselors Curriculum Coordinator

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

Activity - 20-50-30 Grouping - GAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In an effort to gradually improve the performance of our special education population in achievement and GAP, we have broken down our areas of need into 3 groups for a specific targeted GAP area. We feel if we can get students with disabilities at 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished that we will be able improve the performance in reading and math of our GAP students.</p> <p>We will be working on this as we begin to track individual GAP students progress towards mastery on the standards. Each department has a method in place for standards based tracking on assessments utilizing various methods of formative assessment while creating common summative assessments that mimic EOCs. We are also utilizing various reading strategies across the curriculum as we work to improve reading across all areas. Teachers in several departments have adopted a certain day as reading assessment day and are working towards mastery reading passage based assessments. The same improvement in reading applies to mathematics as we feel that students being able to comprehend the text of a math question is an area that we can improve on to improve math scores.</p> <p>As results are compiled, the students with disabilities will need to be provided extended time and extra service to assist in their understanding and mastery of the reading passage. Special Education teachers will be conferencing with their students regarding goals for them that we expect them to achieve and have regularly scheduled meetings to check on their progress and go over test taking strategies and skills. These meetings will also stress to students the accommodations they receive and ensure they know to ask for them on test days.</p>	Academic Support Program			10/13/2014	05/18/2015	\$0 - No Funding Required	LBD Building Coach Administration Team Faculty and Staff Curriculum Coordinator

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

Activity - Benefit of the Bonus - GAP Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers have the GAP list and corresponding with that GAP list are lists of students that scored Novice, Proficient, and Distinguished. Our goal is to move GAP students from novice to apprentice to reduce novice percentage and then move GAP students that scored proficient to distinguished and maintain distinguished GAP students in that area so that we can increase the bonus that we get for having more distinguished than novice. From the previous year to this years data we had a reduction from 3 areas to one area that received a bonus and even that one area had a lower bonus score. We were .4 points from apprentice, so we feel an increased back to our bonus provides us another opportunity to reach the distinguished status.</p> <p>Information and strategies are being provided to teachers to be utilized within their department that provides differentiated instruction activities for GAP students so that various levels of learning can complete the necessary objectives for each class period. Within PLC's teachers are discussing GAP students current progress and how they are performing on formative and summative assessments. Relationships are being built with GAP students to build a rapport that assists teachers with the ability to move students towards the level of mastery that we need to increase bonus opportunities.</p> <p>Using the GAP list and the list of student scores from previous assessments where those same GAP students have been identified, teachers are able to see the relationship between student classroom performance and standardized assessment performance and if it matches up. The use of GradeCam with GAP lists provides instant feedback for students and teacher to help determine mastery of objectives. Using Infinite Campus, teachers are tracking GAP student progress on all assignments and assessments. As they start to struggle, building relationships with GAP students will assist towards mastery of their objective.</p>	Academic Support Program			10/13/2014	05/18/2015	\$0 - No Funding Required	Administration Team Curriculum Coordinator Faculty and Staff



**KDE Comprehensive School Improvement Plan**

Madisonville North Hopkins High School

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

**Goal 1:**

Increase the average freshman graduation rate from 93% to 94%

**Measurable Objective 1:**

collaborate to increase the freshman graduation rate from 93% to 94% by 05/18/2015 as measured by graduation formula.

**Strategy1:**

Attendance Encouragement - Programs and activities have been developed to encourage students to be attendance at school. It is known that the more students attend school the more successful that student can be while in high school and in post-secondary education options. We are tracking student attendance and providing rewards and opportunities for the students based on attendance data.

Category: Stakeholder Engagement

Research Cited:

Activity - Fitness Friday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Monthly attendance rates by grade level, the grade level with the highest attendance average will receive a Fitness Friday during the first 20 minutes of 3rd period. This time will be used for students to participate in physical or literature activities in the gym. The purpose of this activity is to encourage students to attend school and reward those students that do.	Behavioral Support Program			09/26/2014	05/18/2015	\$500 - FRYSC	Faculty and Staff Attendance Secretary Administration Team

Activity - Technology Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on attendance numbers during each lunch period, the lunch with the highest attendance average will receive a technology Tuesday or Technology week while in lunch. This is an effort to increase attendance at school and reward students for being in school by permitting electronic devices during the lunch period.	Behavioral Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Administration Team Administration Secretary Faculty and Staff

**Strategy2:**

At Risk Student Tracking - Utilizing the School Liaison position within the school and several other community outreach programs, we will be tracking the progress of at-risk students by checking attendance, grades, behavior, and then communicating with teachers and parents about encouraging these students to stay in school, graduate, and achieve College and/or Career Readiness.

Category: Persistence to Graduation

Research Cited:

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

Activity - Community Outreach Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Connect Program and TRiO Talent Search Programs provides minority and at-risk students opportunity for learning about post-secondary education and career information. These programs help increase the likelihood that students will stay in school and pursue post secondary opportunities. Seminars, surveys, field trips, and College and Career Readiness opportunities provide these students with opportunities they might not otherwise have.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Curriculum Coordinator Faculty and Staff School Liaison Community Outreach Leaders

Activity - Persistence to Graduation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In coordination with the curriculum coordinator the school liaison will utilize the persistence to graduation tool to identify at risk students, schedule meetings in a routine basis to discuss grades, attendance, and behavior. The school liaison will also make several phone calls home to parents encouraging their involvement in communicating with their child's teacher. The school liaison will also work with the teachers to assist these students in meeting the academic requirements to be on track to graduate.	Academic Support Program			10/13/2014	05/18/2015	\$30000 - District Funding	School Liaison Curriculum Coordinator Faculty and Staff Administration Team Guidance Counselors

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

### Goal 1:

All teachers will be involved in the Program Review Implementation process

### Measurable Objective 1:

demonstrate a proficiency in the writing, arts/humanities, and practical living/career study programs through the program review process by 05/18/2015 as measured by the program review rubric.

### Strategy1:

Program Review Process - Teachers will complete professional development on the implementation of writing, arts and humanities, and practical living/career studies programs. Teachers will use a cross-curricular approach to address the improvement areas found in each program review.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

Research Cited:

Activity - Analysis and Implementation of Instructional Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Leaders and committees have been identified and created for each of the program review areas. These committees meet regularly and report to department PLC's the need for evidence collection for each area in order to achieve proficient and distinguished ratings. The KASC tool kits are being utilized to assist with the analyzing and scoring of each program review area. Evidence collection is being completed electronically. Each area has a designated folder for the standards and each folder is labeled with our current score. This way it is easy to determine the areas that we need to collect evidence to improve our Program Review score. Teachers are also documenting program review implementation on their lesson plans. Each committee discusses the evidence and then determines what further collection needs to be completed. During the spring, each committee leader and the curriculum coordinator will meet to score program reviews and submit to the district.</p>	Academic Support Program			09/02/2014	05/18/2015	\$500 - General Fund	Program Review Committees and Leaders Faculty and Staff Curriculum Coordinator

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

**Goal 1:**

Increase the percentage of students who are college and career ready from from 59.8 to 66.5

**Measurable Objective 1:**

collaborate to increase the college and career ready percentage from 59.8% to 66.5% by 05/18/2015 as measured by the Unbridled Learning CCR formula.

**Strategy1:**

College and Career Readiness Tracking and Recognition - In order to foster a desire of being College and Career Ready all students will be tracked using a variety of strategies to ensure completion of the college readiness benchmarks and reach preparatory status for the purpose of career readiness. All tracking will then coordinate with the completion of a CCR wall of recognition so that stakeholders can see the value in being College and/or Career Ready.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Madisonville North Hopkins High School

Activity - CCR Wall	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As students reach College and/or Career Readiness they will be recognized by having their picture and name placed on a CCR Wall that is at the front of the building so that all stakeholders have an opportunity to see which students have achieved College and/or Career Readiness.	Other			10/13/2014	05/18/2015	\$300 - General Fund	CTE Teacher Administration Curriculum Coordinator Teacher Leaders Art Teacher

Activity - Career Pathway Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE/PLCS teachers met during their planning periods and used Pathway Tracking Sheets to track students progress towards being preparatory for the purpose of ensuring all students who are eligible to be Career Ready reach that goal. These sheets are then utilized with Guidance Counselors during schedule changes and registration. The use of the Career Pathway Tracking Sheets has allowed us to identify more students eligible for preparatory status.	Career Preparation/ Orientation			08/25/2014	05/18/2015	\$500 - General Fund	Staff will include the CTE/PLCS teachers to track their students current progress with Career Pathways. They will coordinate with Guidance Counselors to ensure pathways and schedules match.

Activity - College Readiness Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not reach benchmark on the ACT during the statewide ACT or during National test dates will be tracked using a variety of Excel Spreadsheets. These spreadsheets will allow teachers and the curriculum coordinator to track what students have not reached benchmark and which benchmarks need to be met. As students reach benchmark they will be tracked in coordination with career readiness on another spreadsheet that allows teachers to see progress towards College and Career Readiness.	Academic Support Program			08/06/2014	05/18/2015	\$0 - No Funding Required	Teachers Curriculum Coordinator Administration

**KDE Comprehensive School Improvement Plan**

Madisonville North Hopkins High School

Activity - CCR Math and Reading Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students who fail to reach benchmark will have the opportunity to be placed in a CCR math and/or reading class that focuses on ACT and COMPASS testing readiness. Students will be provided opportunities to receive remediation and intervention. Tracking of these students will take place on the Intervention Tab on Infinite Campus and on the Excel CCR Tracking Spreadsheets. These two teachers will report to the curriculum coordinator and will be using various instructional strategies and programs to help students reach college readiness. These two teachers will have at their disposal the CERT (College Equipped Readiness Tool) which is an online ACT program students are using for remediation purposes.</p>	Direct Instruction			08/06/2014	02/27/2015	\$40000 - Title I Schoolwide	Math and Reading CCR teachers Curriculum Coordinator