

Hope Public School District

District Support Plan 2022-2023

Date Developed: August 1, 2022

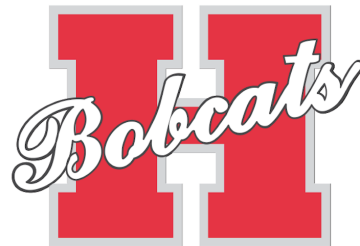
Date Reviewed:

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Team Members:

Jonathan Crossley, Superintendent
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Carla Narlesky, School Improvement Specialist
Jeff Madlock, Director of Technology
Misti Flowers, District Treasurer
Linda Clark, Director of Social Work
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Marilyn Hampton, ABC Director
Roy Turner, BHE Principal
Mike Radebaugh, YMS Principal
Cleytus Coulter, CATS Principal

Portia Jones, Assistant Superintendent
Kristi Brown, Curriculum & Instruction Specialist
Deanna Gilbert, Director of Food Services
David Henderson, Director of Communication
Gretchen Carlton, Director of Bobcat Clinic
Phillip Turner, Athletic Director
Renee Sells, Lead Nurse
Ashlea Stewart, CPS Principal
Carol Ann Duke, HAPS Principal
Donald Patton, HHS Principal



Link to Website: [Hope Public Schools STATE REQUIRED INFORMATION](#)

Goal 1	By the end of the 2022-2023 school year, HPSD will provide a safe, supportive environment designed to enhance academic achievement and growth through the use of social and emotional learning, response to intervention and targeted instructional support for all populations including students receiving special services.
Rationale	The above goal will be accomplished through the use of district social workers supporting students and families, response to intervention monitoring with a focus on social and emotional support, PLC meetings and teacher teams. Assistant Superintendent of Special Services will coordinate these services and support schools in the implementation process.
Data Analysis	Absentee rates Student & Parent surveys Threat Assessment data Counseling referral rates
School Connections	Campus goals include a focus on social and emotional well being of students. Furthermore, campus goals address the response to intervention support of all students served.
Professional Development Needed	<ol style="list-style-type: none"> 1. Response to Intervention - with a focus on social and emotional learning 2. Diversity, Belonging, Inclusion, and Equity training to support understanding of student needs and address potential bias. 3. Professional Learning community development and practices

Action Plan Steps	Person Responsible	Timeline	Outcome and Monitoring	Resources Needed & Funding
Master schedules with intervention blocks	Principals, Central Office support staff	Fall semester	Ongoing monitoring with adjustments based on student need	ARP and/or Title (personnel & program)
Development of attendance protocols with interventions established	Social Workers, Principals, Building secretaries	End of Year	Monthly monitoring of attendance trends and protocols for contacting students. Successful implementation will be a streamlined communication process.	Attendance teams and/or written protocol.
Support Special Education teachers with curriculum	Assistant Superintendent of Special Programs	End of Year	Successful implementation includes fidelity of self-contained and resource	Materials and Supplies

Continue to increase collaborative culture through needs assessment with NIET	School Improvement Specialist Principals	End of Year	Observation of positive culture - lower teacher turnover rates.	Partnership grant with AREN
Review threat assessment protocols and data	Assistant Superintendent of Special Programs	End of Year	Threat assessment monitoring and lower assessment rates	Social Workers
Program audits: ESOL, Dyslexia, GT to ensure fidelity of programs	Assistant Superintendent of Special Programs	End of Year	Creation of a needs assessment and action plan for 2022-2023 which would include purchase of additional resources or FTEs	Title, ARP, District operating, ARP ESSER
Creation of streamlined POC procedures with safety precautions prioritized.	Superintendent Bobcat Clinic Director, Lead Nurse	End of year	Limited quarantines and increased efficiency of contact tracing and school-based healthcare service	ARP ESSER

Goal 2	<p>By the end of the 2022-2023 school year, HPSD will demonstrate measurable growth in all academic areas including but not limited to ELA, Math, Science, Social Studies, Career & Technical Education, and Special population services. HPSD will emphasize and monitor literacy and early literacy growth.</p> <ul style="list-style-type: none"> ● Cohort based ● Grade to grade ● Individual over the course of the year 										
	The following checkpoints will be used to measure the progress toward the above goal: Instructional observations and feedback, agendas and minutes of PLC meetings, professional development agendas and minutes, surveys, failure rates, response to intervention data.										
Data Analysis	<table> <tr> <td>ACT Aspire</td> <td>DIBELS</td> </tr> <tr> <td>Renaissance - STAR Literacy and Math</td> <td>ELPA 21</td> </tr> <tr> <td>EdReflect observations</td> <td>iReady</td> </tr> <tr> <td>Waterford</td> <td>MobyMax</td> </tr> <tr> <td>Graduation rate</td> <td>Response to Intervention</td> </tr> </table>	ACT Aspire	DIBELS	Renaissance - STAR Literacy and Math	ELPA 21	EdReflect observations	iReady	Waterford	MobyMax	Graduation rate	Response to Intervention
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Renaissance - STAR Literacy and Math	ELPA 21										
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Graduation rate	Response to Intervention										
School Connections	All campuses have included response to intervention practices and incorporate multi-tier strategies to support students. Campuses conduct the STAR assessment three times a year (minimum). Master schedules are developed to support not only Tier I instruction but interventions as well.										
Professional Development	1. Content specific curriculum professional development (new teachers)										

Needed	<ol style="list-style-type: none"> 2. Essential Standards identification and development 3. Use of curricular interventions to address skill deficient. 4. Analysis of data to drive instruction
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Action Plan Steps	Person Responsible	Timeline	Outcome and Monitoring	Resources Needed & Funding
Conduct monthly principals meetings to review data concerning discipline, attendance, grades	School Improvement Specialist Building Principals	On-going	Agendas & Minutes Lower retention rates, discipline incidents and increased attendance	
Analyze data (ACT Aspire, STAR, DIBELS) to develop, adjust intervention groups aligned to each campuses' growth goals.	Building Principals Curriculum & Instruction Specialist Instructional Facilitators	On-going	Student groups arranged according to need, providing specific, targeting interventions in order to achieve student growth.	
Review Graduation Rates to ensure students are graduating within their cohort.	Curriculum & Instruction Specialist HHS Principal	End of Year	Increased graduation rates according to cohort	
Increase CTE participation; Creation of CTE catalog of services.	Curriculum & Instruction Specialist HHS Instructional Facilitator CTE director at SWAEC	Fall Semester	Created CTE catalog of services for use during registration	CTE catalog - digital and hard copy
Review SoR documentation to ensure all educators are trained and implementing strategies.	Curriculum & Instruction Specialist Building Principals	By the end of the 2023 school year	K-2 pathway: completion of RISE Grades 3-6 pathways: completion of RISE and/or SoR through IDEAS. Grades 7-12: SoR through IDEAS Some teachers may have SoR through the APEL program.	Documentation of completion. HPSD Science of Reading Checklist
ARP funds will be utilized to update curriculum and educational supports	Superintendent Curriculum & Instruction	End of the year	New adoption of Mathematics and Science curriculum; K-12.	ARP funding.

with a prioritization towards literacy.	Specialist			
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Goal 3	HPSD will increase the effectiveness and transparency of communication and community engagement through measurable means including but not limited to surveys and advisory groups, which will contribute to decision making throughout the district.			
Rationale	Accomplishment of this goal will also include a re-establishment of the district's core values incorporated into the decision making process along with two way communication between all stakeholders within and outside the district. The district will make every effort to recognize the positive work educators and students are completing, sharing this information with the community in a timely manner.			
Data Analysis	Stakeholder surveys Executive Cabinet agendas & minutes	Advisory Group agendas, minutes, & attendance District Website, Social Media platforms		
School Connections	Every campus has a dedicated social media page linked to the district page. Teachers within the district maintain a contact log. Parent/Family events held throughout the year (on-site and/or virtually).			
Professional Development Needed	<ol style="list-style-type: none"> 1. Communication platform - Thrillshare 2. Hospitality 3. District communication plan 			

Action Plan Steps	Person Responsible	Timeline	Outcome and Monitoring	Resources Needed & Funding
Review and streamline the district communication plan to support transparency.	Superintendent Director of Communication Director of Technology	Fall Semester	Creation of a communication plan	
Social Media (Thrillshare) Platform training	Director of Technology	Fall Semester	Increased use of Social Media to inform stakeholders of events.	
Establish advisory groups to support district vision and provide stakeholder input.	Superintendent Director of Curriculum	Fall Semester On-Going	Agendas, minutes & next steps. Advisory group input used to make informed decisions	
Secretaries will engage in	Superintendent	Fall	Increased positivity rate of HPSP.	

professional development around hospitality.	Building Secretaries Director of Curriculum	Semester		
Create and conduct a stakeholder communication/hospitality survey	Superintendent Director of Communication Director of Technology	Fall Semester End of Year	Data will be used to create plans moving forward.	
Creation of “Quick Data” surveys for parents and students, and staff to gauge culture in real time.	Principals District Supervisors Superintendent	Fall Semester End of Year	Use in ongoing principals and district supervisors’ meetings to understand the pulse of the district. Will assist in making decision	Time and potential printing cost for hard copy surveys
Work with the Child Nutrition Director for expansion of community programs, hospitality, and ARAMARK.	Director of Food Services	End of Year	Community partnerships will be expanded. Number of students served will be increased.	

Explain how the district will monitor the fidelity of implementation of the school-level improvement plans:

- School level plans will be reviewed twice a year.
- Monthly meetings with principals will include a literacy focus.
- Quarterly growth plans will be submitted to the School Improvement Specialist (SIP). The SIP and Principals will conduct quarterly reviews and adjustments of plans. [☰ DRAFT - Quarterly Growth Plan](#)
- Curriculum fidelity monitoring will be completed on each campus and a report sent to the central office.

Explain how the district will evaluate the school-level improvement plans for progress. This explanation should include clearly defined expectations:

- District will review and provide specific feedback to all principals over the 45-day report.
- Principals will meet with the superintendent (or designee) to discuss progress made or the reason for lack of progress.
- School Leadership Team meetings will be held on a quarterly basis (minimum) to discuss literacy achievement and progress.
 - Minutes of the meeting will reflect development of next steps.
 - Minutes will be sent to the central office.
- Professional Learning Communities (PLCs) will be held on a weekly basis on each campus with a focus on literacy development and progress.
 - Agendas and minutes will be sent to the central office
 - The central office will offer feedback on agendas/minutes twice a month (minimum).

