

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your **Proficiency Goal**

Goal 1: By 2020, South Hancock Elementary School will increase the combined (reading and math) percentage of proficient and distinguished students to 79.1 as measured by the KPREP assessment.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math proficiency ratings for students in the non duplicated gap group from 34.4 in 2016-2017 to 66.6 in 2018-2019	KCWP 5: Design, Align and Deliver Support	Activity-Reading and Math Intervention- Reading and Math Interventionist will work with small groups of students weekly or daily.	KPREP Anecdotal notes DRA		Title 1 Funds
		Activity-Response to Intervention Process Students not meeting proficiency are placed in RTI process. This process includes three tiers of	KPREP Anecdotal Notes Aimsweb Probes		Title 1 Funds

Goal 1: By 2020, South Hancock Elementary School will increase the combined (reading and math) percentage of proficient and distinguished students to 79.1 as measured by the KPREP assessment.

		researched based interventions. Progress is monitored weekly through AIMSWEB probes.			
		<p>Activity-COMPASS Learning Students will be scheduled by the classroom teachers to daily work on Compass Learning program. Students will complete lessons based upon their level as measured by NWEA MAP Assessment. The Compass programs can also be accessed at home.</p>	KPREP Reports from Compass		District Funding
		<p>Activity-AVMR First grade teachers trained through Math Grant in Math Recovery Classroom Model (AVMR) to target specific students and their areas of struggle in mathematics. Teachers will continue to meet throughout the 18-19 school year. (at least two times in district professional learning teams)</p>	KPREP Anecdotal Records Math Assessments Student Work Samples		District/Title I Funding
Objective 2: Reading: Increase the percentage of proficient and distinguished students to 71.3 as measured by the 2018-2019 KPREP assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	<p>Activity-Professional Learning Opportunities Teachers will participate in Professional Learning activities that will focus on unpacking standards, vertical and horizontal alignment of standards and prioritization of standards. These offerings will include opportunities in PLC groups, PD days</p>	KPREP Meeting Minutes		District Funding
Math: Increase the percentage of proficient and distinguished students to 66.3 as measured by the 2018-2019 KPREP assessment.		<p>Activity-Professional Learning Communities Teachers will meet weekly in PLCs to discuss and high yield instructional strategies and assessment strategies/results. This will include sharing a strategy, then reflecting on the their implementation of the strategy.</p>	KPREP PLC Agendas and minutes Principal Observations		No Funding Needed
Writing: Increase					

Goal 1: By 2020, South Hancock Elementary School will increase the combined (reading and math) percentage of proficient and distinguished students to 79.1 as measured by the KPREP assessment.

the percentage of proficient and distinguished students to 68.7 by the 2018-2019 KPREP Assessment	<p>Activity-Daily 5 Reading and Daily 3 Math Implementation Nine out of ten classroom teachers are trained in the Daily 5 Reading model and Daily 3 Math model. Teachers regularly meet to discuss Daily 5 and Daily 3 strategies.</p>	KPREP PLC Minutes		No Funding Needed
	<p>Activity-Writing A retired teacher hired to come in once or twice a week and work with students on improving their writing. They work with all grades levels, but focus on the intermediate grades. Students are identified as struggling with writing by their teacher and selected work in a small group with teacher.</p>	KPREP Anecdotal Records Student Work Samples		Title 1 Funding/ESS
	<p>Activity- FRYSC Family Resource Youth Service Center works with school and community members to ensure students have the necessities to be ready for school (i.e. school supplies, food, home and family needs, etc.) in order to reach higher levels of academic achievement.</p>	KPREP Meeting minutes Infinite Campus Documentation		FRYSC

2: Gap

State your **Gap Goal**

Goal 2: South Hancock Elementary School will increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) to 77.2 by 2020 as measured by the KPREP assessment.

Which **Strategy** will the school/district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math proficiency ratings for students in the non duplicated gap group from 34.4 in 2016-2017 to 66.6 in 2018-2019	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	Activity-Reading and Math Intervention- Two personnel (one certified, one classified) will work with students identified as at-risk. They will provide direct and small group instruction to students based on their specific needs in reading and math.	KPREP Student Work Samples DRA Math Assessments Anecdotal Records SBDM Minutes		Title 1 Funding
		Activity-Response to Intervention Process Students not meeting proficiency are placed in RTI process. This process includes three tiers of	KPREP Aimsweb Probes Anecdotal Records		No Funding Needed

		researched based interventions. Progress is monitored weekly through AIMSWEB probes.			
		Activity-COMPASS Learning Students will be scheduled by the classroom teachers to daily work on Compass Learning program. Students will complete lessons based upon their level as measured by NWEA MAP Assessment. The Compass programs can also be accessed at home.	KPREP Compass Reports MAP		District Funding
		Activity-Math AVMR First grade teachers trained through Math Grant in Math Recovery Classroom Model (AVMR) to target specific students and their areas of struggle in mathematics. Teachers will continue to meet across the district to build MR strategies/capacity during the 18-19 school year.	KPREP Math Assessments Student Work Samples Anecdotal Notes		Math Plus Grant
Objective 2: Decrease number of students scoring novice in the area of reading from 18 to 10 by 2018-2019 KPREP Decrease number of students scoring novice in the area of math from 18 to 10 by 2018-2019 KPREP	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing a Learning Culture and Environment	Activity-Daytime ESS Daytime ESS instructor will work specifically with students scoring in the novice range of math and reading.	KPREP Anecdotal Notes Student Work Samples MAP		ESS
		Activity-Reading Intervention Reading interventionist will work with specific group of students scoring in the novice and apprentice range from the Gap Growth list in reading.	KPREP DRA MAP Student Work Samples Anecdotal Notes		Title 1 Funds
		Activity-Identified Gap Students for Daily 5 and Daily 3 Instruction Teachers will review students in both Gap Growth group areas to determine how students should be grouped during Daily 5 and Daily 3. Special Education teachers will model similar techniques during resource time.	KPREP DRA Math Assesments MAP Student Work Samples Anecdotal Notes		No Funds Needed
		Activity-PD Strategies Professional Development will be centered around math and reading strategies for Special Education teachers to align with classroom models			
		Activity-Collaboration/Co-	KPREP		No Funds

		<p>Teaching Model Special education teachers will continue to collaborate with regular education for weekly planning working toward a co-teaching model when appropriate, with regular education teachers in the subjects of reading and math.</p>	<p>Meeting Notes Principal Observations</p>		<p>Needed</p>
		<p>Activity- FRYSC Reducing Barriers Family Resource Youth Service Center will work with students and families in the Gap group to identify and reduce barriers.</p> <p>Activity-School Counselor/Social Worker At-Risk students (social/emotional included) will meet 2-3 days in individual/small group with the school counselor or social worker</p>	<p>KPREP IC Documentaion</p> <p>KPREP Documented Meetings</p>		<p>FRYSC Grant</p> <p>District Funding</p>

3: Graduation rate

State your **Graduation rate** Goal

- Not applicable at the Elementary Level.

4: Growth

State your **Growth** Goal

Goal 4: By 2020, South Hancock Elementary will increase the number of growth points to 86 (currently 56.3).

Which **Strategy** will the school/district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the number of growth points by 10, to 66.3, as measured on the 2018-2019 KPREP Assessment.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Analyze and Apply Data	Activity-Targeted Instruction through Daily 5 and Daily 3 Teachers will review and identify students not earning growth points on previous assessment. They will then make plans for targeted instruction during Daily 5 and Daily 3 instruction to move students forward.	KPREP DRA Math Assesemts MAP Student Work Samples Anecdotal Notes		No Funding Needed
		Activity-Daytime ESS	KPREP		ESS

Goal 4: By 2020, South Hancock Elementary will increase the number of growth points to 86 (currently 56.3).

		Daytime ESS instructor will work not meeting growth standards.	KPREP Anecdotal Notes Student Work Samples MAP		
		Activity-Response to Intervention Process Students not meeting proficiency are placed in RTI process. This process includes three tiers of researched based interventions. Progress is monitored weekly through AIMSWEB probes.	KPREP Aimswab Probes Anecdotal Records		No Funding Needed
		Activity-Reading and Math Intervention- Two personnel (one certified, one classified) will work with students identified as not making growth. They will provide direct and small group instruction to students based on their specific needs in reading and math.	KPREP DRA Math Assesemts MAP Student Work Samples Anecdotal Notes		Title 1 Funds
		Activity-COMPASS Learning Students will be scheduled by the classroom teachers to daily work on Compass Learning program. Students will complete lessons based upon their level as measured by NWEA MAP Assessment. The Compass programs can also be accessed at home.	KPREP Compass Reports MAP		District Funds

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: 5th Grade: By 2020 increase the percentage of students who considered transition ready to 75% as measured by the Kentucky Accountability System.

Preschool: Increase the percentage of students who are Ready for Kindergarten from 35% (2017) to 82.4% by 2020.

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the percentage of students who are Ready for Kindergarten from 35% (2017) to 82.4% by 2019.</p>	<p>KCWP 4: Review Analyze and Apply Data KCWP 5: Design, Align</p>	<p>Activity-Little Stars Program Sessions offered in the spring, prior to school being out for summer, to all incoming kindergarten</p>	<p>Participation in Readiness Events and Teacher Observation</p>		<p>\$1500 Grant Funding</p>

Goal 5: 5th Grade: By 2020 increase the percentage of students who considered transition ready to 75% as measured by the Kentucky Accountability System.

Preschool: Increase the percentage of students who are Ready for Kindergarten from 35% (2017) to 82.4% by 2020.

	and Deliver Support KCWP 6: Establish Learning Culture and Environment	students. Students are invited for two hours, once a week for four weeks to get to know the school setting, teachers, principal, etc.			
		Activity-School Day Transition A time set aside for one day in the spring for preschool students to visit our kindergarten teachers and classrooms.	Participation in Readiness Events and Teacher Observation		No Funding Required
		Activity-Kindergarten Jumpstart This week takes place during the summer before school begins. Kindergarten teachers run Camp. The focus is getting to know the school setting, teachers, beginning school routines, etc.	Participation in Readiness Events and Teacher Observation		School Funds
		Activity-All Day Preschool Implementation Students enrolled in South Hancock’s preschool program are full day students.	Participation in Readiness Events and Teacher Observation		District Funding
		Activity-Full Day Kindergarten Program All Kindergarten students will be a part of a full day program. This will help ensure students exiting Kindergarten will be ready for first grade.	Progress monitoring throughout year		District Funding/Title I
Objective 2: Use the Brigance Screener to measure kindergarten readiness of all incoming kindergarteners.	KCWP 4: Review, Analyze and Apply Data	Activity-Kindergarten Readiness Screener All incoming kindergarten students are given the Brigance screener to measure their readiness in starting school. Screener focuses on the skills needed to successfully begin kindergarten.	Brigance Data		No Funding Required
Objective 3: Increase the percentage of students who are considered transition	KCWP 5: Design, Align and Deliver Support	Activity- 5th Grade Transition Activities Teachers from the Middle School will visit South	Participation In Readiness Events Follow-up		

Goal 5: 5th Grade: By 2020 increase the percentage of students who considered transition ready to 75% as measured by the Kentucky Accountability System.

Preschool: Increase the percentage of students who are Ready for Kindergarten from 35% (2017) to 82.4% by 2020.

ready to 50% as measured by the Kentucky Accountability System		Hancock and collaborate with current fifth grade teachers to get to know students before they begin next year. This includes observation of students and discussion with teachers during a planning period. Activity-Orientation Students will be invited to attend a special session at HCMS. During this session, students will meet teachers, visit classrooms, etc...	Surveys		
--	--	--	---------	--	--

2018-2019 Phase One: Continuous Improvement Diagnostic_09272018_15:08

Phase One: Continuous Improvement Diagnostic

South Hancock Elementary School

Michael Swihart
8631 State Route 69
Hawesville, Kentucky, 42348
United States of America

Last Modified: 10/01/2018

Status: Open

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	5

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

According to surveys and committee reports from the various stakeholder groups, South Hancock has identified areas for improvement. One area identified for improvement is our school-wide writing program. Stakeholders have indicated student achievement in this area is low according to results from assessments and daily school writing. Another area identified for improvement is reading. We have implemented processes this year to monitor these areas. Our primary program has given the MAP assessment, DRA assessment and taking anecdotal notes during Daily 5 Reading to monitor and track student progress throughout the year. Our intermediate program has given the MAP assessment, assessment cycles in various academic areas, and Daily 5 Reading to monitor and track student progress. Our Literacy team will also be working together to revamp our school-wide writing program and plan. Primary teachers use journals to monitor student progress and intermediate teachers practice writing through extended responses with assessments and on-demand writing prompts. According to our Title I Parent survey sent home, parents feel that children receive additional help when needed, but they also feel that advanced children do not get challenged enough. We feel that our current plan for this school year will help address this issue through the various progress checks. According to the 2017 TELL survey, 16% of our staff felt that they had a small or moderate role in student assessment practices. We feel that this will also increase with the assessment cycle practices that we are implementing during the 18-19 school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

South Hancock will engage a variety of stakeholders in the ongoing and continuous improvement through the use of various content area committees. These committees will meet throughout the year and report information gathered to our SBDM Council. These reports include school-wide/ state test data, practices that are working well and a needs assessment. Stakeholders will be selected through various methods. Teachers(primary and intermediate) of special areas of

expertise will be asked to join certain content areas. We will seek out parent involvement through PTO, newsletters, and social media. Other members of committees will be selected according to their involvement with that particular area (for example...Math trained Staff Developer as part of the the Math Committee). Meetings will be scheduled at a time convenient for all to attend. Findings from these meetings will be shared with the SBDM Council and staff of the school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

2018-2019 Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

South Hancock Elementary School

Michael Swihart
8631 State Route 69
Hawesville, Kentucky, 42348
United States of America

Last Modified: 10/29/2018

Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	6
Trends	7
Potential Source of Problem.....	8
Strengths/Leverages	9
ATTACHMENT SUMMARY.....	10

Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Professional Learning Communities(District/School), SBDM Council, Council Content Committees and Title I Committee will review and analyze multiple sources of data. South Hancock builds the improvement plan with the assistance of community stakeholders and school staff. Our SBDM council organizes several content area committees. Requests are sent out for volunteers to serve on these committees. If we are unable to get a volunteer to serve, we ask individual stakeholders (may come in through volunteer coordinator) to serve on committees. The committees work together to discuss the content area strengths/weaknesses and identify needs. Data is shared with SBDM council during monthly meetings. SBDM council reviews CSIP in one of our monthly meetings held prior to December. PLCs also share data to be discussed and shared during SBDM meetings. Meetings are documented through the use of an agenda and minutes. The Continuous Improvement team will meet quarterly.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- 22.9% of students scored proficient/distinguished on KPREP Writing -4.9% decrease of students scoring proficient/distinguished on KPREP Writing compared to 17/18 results -60.7% of students scored proficient/distinguished on KPREP Reading (Grades 3-5) -11.1 % increase of students scoring proficient/distinguished on KPREP Reading compared to 17/18 results 55.4% of students scored at level on Reading MAP (Grades K-5)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

-22.9% of students scoring proficient/distinguished in Writing KPREP -37% of students scoring novice in Writing KPREP

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Writing Trends 15-16 KPREP 45% Proficient/Distinguished 16-17 KPREP 27.8% Proficient/Distinguished 17-18 KPREP 22.9% Proficient/Distinguished

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Design and Deliver Assessment Literacy Review, Analyze and Apply Data

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Reading % of proficient/distinguished increased from 49.6% in 16/17 to 60.7% in 17/18

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

2018-2019 Phase Two: School Assurances

Phase Two: School Assurances

South Hancock Elementary School

Michael Swihart
8631 State Route 69
Hawesville, Kentucky, 42348
United States of America

Last Modified: 10/29/2018

Status: Open

TABLE OF CONTENTS

Introduction.....	3
School Assurances.....	4
ATTACHMENT SUMMARY.....	8

Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

Move Up Days Little Stars Program K-Camp

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

Literature PD Reading/Math Curriculum Alignment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. 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
- No
- N/A

COMMENTS

Title I Survey Analysis of data from KPREP/MAP/Classroom Assessments(DRA) to determine student need

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. 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, career, and transition ready.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. 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
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. 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
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. 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 and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. 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
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

2018-2019 Phase Two: School Safety Report

Phase Two: School Safety Report

South Hancock Elementary School

Michael Swihart
8631 State Route 69
Hawesville, Kentucky, 42348
United States of America

Last Modified: 10/29/2018

Status: Open

TABLE OF CONTENTS

School Safety Diagnostic for Schools	3
Questions Related to the Adoption and Implementation of the Emergency Plan.....	4
ATTACHMENT SUMMARY.....	6

Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no," please explain below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no," please explain below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no," please explain below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes-Opening Day- August 13, 2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

**2018-2019 Phase Three: Closing the Achievement Gap
Diagnostic_11192018_10:27**

Phase Three: Closing the Achievement Gap Diagnostic

South Hancock Elementary School

Michael Swihart
8631 State Route 69
Hawesville, Kentucky, 42348
United States of America

Last Modified: 11/19/2018

Status: Open

TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	6
ATTACHMENT SUMMARY.....	7

Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Achievement Gap Group Spreadsheet info-it would not let me enter so it is listed here Male-43.5% Proficient/Distinguished in Reading/Math Female-47.5% Proficient/Distinguished in Reading/Math Free/Reduced-37.3% Proficient/Distinguished in Reading/Math Disability-IEP-27.5% Proficient/Distinguished in Reading/Math GAP Group (non-duplicated)-34.4% Proficient/Distinguished in Reading/Math

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

South Hancock Elementary School is a rural elementary school located in southern Hancock County, Kentucky. The total enrollment is approximately 250 students composed of Preschool through 5th grade. South Hancock is known for having a family-oriented culture with a very involved community. South has a total of 11 regular education teachers, 1 preschool teacher, and 3 special education teachers. South Hancock is a school-wide Title I school with a semi-transient population. The school serves as the center for community involvement.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

All gaps still persist.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

All gap groups still need to show improvement. We have not shown growth in any of our GAP group areas. Our two GAP groups showing the lowest proficient and distinguished percentages- Free and Reduced and IEP

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Free and Reduced IEP

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Teachers will continue to meet in PLCs to discuss GAP groups. Teachers will look at a specific report to show students in these groups. Students will work in small groups or individual with teacher, other certified teacher, or reading intervention assistant.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Teachers and staff continue to work on delivery of high yield instructional strategies Lack of identifying power standards in reading and math

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Primary PLC and Intermediate PLC teachers-These teachers will look very specifically at GAP group students to plan effectively. Teachers will also use data from Daily 5 Reading and Daily 3 Math anecdotal to make instructional decisions for individual students Certified Reading and Math Intervention-Part time Title I teacher will work with specific students in GAP groups for reading and math as assigned by classroom teachers Classified Reading and Math Intervention-Assistant will

work with specific students in GAP groups for reading and math as assigned by classroom teacher.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attachment-Goal

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment-Goal

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

2018-2019 Phase Three: Executive Summary for Schools_11192018_10:28

Phase Three: Executive Summary for Schools

South Hancock Elementary School

Michael Swihart
8631 State Route 69
Hawesville, Kentucky, 42348
United States of America

Last Modified: 12/10/2018

Status: Open

TABLE OF CONTENTS

Executive Summary for Schools	3
ATTACHMENT SUMMARY.....	5

Phase Three: Executive Summary for Schools

Executive Summary for Schools

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?

South Hancock Elementary School is a small, rural school located in the southern region of Hancock County. South has one principal, one school counselor, 10 certified regular education classroom teachers, 3 special education teachers, and part-time Title I staff(reading and math intervention). Additionally our school provides education across all content areas with our Arts, Music, Physical Education, technology, and Guidance programs. Our enrollment is approximately 250 students Pre-K through fifth grade. We are a Title I school with approximately 60% free and reduced lunch status. We also offer an after school program for our students. Our community is actively involved with our school and programs. The school is considered to be a central hub for community events and gatherings. The school and community take great pride in our students and success!

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

South Hancock Elementary School's mission statement is "Successful, Transforming, Achieving, Reaching, Shining" . Our vision is to develop each child into a life-long learner prepared to lead in the future. We also share the idea under the district mission of "Learn Today, Lead Tomorrow". We value the differences of each child and work to teach them at their individual learning level. Our school embodies this purpose by providing students with a variety of highly effective teaching strategies, meeting in instructional-focused Professional Learning Communities, and by offering many top-notch after-school clubs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Some of South Hancock's most notable achievements have been earning the label of "Proficient" school for various years, successful FPS and Academic Team, implementation of Daily 5 Reading and Daily 3 Math into classrooms, engagement cube Next 3 years focus: Engagement cube, Prioritizing standards, aligning curriculum (Reading, Math, Writing), Behavior Curriculum

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

2018-2019 Phase Three: Title I Annual Review_11192018_17:37

Phase Three: Title I Annual Review

South Hancock Elementary School

Michael Swihart
8631 State Route 69
Hawesville, Kentucky, 42348
United States of America

Last Modified: 11/24/2018

Status: Open

TABLE OF CONTENTS

Title I Annual Review.....	3
Comprehensive Needs Assessment	4
Schoolwide Plan	5
Parent and Family Engagement (ESSA Section 1116).....	6
Evaluation of the Schoolwide Program	7
ATTACHMENT SUMMARY.....	8

Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

To conduct the Needs Assessment we used parent surveys, Brigance, KPREP and MAP for academic data sources. Content committees meet to review needs specific to content areas and report back to the SBDM committee. Needs identified by these sources of data were in the areas of reading and math proficiency as well as reading and math proficiency in the non-duplicated gap group. Title 1 money was used for reading interventionist/Read to Achieve and Math Recovery teacher. Based upon a review of data the use of money to target critical areas of needs was successful with small group math and reading intervention. Success was measured through individual growth data collected by interventionist.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The schoolwide plan was implemented throughout the school year as written. In the CSIP goals were written to improve reading and math proficiency as well as the proficiency of the non-duplicated gap group. Title 1 funding was used to implement the following strategies; one of the strategies aligned to our CSIP goals was implementation of Daily Five (grades K-5) and Daily Three (grades K-2). This included use of a reading and math interventionist to address student needs. These strategies were research based and supported (Math Recovery, Reading Recovery). These strategies were effective in increasing student achievement as measured on individual student data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

We spent less than \$1,000 of Title 1 funding for family engagement. The Family Resource Youth Service Center aided with additional expenditures. Welcome event, Ants in Your Pants, Reading and Math Nights, Academic Showcase and Movie Night are some of the activities used throughout the year to increase family engagement. The above activities were effective in increasing parent and guardians attending functions at the school. This was measured through parent sign in sheets for each event.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

We would like to put a heavier emphasis on reading and math help at home training for parents at each parent engagement event. This will help ease some of the frustrations that parents experience while trying to assist their child with work at home. We would also like to share more strategies for parents to use at home with students. Teachers will meet with parents during these events to explain classroom expectations.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

South Hancock will use KPREP data, MAP data, Title I survey data to evaluate the schoolwide program. This data will be analyzed and discussions will be held through SBDM meetings and Title I Committee meetings. We will continue to seek feedback from all stakeholders to assist in making necessary changes throughout the year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Most Effective-Interventionist help in Reading, Math, and Writing Least Effective-Parent Engagement (making changes to how implement this year)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Parent Engagement

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------