

2018-19 EES Phase One: Continuous Improvement Diagnostic_11132018_13:21

Phase One: Continuous Improvement Diagnostic

Erpenbeck Elementary School

Jessica Pass

9001 Wetherington Blvd

Florence, Kentucky, 41042

United States of America

Last Modified: 12/17/2018

Status: Locked

TABLE OF CONTENTS

| | |
|---|---|
| Continuous Improvement Diagnostic | 3 |
| ATTACHMENT SUMMARY..... | 4 |

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.

The principal used a perception survey given through individual interviews with each staff member to create a set of goals for the year for culture, climate, professional development and student achievement. The goals are measured through conversation and data analysis in monthly professional learning communities. One of the areas identified as a strength was the family culture of the school. One of the areas identified as a weakness is curriculum alignment. This is important to ensure that all students have access to a rigorous curriculum.

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.

Stakeholders are engaged in this work continuously through weekly PLCs focused on PLAN, DO, STUDY, ACT with identifying focus standards, creating and evaluating formative assessments, data analysis and reflection on instruction and learning. The instructional coach and the principal will be in the PLCs to ask clarifying questions, but they are lead by the team leader and a set of guiding questions based on if they are in the phase of PLAN, DO, STUDY or ACT. The meetings are scheduled during a common planning. We are using our pre, formative and post assessments to monitor effectiveness of our work based on what we learn from PLCs. Parents are members of committees such as PBIS and School-Based Decision Making Council. They meet once a month and contribute to the effectiveness of those committees.

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) |
|-----------------|-------------|---------|
|-----------------|-------------|---------|