Phase One: Continuous Improvement Diagnostic 2018-19

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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 results of our Studer Parent Survey indicate that parents would like to hear more from our teachers specifically about what their child is doing in class academically and their overall academic progress. It is important for parents and students to know where children stand academically so that they can work collaboratively with the school to reinforce and support the actions at school. The Studer survey for employees indicated a desire for staff to receive a higher level of feedback regarding their strengths and areas for improvement.

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.

One of our school-goals this year for staff is to assess, monitor, and encourage sufficient communication with parents regarding their child's academic progress. A survey will be sent to faculty to measure the type of communication that is occurring between teachers and parents. Teachers have been encouraged to utilize social media and to have at least weekly communication with parents. When grades drop or if there are academic or personal concerns, teachers are required to contact parents. Teachers have also been asked to copy administration on newsletters to parents each week. Some teachers have added this to their professional growth plan. This is primarily a responsibility of individual teachers to make improvements, so monitoring and discussions throughout the year will occur at faculty meetings and in individual meetings with teachers. Providing feedback to teachers is also an area that requires individual growth and frequency on behalf of the administration. Principal and Dean of Students will make this part of their Professional Growth Plans.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)