

2018-2019 BCHS Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Bell County High School

Richard Gambrel
9824 US Highway 25 E
Pineville, Kentucky, 40977
United States of America

Last Modified: 09/25/2018

Status: Open

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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.

For the last few years, we have continuously tried to address parental involvement at the high school level. There is a great disconnect between elementary/middle school parent involvement and high school parent involvement. Our students need the support of home to help them be successful. Parents that are involved in their child's education, for the most part, can see an automatic increase in test scores and higher grades. Parents and guardians can also help implement new programs and sponsor activities. Community involvement is another area the school has a significant deficiency. BCHS is located between two cities that each house their own school districts so much support goes to the independent schools. The county people and businesses need to feel invited into the school and we must act as better ambassador's for those businesses. Students thrive when they see a community actively supports them. There are many alumni that are moving back into the region that can offer great opportunities to our students and our schools. We as a school are going to have to go out and solicit that help and pull our community leaders into the school.

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.

The school will engage stakeholders that have an impact on the school and the community and can work to bring those two entities together. The object this year is to incorporate more parents with stakeholder positions because that is our greatest area of weakness, parent involvement. They will be informed of their role through email, and telephone communication. Meetings will be scheduled on Monday afternoon's with notices being posted on the outside of the building, emails, and the high school Facebook page. We also have a school website that we can post meetings and times. Attendance will be taken at the meetings and minutes.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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