

## 2018-2019 Bell County Phase One: Continuous Improvement Diagnostic for Districts\_09202018\_12:03

Phase One: Continuous Improvement Diagnostic for Districts

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## TABLE OF CONTENTS

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

## Phase One: Continuous Improvement Diagnostic for Districts

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a district'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 district 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.

One of the few areas in the TELLKY 2017 results that was rated lower for our district than across the state of Kentucky is Teacher Leadership Question 6.1d. Teachers are encouraged to participate in school leadership roles. Teachers are the backbone of the entire educational system. It is vital that teachers are valued and supported in a way that makes them not only a leader in their own classroom, but also throughout their individual buildings and the district. Thus, encouraging teachers to participate in school leadership roles will be a focus for the district.

#### **ATTACHMENTS**

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

#### Part II:

2. How will the district 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 Bell County School District Improvement team is comprised of the Lead from each school within the district, the Director of Pupil Personnel, the Director of Special Education, the Title I Director, Community Education Coordinator, and Instructional Supervisors. The district team works on the district plan in a variety of ways. First, there are team meetings held periodically where essential information is shared and discussed. In addition, each team member also works independently according to their area of expertise to gather relevant data and share that information with the team such as attendance percentages of teachers and students, free and reduced lunch percentages, etc. The district and schools also utilize Work Days during the school year in order to analyze data, determine root causes and contributing factors. The District Improvement plan is then reviewed, revised, and developed according to the priority areas identified from the collaboration of the team. Monitoring occurs throughout the year and is documented. This is a continuous and ongoing process as the plan is monitored through the school year and then as the next year begins, a review of the previous plan is conducted in addition to surveys being completed and new data being analyzed and shared.

#### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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