

2018-2019 Phase One: Continuous Improvement Diagnostic_09272018_10:29

Phase One: Continuous Improvement Diagnostic

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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.

According to the results of the 2017 TELLKY survey, several statements about the use of time in our school was indicated as a continuing concern of our teachers that needs to be addressed. Those statements include: Teachers have time available to collaborate with colleagues (73.1%), Teachers are allowed to focus on educating students with minimal interruptions (73.1%), Efforts are made to minimize the amount of routine paperwork teachers are required to do (77.8%), and Teachers have sufficient instructional time to meet the needs of all students (77.8). Additionally, the biggest concern and lowest scoring indicator is in the area of Teacher Leadership question 6.5- Teachers have an appropriate level of influence on decision making in this school (66.7). Time and decision making among teachers are areas that need addressed. Addressing available time, collaboration, and eliminating barriers to maximize instructional times, and creating a trusting and supportive environment to address teacher concerns and to encourage input that includes decision making can help improve student achievement. Our school environment already consists of trusting relationships and positive teaching conditions, however intentionally addressing the concerns on the TELL KY survey will be an integral part in retaining effective teachers and accelerating academic growth.

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 CSIP committee has a stakeholder from every department of our school. Leadership, primary, intermediate, middle grades, special education, and parents are all represented on the comprehensive school improvement committee. Stakeholders were selected from each department and informed of their role to be a voice for their department by communicating with teachers, parents, and students. Additionally, the committee is responsible for sharing information relating to the improvement plan, attending meetings, and collecting and compiling evidence for all diagnostics. The committee will meet monthly after school to address the components of our CSIP, address priority needs, and discuss deadlines for submission. A few of our CSIP committee

members are on the SBDM Council also, so those people will work as a group to report on the progress of the CSIP during their monthly scheduled meetings. Committee members are Ann Stepp- Assistant Principal, Brooke Sanders- Kindergarten teacher, Amanda Elliott- Intermediate teacher, Jason Stewart- Middle grades teacher, Brian Williamson-Special Education teacher, and Russell Green, parent. Ann Stepp will lead and monitor meetings and data collection to ensure the effectiveness of our plan.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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