

2018-2019 Phase One: Continuous Improvement Diagnostic_09222018_14:06

Phase One: Continuous Improvement Diagnostic

Yellow Creek School Center

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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.

Process: Establishing Learning Culture and Environment TELL Survey: Managing Student Conduct: Q5.1a: Students at this school understands expectations for their conduct. Q5.1b: Students at this school follow rules of conduct. Based on the TELL Survey, both statements had a teacher response of 74.4%, which was two of our lowest responses of the survey. This year, our school is focusing on student expectations and improving student behaviors through the implementation of a Positive Behavior Intervention System (PBIS). This is our first year of implementation. We have had an influx of new students that are not familiar with our school rules and student expectations, resulting in increased behavior incidents and office referrals. Our PBIS advisory group has a regularly scheduled monthly meeting. The PBIS advisory group will establish student expectations for appropriate behavior in various different school settings. Behavior data will be collected and analyzed and used to ensure consistent and appropriate disciplinary actions are taken. We are continuing with these prior practices due to continued need for better implementation of the behavior expectations. Also, we have 14 new staff members (regular education teachers, special education teachers, para-educators, classified staff) to our school. With this change, we feel that these two priorities continue to be a focus for our 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.

Christel Hoskins- Assistant Principal Lea Fultz- Primary Teacher Hope Carroll- Primary Teacher Tasha Barnett-Intermediate Teacher Eva Brock-Middle Teacher Theresa Napier-Special Education Teacher Jamie Johnson-Guidance Counselor Nacole Middleton-Attendance Clerk Nikki Damron-Parent The CSIP Planning Team consists of 5 teachers, 1 parent and 2 administrators. Stakeholders were selected based on a variety of reasons. First, one teacher from each grade band was selected (K-1, 2-3, 4-6, 7-8) and a special education teacher in order to provide each hallway with a voice on the planning team. Second, one of the teachers is a current SBDM member and two are former SBDM members, which provides our planning team with information

on current school policies as well as other school issues. Third, our members are both veterans and new teachers. This was intended to provide both experience from veteran teachers and fresh ideas from our new teacher. Our attendance clerk provides information and data on attendance and home environment. Finally, our parent enjoys volunteering at our school and has SBDM experience. She is very positive and comfortable making suggestions to our team. The assistant principal also serves on the team as the chair. Our new guidance counselor also provides a new perspective with previous experience at the high school level as well as serving on prior committees. The planning team has a regularly set monthly meeting. Special called meetings are also held on an as-needed basis. There is a standing agenda item on each monthly SBDM agenda for review, update and approval of the CSIP. This will allow for monthly progress monitoring.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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