

2018-2019 Phase One: Continuous Improvement Diagnostic_09282018_09:16

Phase One: Continuous Improvement Diagnostic

Right Fork School Center
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Last Modified: 09/28/2018
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.

The processes, practices, and conditions our school will address for improvement are as follows: Manage Student Conduct – According to our school's most recent TELL Kentucky Survey, only four areas received less than 70% positive responses. These areas included class size, access to technology, speed & reliability of the internet, & students follow rules for student conduct. Of these four areas, it was determined that class size & technology would probably be less fixable because of budget constraints. It was also determined that the school would likely have less control over issues regarding internet speed & reliability. Therefore, it was determined that students follow rules for student conduct would be the most fixable and beneficial area to be addressed.

Communications – Specifically, improving parent contact in regards to students' academic goals, work, grades, homework, etc. It was determined by a variety of stakeholders that this would be one of the most fixable & beneficial practices to improve on. Learning Opportunities – Specifically, exhibiting proficient examples of student work. It was determined by a variety of stakeholders that this would be one of the most fixable & beneficial practices to improve on. Learning Opportunities – Specifically, developing parent leaders, & collaboration between parents & parent leaders in order to improve parent understanding of learning issues. It was determined by a variety of stakeholders that this would be one of the most fixable & beneficial practices to improve on.

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 planning team will be selected from stakeholders including faculty & staff, parents, & community organizations. The CSIP Planning team will include the SBDM council due to their roles in the school's governance and leadership. Additional teacher members will be selected to ensure that all faculty departments are represented. The schools' FRYSC coordinator & attendance clerk will be selected because their duties require them to be in most direct & constant contact with parents in order to see that our students' most basic needs are met. Parents are selected to provide insight regarding student needs and to provide perspective from the community at large.

Community organizations that support the school will also be invited to be part of the CSIP planning team & consulted by the CSIP planning team to not only offer community perspective, but also to provide support in determining & implementing potential strategies for school improvement. The stakeholders will be informed of their selection & roles via e-mail or letter. Meetings will take place in the hours prior to regularly scheduled SBDM meetings in order to accommodate team members that serve in both capacities. Special CSIP planning team meetings may be called and scheduled to accommodate team members whose roles are most crucial to the issues that will be addressed at that particular meeting.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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