

Phase One: Continuous Improvement Diagnostic 2018-2019

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Frakes School Center
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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.

Using the most recent TELL Survey and a parent/community survey -a version of the eProve survey used to obtain information last year and used again this year. The information gathered from these stake holder showed that overall the community and the staff are pleased with the school and find many strengths such as small class sizes, a community oriented school, a good work place for teachers, with support and adequate resources and time to accomplish instruction. Some spots indicated for improvement found by by the community/parent survey would be that of fewer numbers of staff than they feel is needed, funding , resources, and separate classes in the primary without the combination of grade levels in the same class. Overall the school garnered high marks for such things as school safety, caring staff members, and school environment. Primarily any improvement indicated had to do with funding. Some ways that the school is addressing this is to try to fund raise for materials not provided by the district and with help form the district exploring the option of grants to provide more finances for additional staff members. The teacher survey indicated that some areas of improvement could be those of resources as well such as a reliable internet and technology and that of enforcement of rules for students equally among all teachers. Additionally teachers reflected in the TELL survey that professional development and follow up on these would be something that needs improvement. The school is supplementing district professional development which is tailored to the school by provided increased numbers of PLCs in specific areas and topics and focusing on trainings that address teacher needs with follow up to these trainings and PLCs with district and school leadership.

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 a variety of stakeholders including community members and parents as well as teachers in a process that is ongoing and continuous by using surveys and afterschool activities that involve community and parents. Most of these are conducted through the Family Resource Center. Parents are encouraged to join the PTO and many of the members are involved

in fund raisers and have multiple meetings to plan such things. They also work with class room teachers to help meet some of the needs of classroom resources. The community partners of Henderspn Settlement also provide afterschool activities and resources to the students from the school. They meet with the school leadership and work in conjunction with teachers, family resource and community members, business members in the community and parents to organized activities and fund raisers to assist the school in its efforts. During meetings to plan activities the stakeholders are informed of the role they can play and many of the meetings are schedule for after school to accommodate their schedules, for example during times that will not interfere with work schedules. Effectiveness will be monitored through PTO , school staff members and community members who review activities and determined if they were successful and in what direction to go there after.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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