2018-19 Phase One: Continuous Improvement Diagnostic_09252018_08:45

Phase One: Continuous Improvement Diagnostic

Lone Jack 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.

Upon reviewing the results of the TELL Kentucky Survey, the results inform us that only 50% of the teachers who took the TELL survey feel that they have an appropriate level of influence on decision making within this school. A plan was created for the 2017-18 school year to improve the percentage of teachers in becoming influential decision makers in the school. After receiving feedback from the teachers in relation to their participation in the plan during the 2017-18 school year and as a measure of continued growth, the plan will continue to be executed for the 2018-19 school year. Teachers will be given the opportunities to serve on school teams, including, but not limited to, the CSIP Team, Attendance Team, PTSA (Parent, Teacher, Student Association), and Family Resource Youth Service Center Advisory Council. These teams will meet on a regular basis to discuss needs improvement in relation to academic growth, individual student/family needs, providing rigorous instruction, etc. Every teacher in the school will also attend at least one Site-Based Decision Making Council meeting and one PTSA (Parent/Teacher/Student Association) meeting during the 2018-19 school year, in which decisions about the school are discussed and voted upon. This will allow teachers opportunities to have a voice in the decision-making processes of the school. Based upon the results of perception surveys administered by the school, 57% of parents/guardians reported that they do not know what the school's PTSA organization does. In order to inform the parents/guardians of the role the PTSA plays in the practices, processes, and conditions of the school, the PTSA will design a brochure that will be distributed to all parents/guardians. The brochure will also be posted on the school's social media sites. The PTSA organization will conduct a parent training workshop during a regular scheduled meeting during the first semester of school to also deliver information on how they can support teachers in contributing to the success of the students. The TELL survey communicates that teachers conclude that only 25% of parents/guardians support teachers in their efforts to ensure student success. With the perception survey results revealing that 82% of the parents/guardians are not interested in becoming a PTSA member, the PTSA will set up booths at Open Houses and other school events to encourage participation among parents/guardians to join and be involved in decision making processes that involve the school and students. The organization will encourage membership through incentives as well. An outcome the perception surveys convey is that 81% of parents/guardians do not attend "Read with Your Child" events at school. In order to promote literacy across the school community, the school will increase its frequency of "Read with Your Child" events from one per semester to two or more per semester. To strengthen the participation for these events, the school will provide opportunities for parents/guardians that will be convenient and meet the needs of their schedules; for example, some parents report that they could best

attend during the morning hours, even before school and work. Therefore, the school will offer opportunities during "drop-off" times during the morning hours for parents to read with their child. Door prizes and book giveaways will be sponsored by the school's Family Resource Youth Service Center in order to assist families in building home libraries and providing a variety of reading materials for the home.

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.

Stakeholders were selected by school leadership based on their expertise in specific areas. Stakeholders were contacted personally and asked to assist with certain parts of the plan, depending on their role within the school. The stakeholders represent the school as a whole. Every effort will be made to accommodate the stakeholders according to time needs and constraints. Efforts will also be made to allow them to participate in a variety of ways from electronic (email, text) to in person communication. Stakeholders will also informally be involved during PLC's, teacher work days, and so forth. PTSA stakeholders were selected through the school's PTSA organization, in which parents and teachers are actively involved in the processes, practices, and conditions the school will address for improvement. Stakeholder representatives include school leadership, regular education faculty from both the primary and intermediate levels, special education faculty, Family Resource Youth Service Center staff, Library Media Specialist/Literacy Facilitator/Teacher Leader, and Parent/Teacher/Student (PTSA) Association. Each representative on the team will attend meetings to apply their expertise in planning school improvement and will be given the opportunity to give input and suggestions for the school improvement plan based upon data provided by parents, faculty, and staff, and district reports. A 30-60-90 day plan will be implemented in order to monitor the effectiveness of the process.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Comprehensive Improvement Diagnostic	Perception Surveys TELL Survey Areas for Improvement	1, 2
Comprehensive Improvement Diagnostic Agenda	Agenda for Comprehensive Improvement Diagnostic PLC Meeting	1, 2