

2018-2019 SHMS Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

South Hopkins Middle School

Jan Richey
9140 Hopkinsville Road
Nortonville, Kentucky, 42442
United States of America

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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.

Results from the Studer Education Employee Engagement Survey indicate that SHMS needs to improve on the the principal/supervisor consults me on the decisions that affect my job. Because only 55.56% of teachers indicated that they “Strongly Agree” that the “principal/supervisor consults me on the decisions that affect my job,” this will be an area for improvement this school year. In order to improve in this area, several action steps will be implemented to gather information from staff before making decisions. The principal will utilize the Principal’s Advisory Committee (PAC), the Professional Learning Communities (PLCs), monthly faculty meetings, and weekly Leadership Team meetings to gather information and discuss needs and concerns. The principal will also consult staff individually through Rounding conversations to identify important data on which to act, including information for recognition and for improvement. Surveys may also be utilized to gather data from staff. Results from the Studer Education Parent Satisfaction Survey indicate that SHMS needs to improve on parents receiving positive phone calls, emails, or notes about my child from the school. Because only 24.66% of parents indicated that they “Strongly Agree” that “I receive positive phone calls, emails, or notes about my child from the school,” this will be an area for improvement this school year. In order to improve in this area, several action steps will be implemented to increase positive parent communication. A personalized positive note card was sent home to every SHMS student welcoming them back to school at the beginning of the school year. Intentional positive parent communication will occur with every student once per trimester with additional occurrences at teachers’ discretion. Parent communication continues to be documented in the PLP tab of Infinite Campus.

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 Based Decision Making (SBDM) council is made up of the principal, three teachers, and two parents and is selected through an election process by teachers and parents. Our SBDM council meets once per month. The PAC consist of the Leadership Team (principal, assistant

principal, guidance counselor, curriculum coordinator), a district representative, and teacher representatives from a variety of grade levels and content areas. The PAC meets once per month. PLCs consist of subject area teachers and meet weekly. The Leadership Team meets weekly as well. Throughout the course of the school year, parents and community members will continue to be invited to provide feedback through Studer surveys. The FRYSC engages parents, community members, and students through the Parent Advisory Committee and various other activities.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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