

Phase One: Continuous Improvement Diagnostic_08302018_10:54

Phase One: Continuous Improvement Diagnostic

West Broadway Elementary School

Amy Smith
127 West Broadway
Madisonville, Kentucky, 42431
United States of America

Last Modified: 09/20/2018

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.

Spring 2018 Studer Employee Engagement survey results are attached. Strengths include processes/resources, recognizing good performance, feedback, and efficient use of time. Area of improvement includes consultation regarding decision making. Studer Parent Satisfaction survey results included our parents being proud of our school and recommending it to other parents. Parents also stated that our school is clean and well maintained. Area of improvement includes communicating positive contacts to parents and guardians via phone, email, or notes. West Broadway Elementary's focus is to promote shared decision making with faculty and staff. Principal Advisory Council members will collaborate with their grade level or department to determine agenda items for our PAC meeting. The agenda is shared in Google drive and members have access to the agenda one week prior to the PAC meeting. Mrs. Smith will collaborate with the leadership team and also add agenda items. This process will include teacher input and give the representatives ownership regarding the agenda items. PLCs will focus on GAP students to reduce novice and apprentice, which will improve student learning. Our special education population and free/reduced are focus GAP groups. Each grade level/department will name/claim each student in our GAP group. Small group instruction will be planned to address individual needs. Site visits will be conducted to observe teachers in our district who are excelling. Shared leadership will improve ownership of decision making and encourage teachers to become effective leaders. To address our parent survey concern, teachers are communicating positive comments to parents of all students each trimester, which is a minimum of three contacts per student each year. This is documented in Infinite Campus and will improve our home/school connection.

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.


STUDER strategies for recruiting and retaining strong lead teachers will be implemented. Collaboration will occur with PAC, PLC, FRYSC Advisory Council, PTO, and SBDM representatives to build strategies for decision making, positive culture, and increased academic

achievement. An atmosphere of shared leadership and joint ownership will empower teachers to make decisions with data and best practices to positively impact achievement and culture. All meetings are scheduled for the 2018-19 school year and shared with all stakeholders. Meetings take place on a regular basis at the same location to ensure consistency and provide parents/staff with regular opportunities.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Spring 2018 Studer Survey Results	Employee Engagement and Parent Satisfaction survey results are included in the attachment.	1