

2018-2019 Phase One: Continuous Improvement Diagnostic_09242018_10:23

Phase One: Continuous Improvement Diagnostic

Bell Central School Center

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TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	5

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.

In 2015 the tell survey showed that 94.1 teachers agreed that they work in professional learning communities to develop and align instructional practices. In 2017 89.5% of the teachers agreed. We want to concentrate on this area of the Tell survey because we do not want this to decline further. Teachers need PLCs to develop and align instructional practices to continue providing high quality instruction. We will give teachers calendars with PLC topics that need to be addressed such as content related, instructional practices for content, vocabulary, formative assessment, feedback and testing data. Teachers will participate in PLCs monthly and twice some months based on needs that will be determined.

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 stakeholders were selected by their roles in our school. We wanted to be sure that all areas of our school was represented. We have to go along with our principal and assistant principal the following: Our school counselor, librarian, primary teacher, intermediate teacher, middle school teacher, who are different subjects such as a self contained, language arts and math. We also have our Youth Service Center director, special needs teacher as well as two SBDM teacher members, our attendance clerk as well as a parent. Several of the members are parents as well as have other roles in the building. The principal and assistant principal met with each stakeholder to explain why they were selected and how we wanted a committee that would well represent all areas of our school community. The meetings will be held at various times to meet all needs. We will have meetings after school and our Youth Service Center director will accommodate members with children and provide an adult to watch the children as well as activities for them to complete. The assistant principal will record the minutes of the meeting as well as create timelines to insure all actions are implemented and monitored for effectiveness. The principal will check minutes of meetings and monitor actions to be sure they are being implemented. The meetings will begin with all actions that have taken place since the meeting prior.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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