

## KDE Continuous Improvement Diagnostic\_11062017\_13:16

KDE Continuous Improvement Diagnostic

**Burlington Elementary School**

Kimberly Gilbert  
5946 Orient St  
Burlington, Kentucky, 41005  
United States of America

Target Completion Date: 06/30/2018

Last Modified: 11/17/2017

Status: Open

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## KDE Continuous Improvement Diagnostic

### Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Kim Gilbert, Principal Chris Roberts, Asst. Principal Shannon Smith, Instructional Coach Andie Hill, School Psychologist Stephanie Strausbaugh, School Counselor; Certified Staff - Staff Meeting Nov. 15, 2017; PARENT SURVEY ADMINISTERED; TELL SURVEY ADMINISTERED

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

1. The school staff builds productive, personal relationships with students and parents of all their students. 2. Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs. 3. School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

#### **COMMENTS**

Please enter your comments below.

See attached Parent Survey Results and TELL Survey Results

#### **ATTACHMENTS**

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

Objective: Relationship Building Indicator: Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested. Objective: Relationship Building Indicator: Teachers informally collect student needs data and some parents are contacted to discuss those needs. Objective: Advocacy Indicator: Novice level students are identified by school staff to receive targeted strategies for academic improvement (RTI). Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.

#### **COMMENTS**

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

See Attached Continuous Improvement Diagnostic Workbook

#### **COMMENTS**

Please enter your comments below.

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## Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

**Q 5.1 MANAGING STUDENT CONDUCT** 1. Administrative and teaching staff of Burlington Elementary shall ensure a safe, respectful and responsible learning environment for all students through the implementation of PBIS framework with fidelity, ensuring student and staff understanding. 2. Burlington Elementary administration shall implement annual ongoing training for all staff, regarding bullying, harassment, respect and cultural competency for all children to include Sandy Hook Promise. 3. Burlington Elementary administration shall explore the use of CHAMPS or other equivalent program to improve classroom intervention. 4. Burlington Elementary administration shall take a quick and firm action, following district protocol, and in the case of bullying, harassment or discriminatory behavior.

### **COMMENTS**

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### Part III

1. How will the school engage a variety of shareholders 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.

At Burlington Elementary, shareholders are students, parents, teachers and community members. Burlington Elementary has a Site Base Decision Making Council comprised of parents, teachers and an administrator. The teachers are elected by certified staff members and the parent representatives are elected via a PTA election. Council determines meeting dates in July for the upcoming school year. Burlington Elementary has SBDM and AdHoc Committees. Committees are comprised of teachers and parent volunteers. SBDM has the following committees: Positive Behavior Interventions and Supports, Budget, Planning and Professional Development, Curriculum and Instruction, School Culture and Resources and Program Review. AdHoc committees consist of Wellness, BES 5K and Textbook. All committees determine dates and meeting times. The PTA Board is comprised of parents, teachers, an administrator and community members. PTA Officers are parents that are elected to the board at a PTA meeting in the spring. A teacher volunteers from primary, intermediate grades and the special area team. A representative from the BES Eagle Dads organization is on the board. The board collaborates with CINFED Credit Union as a community partner. The PTA Board works with the school administration to determine meeting dates and times for the school year.





#### **COMMENTS**

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#### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

<b>Attachment Name</b>	<b>Description</b>	<b>Item(s)</b>
 BES Parent Survey Results	Parent Survey for Missing Piece Data	2, 3, 4
 Diagnostic Workbook	Continuous Improvement Plan	2, 3, 1
 TELL SURVEY (TEACHER INPUT)	Teacher input on community involvement.	4
 TELL SURVEY NEEDS AREA (DISCIPLINE)	TELL SURVEY DATA (AREA OF NEED)	1