

## 2018-19: Continuous Improvement Diagnostic\_11132018\_14:28

Phase One: Continuous Improvement Diagnostic

**Burlington Elementary School**

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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.

Three strengths identified using TELL Survey results include: 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. Three areas for improvement identified using TELL Survey results include: 1. Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested. 2. Teachers informally collect student needs data and some parents are contacted to discuss those needs. 3. 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.

#### **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.

All staff members are a part of the ongoing and continuous process. Vertical Teams (Reading, Writing, Math, Science, Social Studies and Social/Emotional Learning) meet the 2nd Wednesday of every month (Sept. - May). Grade Level teams meet with RTI staff every 6 weeks to discuss progress of students in intervention groups. At that time, it is decided if the intervention should continue or be changed. SBDM reviews STAR Data and ATM data every other month, KPREP data once a year and the CSIP 3 times a year.

#### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 TELL Survey Comparison Results	TELL Survey Comparison Results	1