

18-19 Phase One: Continuous Improvement Diagnostic_11132018_13:41

Phase One: Continuous Improvement Diagnostic

Hillard Collins Elementary School

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Status: Locked

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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.

Based on the TELL Kentucky Survey we are continuing our focus on Q5.1: Managing Student Conduct. Based on the results from 2015 to 2017 the percentage of teachers that agree with the statements a, b, c, d, e, and f have dropped significantly.

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.

Working with our Assistant Principal, guidance counselors and the Positive Behavior Intervention Supports (PBIS) committee; continuous monitoring of student level behaviors will be tracked using Infinite Campus and SWISS. Students that are showing difficulties in the school setting will be referred to the PBIS Committee to track data using the Response To Intervention model. Specific interventions/behavior plans will be put into place to help support the students and data track on their success. Through the support of the guidance counselors in the school Collins is implementing the Core Life Program. Core Life is a Social Emotional Learning curriculum that give students the skills to recognize and manage emotions, develop caring and concern for other, establish positive relationships, make responsible decision and handle challenging situations effectively. Core Life is taught through 18 class lessons that are repeated throughout the school year and implemented school wide. The 18 lessons include skills like being respectful, honest and responsible. Core Life also teaches students about making healthy life decisions and even into survival (dealing with stress) and mindfulness.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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