

2018 - 2019 Phase One: Continuous Improvement Diagnostic_11132018_14:29

Phase One: Continuous Improvement Diagnostic

Ockerman Elementary School

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United States of America

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Status: Open

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.

For academics, the current critical areas of need in the building are the areas of special education instruction and interventions as evidenced by our TSI classification in KPREP. In addition to special education, proficiency levels of all students who fall within the gap groups in both reading and math is of a great concern. The TELL survey from 2017 identified the area of mutual trust (Q. 7.1.b) There is an atmosphere of trust and mutual respect in this school and Q7.1.c. Teachers feel comfortable raising issues and concerns that are important to them. Both of these areas were addressed by the TELL results in the release of the data in the spring of 2017. The administration immediately reached out to staff for clarification as to the decrease in agreement percentages for both of these statements as these are areas that are vital in order to implement changes for the betterment of student achievement. Based upon the responses received from the staff we have taken a new approach to building and maintaining trust with the staff. As we have been maintaining the rule of fidelity in regards to ELA and math instruction, it was perceived that the administration did not trust the teachers in regards to instructional fidelity. The staff needs to know that they are trusted and can maintain a level of autonomy in regards to instruction. Our goal is to ensure that teachers always feel that their concerns and issues are important to them and they will be given the respect that they deserve when presenting them to administration. The implementation of PLC's has increased the level of openness that teachers feel along with an increased level of responsibility on the team leader in bringing concerns and issues to administration if a teacher or other staff member does not feel secure in doing so themselves. Trust is a foundational requirement and is needed in order to develop change effectively. In the recent annual Leader in Me survey which is made available to students, staff and parents, identified areas for continued work will be in the areas of student engagement, family involvement, and continued staff satisfaction. This area showed an increase of over 8% but it is an area that we will continue to focus on.

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.

A CSIP committee was formed and includes representation from staff, parents, and administration to include members of the SBDM council. An invitation to participate on this committee was made to all staff members and family members. A request was made at an SBDM meeting to have representation from council other than the chairperson / principal who is already present on both committees. All certified staff members participated in a school improvement planning session as stakeholders. This took place during 2 after school staff meetings.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 KPREP State Average	KPREP	1
 Leader In Me Data	Annual Leader In Me Data	1
 TELL Data	Tell Survey Data	1