

2018-19 LBES Phase One: Continuous Improvement Diagnostic_11142018_11:15

Phase One: Continuous Improvement Diagnostic

Longbranch Elementary School

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Status: Locked

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	4

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 culture and climate survey through EPROVE, we would like to increase the percentage of respondents that view interactions with the school staff as collaborative. Currently, 120 of our 800 families responded to the survey with 34% of those families feeling like communication was collaborative in nature. We would like to send out a more specific parent survey that address collaboration between home and school to determine any root causes. From there, we will develop and action plan to increase collaboration.

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.

We engage stakeholders through working with our PTO parent action teams to improve collaboration between families and school. PTO and school action teams will work together to assign roles and schedule any meetings. Currently, the PTO action team meetings are on the school and PTO calendar and put in the family weekly email. Staff action teams meet one time per month during faculty meeting time. Our student lighthouse team meets one time per month with administration. A next step to assist in collaboration of all those teams is to first develop scheduled time in each of those scheduled meetings for their to be a share out from the other action teams. After that, the next step would be to have collaborative action team meetings between all 3 stakeholder action teams. Each team fills out an action team planning form at action team meetings.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Action Team Planning Tool	Action Team Planning Tool	2
 EPROVE Survey	EPROVE Survey	1