

2018-2019 Phase One: Continuous Improvement Diagnostic_09182018_14:22

Phase One: Continuous Improvement Diagnostic

Cairo Elementary School
Brooke Elane Shappell
10694 Us Hwy 41 A
Henderson, Kentucky, 42420
United States of America

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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.

According to Tell Survey results, approximately 94% of teachers feel that professional learning offerings are data driven. Also, approximately 94% of teachers responded that they felt professional learning is differentiated to meet the needs of individual learners. While these percentages seem high, data from both formative and summative assessments, show that students at Cairo are not reaching proficiency as they should in every grade level in the content areas. Also, data shows that improvement in the number of students who meet "annual" growth is needed as well. Daily common planning time has been built into the schedule so that teachers have time to collaborate with colleagues on a daily basis within the school day. One common planning time per week will be spent with the instructional coach and principal to analyze data from formative assessments, state assessments, and benchmark assessments, and collaboratively develop next steps for instruction and plan for school improvement. Collaborative teaching teams share data, share strategies, and also share the responsibility of ensuring the success of all students. The instructional coach and principal will provide feedback, resources, and plan for professional learning based off of weekly walkthrough observations and results from assessment analysis. Professional learning opportunities will be based on the needs presented through analysis of student performance on assessments. These assessments will include classroom and district formative assessments, state assessments such as KPREP, and benchmark assessments such as MAP. Professional learning opportunities will be provided for teachers at the school level and also outside the school setting for teachers to learn best practices. Teachers who attend training outside the school setting, will become teacher leaders in our building who lead school improvement efforts.

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 variety of stakeholders will be engaged in the school improvement process that is ongoing and continuous. Students will give input on the decisions that are made in our school through feedback

we get from Student Lighthouse Team representatives. These students have been selected from each grade level (K-5th) to be a voice and advocate for their grade level. Primary students were chosen by their teachers to represent their grade level, while intermediate students applied and were interviewed in order to be selected to serve on the Student Lighthouse Team. The role of Student Lighthouse Team members is to be involved in some decision making such as setting school wide goals and planning incentives for students who reach these goals. Meetings are scheduled before school so that all students are able to attend and two teachers lead the Student Lighthouse Team to monitor implementation of ideas and to monitor the effectiveness of meetings. Teachers are involved in the decision making process and school improvement process through analyzing data and helping develop our school improvement plan. Teachers work collaboratively to develop strategies and actions to address school improvement plan goals. Three teachers were also nominated and voted in as SBDM representatives who sit on our council and provide input into decision making at council meetings one time per month. These meetings are scheduled for right after school is dismissed to accommodate each member's schedule. Teachers also are members of our SBDM committees. Each committee sets goals for the school year based on school improvement plan goals and works collaboratively to develop strategic plans to meet these goals. SBDM committees meet one time per month during a staff meeting to accommodate the schedules of individual members. As a staff, we are continually analyzing data to monitor the effectiveness of the school improvement efforts we have in place. Parents are involved in decision making and school improvement plan efforts through surveys they take to give feedback about our school. Two parents were also nominated and elected as members of our SBDM council. The council meets monthly after school to accommodate each parent's individual schedule. These parents are active members of our SBDM council and give input on school improvement efforts. Parents also participate in SBDM committees and work collaboratively with school staff towards on school improvement efforts. SBDM committees also meet once per month, right after school is dismissed to accommodate each parent's schedule. As a collaborative SBDM council, we are continually analyzing data to monitor the effectiveness of the school improvement efforts we have in place.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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