

October2018 Phase One: Continuous Improvement Diagnostic_09222018_09:39

Phase One: Continuous Improvement Diagnostic

Woodland Middle 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.

1. Use of time: 41.7% of teachers on TELL 2017 expressed agreement that they have time to collaborate with colleagues. During the 2018-19 school year, teachers will have one weekly PLC that focuses solely on their grade level and department, providing job embedded time to review student data and instructional practices. In addition, they will meet once weekly as a whole grade level to discuss specific student needs in relation to academic, behavior, and social emotional concerns. Department Lead Teachers will meet monthly with the principal to set priorities for ongoing professional learning and coaching, and each Department will meet once monthly outside of school hours to refine the work and instructional practices occurring in their departments. All teachers will attend a monthly faculty meeting after school, which will focus on school-wide instructional priorities related to the ongoing data that is collected at the school and state level. This area is a priority for our school to address so that teachers can work together with each other, school leadership and district curriculum coaches to improve their instructional practices and improve student achievement. 2. Student Conduct: 22.9% of teachers on TELL 2017 expressed agreement that students follow the rules of conduct, and 35.1% agreed that school administrators consistently enforce rules for student conduct. Individual interviews with teachers in July 2018 supported this data, as teachers expressed frustration with students not following rules and administrators not enforcing the rules. A new principal and assistant principal were hired effective July 1, 2018 and have put the following processes and procedures in place. They met with the school PBIS Committee, and reviewed/refined school-wide expectations and supervision schedules. These were reviewed with the teachers on Opening Day 2018, with the principal emphasizing that consistency in all areas of the school is vital. This emphasis has continued with reminders in weekly memos and a session on Active Supervision during PLCs. The discipline referral process was reviewed with teachers to differentiate between classroom level and office referral levels of discipline. A Behavior Coach was added to the staff this year to address persistent behavior issues with specific students. The principal and assistant principal model active supervision daily during arrival, dismissal, lunch time, and transition times. 3. Trust and mutual respect: 43.2% of teachers on TELL 2017 expressed agreement that there is an atmosphere of trust and mutual respect at this school. The new principal started this school year with a one on one meeting with every school staff member, listening to their concerns and making plans to address them. Priority concerns expressed dissatisfaction with student conduct and administrative support for teachers regarding student misbehavior. Subsequent conversations at faculty meetings, weekly PLCs and RTI meetings have focused on the process for referring students for intervention using the KCSD Multi-tiered System of Supports. Teachers share concerns regarding

specific students and building wide issues during grade level meetings, and the school leadership team collaborates with them to address the issues promptly. Weekly memos keep the staff informed of upcoming events and current information that relates to school events and instruction. The leadership team (principal, assistant principal, counselors and behavior coach) visit classrooms frequently to observe instruction and student conduct and provide feedback and suggestions. Professional development has been provided regarding Social Emotional Learning and the Quality Instruction Cycle, and has been differentiated to the extent possible to meet the varied needs of the teachers. The Department Lead structure will allow teachers to work collaboratively with each other and with building leadership to create a culture of mutual trust and respect. Teacher recognition efforts will be recognized regularly with the initiation of the "Moving the Ball Forward" award program.

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.

1. The Transformers Team has been developed through requesting volunteers from among the teaching staff. The focus of the Transformers is to improve school culture and climate. The Transformers will meet monthly to plan events to increase both student and staff motivation and encourage all stakeholders to have school spirit. 2. The PBIS Committee, which includes teachers, administrators, and a parent representative, will continue to meet after school monthly to review monthly discipline data and determine further steps to improve the conduct of students in our school. The PBIS Committee scheduled meetings on a day and time that all committee members agreed to. They will review current incentives for appropriate student behavior and seek input from the students regarding desirable rewards. The PBIS Committee will communicate the discipline data, plans for improvement, and school wide expectations following each meeting, and will remind teachers to re-teach school wide expectations not only at the beginning of the school year, but regularly and following school breaks. 3. The Principal's Advisory Council will begin in October, and will be composed of students from each grade level. Their role will be to share with the principal their concerns about our school, suggestions for improvement, and ideas to implement to increase student engagement and motivation. The monthly meetings will take place during the school day so that all students selected will have the opportunity to participate, while avoiding the loss of instructional time. 4. The PTSA will continue planning events to engage parents and offer support for student programs and events. The school principal attends the PTSA Executive Board Meeting each month, which was not past practice. This will allow for an ongoing conversation of how the PTSA and the school can continue to collaborate effectively to support our students. Additionally, the principal will attend some general meetings and present to parents in attendance information about school programs and state assessment results. The PTSA collaborated with the principal to set meeting dates and times that worked with all members' schedules. 5. The SBDM Committee, which includes both parents and teachers, will work to review, revise, and approve updated Policies and Procedures to reflect current efforts in place to improve student achievement. The principal will consult with SBDM for input on budgetary decisions when determining prioritizing purchases to maximize student achievement. Meetings are held monthly after determining as a group which day and time met every member's schedule.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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