

October 2018 Phase One: Continuous Improvement Diagnostic_09302018_13:08

Phase One: Continuous Improvement Diagnostic

James A Caywood Elementary 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.

Based on results of the TELL survey completed 2 years ago, the school has identified three areas of school improvement. The first area is Teacher Leadership. Based on the survey, 46.2% of teachers stated they feel relied upon to make decisions about instructional issues and feel comfortable raising issues and concerns that are important to them. In order to address this area, a teacher leadership team comprised of representatives from each grade level, special area, and special education have been chosen by their peers to serve on this advisory leadership team. The persons sitting on this team are paid a supplemental position salary. They are required to meet at least once monthly, but more if called upon to address any areas of concern that involved curriculum, instruction, PBIS, professional development and safety. This team collaborates with the school administration and makes recommendations to the SBDM Council. In addition, all staff members are given the opportunity to serve on a committee including Writing, Technology, Curriculum and Instruction, PBIS, RTI, etc. These committees submit monthly reports to the SBDM Council. The second area of school improvement is Managing Student Conduct. According to the TELL Survey, 77.5% of teachers felt that students followed the rules of conduct. In addition, only 82.5% of teachers agreed that school administrators consistently enforce rules for student conduct. In addition, through PLC's and faculty meetings teachers expressed concerns about how to best manage increasingly severe student behaviors. Six hours of professional Development was held during the summer of 2018 to address "Functions of Behavior" with new strategies and tools for impacting student behaviors. A book study, using the book Discipline with Dignity, will be continually studied through PLC meetings and Faculty Meetings throughout the school year. The District Student Code of Conduct will be reviewed and utilized, as well as the new MTSS process in the district for a Multi-Tiered System of Support to document and implement effective behavior interventions for all students. The third area of school improvement is Community Support and Involvement. According to the TELL survey, 42.9% of teachers agreed that Parents/Guardians were influential decisions makers in the school. In addition, 62.5% of teachers believed that parents/guardians supported teachers in their success with students. In order to address these issues of parent involvement, a new PTA Board was established and the principal works directly with the board through monthly meetings to ensure increased parent involvement in the school. The Principal and president of the PTA meet weekly to discuss events, fundraising, and parent involvement. Class Dojo has been utilized as a constant electronic communication tool where teachers and parents can communicate daily regarding student behaviors as well as communicate about what is happening in the classroom. Parents are encouraged to serve on committees and provide leadership through extra-curricular activities. These areas should be addressed in order to

improve student achievement by increasing teacher influence on decision making related to instruction, PBIS, discipline and safety; and working to increase parent involvement with teachers and students in order to contribute to their success and achievement in the classroom.

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.

In order to support the decisions of the SBDM Council a Teacher Leadership Team has been developed with a representative from each grade level, special area and special education. This team will meet at least monthly to provide input on instruction, curriculum, PBIS, social emotional learning, and any issue that may impact student achievement and culture. This team will communicate with teachers and be responsible for communicating concerns and ideas to the team. Recommendations from this group may be given to SBDM Council. Committees are also set up which include members of the entire staff to make recommendations to the Council. Committees meet monthly and minutes are reported at each SBDM meeting. In addition to the newly established Leadership team, a Multi-Tiered System of Support led by the district has been implemented to monitor Tier I, Tier II, and Tier III instruction and interventions for all students. This system of support involves all stakeholders. A recursive process of weekly and bi-weekly meetings has been established to review students needing interventions at all Tier Levels. An RTI team comprised of Administration, Counselors, and Social Workers meets bi-weekly to address academic, behavior and social-emotional needs of students also including chronic attendance concerns. Bi-Weekly Special Education team meetings are also scheduled opposite the dates of the RTI meetings. The Administrative team, including principal, assistant principal, counselor, FRC coordinator and social worker; meets every Monday in order to address Chronic Attendance Issues, Behavior Reports, Social Emotional Learning, suicide risk assessments and PBIS monthly trends. These meetings are focused on student achievement data and making appropriate Tier I, Tier II and Tier III RTI decisions for students. Individual student progress is monitored at the Admin Team Meeting as well as monthly PLC Grade Level Team meetings where progress and next steps are discussed for every student. Progress monitoring data will be reviewed for students with Tier II and III interventions in the areas of Reading, Math, and Behavior. Weekly PLC meetings with all grade level teachers are focused on Tier I-Quality Instruction; Tier II and III intervention data; and social-emotional learning and concerns for students who may need further support. Parental Involvement is being addressed through electronic communications system between teachers and parents (Class Dojo), monthly PTA board meetings with the Principal and weekly meetings with the PTA President and Principal to focus on parent involvement, fundraising efforts and communication with parents and the school.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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