

CCE Continuous Improvement Diagnostic 2018-19

Phase One: Continuous Improvement Diagnostic

Clear Creek Elementary
Kim Willhoite
279 Chapel Hill Rd
Shelbyville, Kentucky, 40065
United States of America

Last Modified: 12/31/2019
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.

Overall, the results from the spring TELL Survey show positive increases since the last administration. Many of the identified areas we focused on show improvement in our results. However, there are still areas where we can continue to improve. Staff still indicate concerns around sharing concerns with school leadership and they feel they are not regularly recognized for their accomplishments. We have included regular shout outs during our learning workshop time and have it as a part of our weekly email update. We have increased our follow up on professional learning but that will be something we will continue to focus on this year as we have narrowed our focus to reading groups, math instruction, and developing integrated PBL units. And, the last large concern for teachers is their lack of time. Time is always a factor for educators. There is never enough hours in the day for student learning, planning, and collaboration. At the next PD day, the staff will engage in a design thinking challenge to determine the best ways to utilize all of our resources to increase student achievement.

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.

Teachers will be engaged in a review of all data on October 15th. During that time, they will analyze the data to find ways to improve our instructional practices for our students, identify gaps/holes in our curriculum, and identify next steps. Our teachers analyze formative and summative assessment data collaboratively in common planning times and during weekly data team meetings. The school-specific professional learning days in October will be used to analyze the data and also provide additional learning and planning time for teachers. Teacher instruction and student learning will be continuously monitored throughout weekly data team meetings and with regular learning walks in classrooms.

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)
-----------------	-------------	---------