

Phase One: Continuous Improvement Diagnostic 2018-19

Phase One: Continuous Improvement Diagnostic

Martha Layne Collins High 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 upon the disaggregation of data from the TELL Survey, the following areas have been selected for focus because they correlate with largest average declinations since the 2015 TELL survey administration. * The school leadership makes a sustained effort to address teacher concerns about: the use of my time in school, instructional practices and support, and new teacher support (-15.7%) * Effective school council representation: teachers represent faculty, parents represent diversity within school community, decisions positively impact instruction, decisions positively impact school staffing and schedules, council provides effective leadership in the school (-13.4%).

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.

The CSIP will be developed and reviewed in phases: phase 1 = Continuous Improvement Diagnostic; phase 2 = Data Review and Needs Assessment; phase 3 = setting goals, objectives, strategies, and activities to implement; phase 4 = progress monitoring. In each of these phases, various school stakeholders will be engaged to ensure input from all stakeholder groups. Meetings will be held after school to ensure maximum opportunity for stakeholder input. The CSIP will be implemented through departments and stakeholder groups. Implementation will be monitored through implementation checks (30-60-90 Day Plan updates) conducted with the Instructional Leadership team, the SBDM Council, and other stakeholder groups. Successful accomplishment of identified objectives and goals will be derived from state accountability data.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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