

Phase One: Continuous Improvement Diagnostic 2018-19

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Argillite 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.

In looking at the Argillite Elementary School's results of the Advanced Ed Survey taken in the spring of 2018, it shows that 68% of AES's stakeholders was regularly provided with opportunities to help support student success. Even though with 68% being not too disappointing we feel that AES needs to address this area to make access for multiple opportunities for parents, families, and legal guardians to engage in meaningful activities that support student success. We will use a formal, two-way process to communicate with the parents, families, and/or legal guardians of our students. For our action plan Argillite Elementary School plans to implement cooperative learning with more fidelity in the classroom so that all students are engaged. According to Argillite Elementary School TELL KY 2017 results these are four areas that either dropped since 2015 or just in generally needs addressed for improvement. Administration and staff at our school addressed the TELL KY Results in a staff meeting and made some significant changes in order to address these concerns. Some changes that we made are as follows: 1. Faculty and staff now have a sufficient and ample space as well as supplies to work on classroom preparations during their common planning times. 2. The school environment seems to be much cleaner with the changes made concerning our custodial staff and the job duties assigned to them. 3. Managing Student Conduct will be addressed in the principal's Professional Growth Plan toe more consistent with enforcing rules for student conduct. 4. With new surveys being supplied and feedback being acknowledged teachers will have an appropriate level of influence on decision making at Argillite Elementary School. Argillite Elementary School according to the TELL Survey we were strong in relationship building and community partnerships. We will continue to acquire parent/guardian feedback and address the goals in our parent survey action plan. The school council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data. We have more communication with parents this year including 3 different evenings along with daytime provided for conferences. Parents may also request a conference at any time as well as our teachers are communicating with postcards, phone calls, Facebook, and other forms of communication each week with parents. This is a way that with just a few words we can show emphasis on how important their child's education is to Argillite Elementary School. Our Family Resource Center has begun a new set of parenting classes as well as our Site Based Decision Making Council and component committees will discuss various workshops with convenient dates and times to see if it is possible to have a better variety of workshops. Argillite Elementary School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. The AES School SBDM council adopts measurable objectives and plans coherent strategies to build

authentic parent participation, and the school council monitors the implementation and impact of that work. School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children. School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. School staff involves parents in personal communication about their students' progress at least once a month. School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts. School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).

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.

Argillite Elementary School Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities. The staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts. The school staff also relies on the parent organizations to provide learning opportunities for parent leadership. Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families. Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.) Argillite Elementary School provides open house and family nights for all parents to have the opportunity to learn about:

- Kentucky standards and expectations for all students.
- School's curriculum, instructional methods, and student services.
- School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2016 Val ED Report	The Vanderbilt Assessment of Leadership in Education or VAL-ED is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year. A comprehensive picture of the principal includes input from teachers, the principal's supervisor and his or her own self-report.	1
 AES Inventory Results	AES Inventory Results	1
 AES KY TELL Survey	AES KY TELL Survey Data Comparisons.	1
 AES SBDM Bylaws	AES SBDM Bylaws	2
 AES SBDM Policies	AES 2018 SBDM Policies	2
 AES SBDM Policy and Bylaws review date.	AES SBDM Policy and Bylaws review date.	2
 AES Survey and Inventory Results - Culture and Climate Surveys	Results form questions asked concerning the the culture of Argillite Elementary School and answers provided by AES's teachers, parents, and students with an action plan.	1
 Evidence for Principal Standards	A guide for showing evidence that I use for standards in implementing PPGES.	1