

## 2018-2019 Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

### **North Park 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.

This is year two of the TELL Survey. These goals/concerns are still current. Teachers are allowed to focus on educating students with minimal interruptions 87.9% We already strive to interrupt class on a limited basis. The one area we have not addressed is morning announcements. Our announcements have occurred at 7:45 which is 30 min. after the start of the preschool students' day. We have partially completed our plan to do video announcements, which teachers can show via YouTube at a time that is convenient for them. Parents/guardians are influential decision makers in this school. 75.0% - I would say this is a concern for teachers because we do not have a wide interest from parents in participating on committees at North Park. We will plan to specifically recruit parents to do so this year, and additionally in 2018, we will work to incorporate a parent booster group. If parents are more engaged in the workings of the school, this area will improve. We also will provide more learning opportunities for parents through targeting parents in smaller, more intimate settings (smaller team family meetings) as outlined below in the section related to the Missing Piece rubric used in 2017. New teacher support 90.9% - We have many new teachers this year. If we support their development we will likely find they are more successful and student progress more likely as well. Our plan is to have monthly meetings with all teachers 3 years and fewer experience at our school on a variety of topics. Each teacher will also be provided a peer mentor. These pairings will support teachers Professional Growth Plans as well as provide ongoing support for day to day needs.

#### **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.




Committees will review the CSIP activities at least 2 times per year to determine effectiveness (level of implementation) of the plan. Meetings will take place during the regularly scheduled committee structure. Parents will be invited to give feedback as well, via electronic means and surveys through the Title I Parent Advisory Council. We will use these surveys to determine how to accommodate schedules and how to best involve stakeholders in ways that are convenient for

them and meaningful. The process will be monitored through CSIP review in our monthly SBDM meetings. School improvement is the purpose of all the work we do. Our Leadership Team meets once per month, PLC teams meet with Leadership once per month as well, the entire faculty meet at least once per month. Each of these meeting provide an opportunity to review progress on school goals. Every staff member is a stakeholder and meetings are scheduled as a part of regular, required meetings. Effectiveness of our plan will be determined by our student progress.

### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Faculty and Staff Survey Fall 2018	survey of needs	1, 2
 Parent Survey 2018 Spring	Parent Survey of Needs	1, 2
 Tell Survey 2017	Basis for continuing plan in 2018.	1, 2