

KDE Continuous Improvement Diagnostic_09222017_08:58

KDE Continuous Improvement Diagnostic

Wallins Elementary School

Stan Nicely
Wallins, 40873

Target Completion Date: 10/01/2017

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Status: Open

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Stan Nicely (principal), Brittany Helton (2nd grade teacher), Marybeth Lee (1st grade teacher), Lisa Slusher (counselor), John Slusher (middle school teacher), Brandi Evans (parent.)

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

Strengths identified are: 1.) District and school leadership ensure that student achievement is discussed each semester with all parents. 2.) Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities. 3.) Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness. 4.) Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families. (Student & Parent surveys)

COMMENTS

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

1.) Parents report their relationship with school staff is about discussing student academic performance and/or behavior. (Apprentice score.) 2.) School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning. (Apprentice score.) 3.) Some parents report they are welcome to visit school. (Apprentice score)

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

1.) Teachers will be required to keep a positive parent communication log and turn into principal at the end of each month. Every teacher should contact parents (by word of mouth, note, or e-mail) to say something positive about their child. At the end of the year, every parent should be contacted at least once throughout the year. Some teachers also use Class Dojo and classroom websites to improve teacher/parent communication. 2.) FRYSC plans to seek out informative parent

workshops so that parents are more educated on how to help their children. 3.) Efforts are being made to make our school a more welcoming environment. Improvement of teacher/parent communication will also help improve this area. We have social media and will start an "all call" system to inform parents of events in our school. Our school has an open house (meet the teacher), we also invite parents to review progress reports and discuss progress with teachers throughout the year. We also plan to start a Kindergarten jumpstart day where incoming Kindergarten students and their families can spend the day at the school to get to know their teacher and classroom. Wallins has also recently started the annual Fall Festival where we have a carnival in the gym. The Fall Festival is open to all students, families, and people in our community.

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Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

1)Individual planning time (35% strongly disagree & 23% disagree), 2)Professional learning (12% strongly disagree & 73% disagree), 3)Collaborative planning time (19% strongly disagree & 65% disagree), 4)Teachers work in professional learning communities to develop and align instructional practices (23% disagree.) 1&3.)Individual & Collaborative Planning: We are starting a new morning routine for students, where instead of coming straight to the classroom in the morning, students will sit with their class in the gym. Teachers will rotate by grade level on monitoring students in the gym while other teachers have extra time for planning and preparation in the morning. 2.)Professional Learning: We will look for a more wide range of professional development opportunities so that our teachers will be more educated and informed. 3.)Professional Learning Committees: Our principal will assign committees so that our teachers can work together to improve different areas in our school. There is a curriculum committee, a budget committee, an attendance committee, and a discipline committee.

COMMENTS

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Part III

1. How will the school engage a variety of shareholders 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.

Principal will select and inform stakeholders when and where meetings can take place. Meetings will take place when it is convenient for all members and stakeholders. Meetings can also be held directly before or after site based meetings to make it more convenient more members to attend.

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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