

2018 Phase One: Continuous Improvement Diagnostic_08272018_16:18

Phase One: Continuous Improvement Diagnostic

Mapleton 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.

1. Develop a shared vision (staff, administration, and families). A unified vision for the school is essential to ensure the collective work is productive and focused as a team. The leadership will work with the Planning Leadership Team to outline overall focus areas. The team will review recommended steps to outlining a vision and plan the procedures the school team will follow. Staff, parents, and administration will use the key topic areas to narrow down a unified vision as a team.
2. Teachers involved in decision making in the school - communicating methods and opportunities.

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.

1. The Curriculum Leadership Planning Team comprised of a teacher representing each grade level and area, parents, and administration, will lead the process of identifying a plan for improvement for addressing the critical areas. 2. Planning team will lead the staff in a detailed needs assessment review. 3. The critical area and the needs identified in the data review will be used to outline goals, strategies/activities, timeline for improvement, and resources/cost. 4. The plan will be presented to the SBDM Council for review, feedback, and approval. 5. The Curriculum Planning Leadership Team will review the progress on the strategies and activities at least monthly and update Council. 6. Goals/Objectives will be measurable and reviewed quarterly for progress update and identification of additional action steps.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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