

Panther Academy Continuous Diagnostic 2018

Phase One: Continuous Improvement Diagnostic

Panther Academy
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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.

An eProve survey was conducted in September 2018 to gather input from staff and parents as we begin the improvement process for this school. Additionally, information from the TELL survey given in the spring of 2016 was reviewed. From these data sources, some areas of improvement have emerged. The first area of growth concerns the involvement and effective ways to assist parents in understanding strategies to help their child at school. Parents are asking for help and wanting information that will allow them to assist their child's efforts in school. Parents want to have more of a voice in the decision making process at the school as well. A more effective way to entice families to attend family events is another areas of growth to be addressed. An additional area of focus for the school is providing teachers with relevant professional development to address areas of individual growth as well as overall school growth in the areas of differentiation with a specific focus on addressing the needs of special education students, gifted and talented students and ELL students. From the parent survey, the clear message was that the parents would like to have more information on how to help their child be successful in school. Some teachers send home a weekly newsletter to help inform parents of what is being taught and learned in each class, but the school needs a more systematic approach to disseminate information to all parents. One strategy that might help parents understand what is happening in the school is to create a monthly instructional newsletter that is given out school-wide. Using a school-wide newsletter helps ensure that all parents are receiving the same information. Increasing parent involvement in school activities as well as awareness in the decision making process will be addressed. From the results of the eProve survey, about 1/3 of the parents that responded felt as if the school did not include them in the decision making process. Finding methods to help parents feel like a partner with the school is necessary. Someone even asked for more surveys such as the one being filled out to be used more frequently. Instead of just planning family events with ideas from the staff, we can survey the parents to see what they need in order to help their child in school. With the families having a voice and feeling as if their voice is being heard, a positive impact on family involvement at school events may be seen. From the TELL survey, about 69% of the staff indicated the need for professional training in the area of differentiation. 79% of the staff said they needed more training working with special education students and gifted and talented students. 71% of the staff expressed the need for more effective strategies to work with ELL students. Working with these diverse populations in the school will be the focus of trainings in our improvement plan. Creating a specific focus of PLCs and staff meetings can extend the staffs knowledge and understanding in these areas as well. Also, the staff needs to self-assess their own

strengths and weaknesses so they focus their flexible professional development on their greatest need.

ATTACHMENTS

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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.

School improvement requires all stakeholders to not only understand the process, but to be actively involved in the process. At the preliminary stage, many of the stakeholders have been involved by completing a survey to give valuable input. The survey did not include community members or students input, but it did include all staff and parents. The school based decision making council is representative of staff and parents which help develop and oversee the improvement plan for the school. During monthly SBDM meetings, the council reviews the CSIP and discusses what areas have been addressed that month. They look to see if any of the goals of the plan have not been addressed and what additional activities need to be done in order to accomplish the goals. Parent involvement in this process was encouraged at open house where sign up sheets for SBDM committees were offered. Since not all parents attended that meeting, that invitation will be sent out in paper and electronic form so that all parents are aware that they can be a part of the decision making process in the school. Additional surveys can be developed and sent to parents as a method of gaining more information from parents in an anonymous and non-threatening way. Using the school website is one avenue to keep all stakeholders informed of the CSIP and the progress being made. The CSIP can be posted on there with monthly updates as to the activities and strategies done to accomplish the goals described in the plan. Posting a monthly newsletter that includes instructional strategies and activities would be another way to help parents and other stakeholders know how to help their child be successful in school. The staff will be involved in training throughout the year, formally and informally, during PLC and staff meetings to help them better understand differentiation and educational strategies to assist the diverse population in each classroom. The Director of Special Education and the G/T Coordinator will be utilized during PLC or staff meetings to share ideas and resources for the different needs of students in the classrooms. Collaboration and planning with the Associate Superintendent of Instruction and the Professional Development Coordinator will be used to help with this goal as well. SBDM committees will help plan and oversee the improvement plan, also. Each committee will give input on what needs ideas they think are needed to help the school improve, especially in the areas of reading and math. Those ideas will be used to help the SBDM develop the comprehensive improvement plan.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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