

2018-19 TKS Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

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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.

Stakeholder input is vital to continuous school improvement. TK Stone sought input and data using the (A) 2017 TELL Survey, (B) eProve parent culture/climate survey, and (C) staff analysis of the Continuous Improvement Diagnostic (Missing Piece). A1. The 2017 TELL survey results indicated student discipline/behavior a faculty concern. Lack of classroom consistency may contribute to this issue. Only 61.8% of staff felt that teachers consistently enforce rules for student conduct. Staff needs to clearly define and enforce student expectations. A2. Class size was also a concern. Our 2018-19 enrollment has increased by approximately 8.00%, small classroom size has a direct impact on student learning allowing teachers time to meet the needs of all students. B1. The eProve parent survey involved culture and climate of TKS, the majority of respondents (68%) were females. The overall survey (105 respondents) concluded that parent contact with staff was brief (63%), helpful (55%), respectful (53%) and supportive (43%) ; however , 42% responded they felt a distance with staff. C1. The Continuous Improvement Survey was completed by each grade level and included the following categories: relationship building, communication, decision making, advocacy, learning opportunities, and community partners. Each grade level ranked the school as distinguished, proficient, apprentice, or novice in each category. C2. The results of this survey indicated the staff felt all six categories were at an apprentice level. Positive culture/climate, relationship building, and communication is critical for a successful school and provides the umbrella for the remaining five categories. Relationship building between staff/students/parents/ community will be a primary focus for this year.

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.


The process of improvement is fluid, stakeholders include (but are not limited to) students, parents, staff, and community members. Ongoing and continuous improvement will be monitored in the following manner. 1. Staff members will collaborate ways to improve our apprenticeship level of the "Relationship Building" portion of Continuous Improvement rubric. 2. Follow up with routine survey

parents and staff to determine how staff procedures are affecting culture/climate and communication between home/school and community. 3. Continue to encourage parents to participate in PTO and SBDM as well as continuing to inform with our current practices (emails, social media etc.) 4. Seek input and inclusion of parents/guardians with our SBDM committees that focus on learning environment, academic performance, and planning. These processes will be monitored by quarterly reports to SBDM.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-19 Parent Survey Culture/Climate	eProve survey to parents regarding the culture and climate of TKS	2