

2018-19 Phase One: Continuous Improvement Diagnostic_09132018_17:17

Phase One: Continuous Improvement Diagnostic

Fleming Neon Middle 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.

From our most recent TELL Survey we found some results that were somewhat concerning. 1. Teachers have an appropriate level of influence on decision making in this school-Only 81.2% of the teachers' surveyed agreed with this statement. Obviously we want teachers to feel as if they have a voice on the decisions concerning them and their school. If teachers feel they have a voice and an impact on school decisions I believe they would feel as if they have more ownership and would be more productive. 2. Teachers have time available to collaborate with colleagues.-Only 75% of the teachers agreed with this statement. Due to our small staff and lack of special classes to provide planning periods, the only time our teachers currently have to collaborate with colleagues is during after school PLC meetings. Obviously providing teachers the ability to work together to review data and plan instruction would be huge as they can share their expertise, whether it be in subject matter, resources, etc. 3. Parents/guardians are influential decision makers in this school.-Only 80% of the teachers surveyed agreed with this answer. We obviously want parents to feel they have a voice and ownership in their school. If parents are working in conjunction with the school then we will be more successful. Not only will it provide us with a different perspective but it will provide more "buy in" from the community. From our annual Title One Parental Involvement Survey that the parents complete, the most concerning items were; 1. 35% of the parents reported that they haven't been invited to attend a training to help their child succeed in school and 2. 27% of parents said they haven't been invited to a parent teacher conference this year. Both of these we feel are instrumental in developing positive, working relationships between the school staff and the parents and both of these are topics could pay huge dividends in student achievement. We do offer opportunities for both of these during the year and we feel we advertise them in an effective manner (all-call system, school's marquee, social media, etc.) but apparently we are failing to reach some parents.

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.

We will include a variety of stakeholders on our SBDM council as well as on our Administration team. Our SBDM will consist of 2 parents selected by popular vote from the parents of our school along with 3 teachers from our school, chosen by popular vote from among the teachers along with the Principal. They will meet monthly at a regularly scheduled date and time (1st Thursday of the month at 4:00) as chosen by all the members. Their role will be to represent the group they were voted in by, when dealing with school wide decisions. One of the standing items on our agenda is Parental Involvement. We will also have an Administration Team that will include a variety of stakeholders that will meet once every 2 weeks to deal with school wide issues (Academics, Culture, Attendance, etc.). It consists of the FRYSC Coordinator, the Principal, a classroom teacher, an appointed Central Office member, our Guidance Counselor, and a Gear Up Tutor/Parent, and our school's 21st Century Coordinator. The members, besides the Central Office member, are selected by the Principal.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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