

## 2018-19 Phase One: Continuous Improvement Diagnostic\_09212018\_09:30

Phase One: Continuous Improvement Diagnostic

**Arlie Boggs Elementary School**  
Freddie Terry  
Eolia, 40826

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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.

While our TELL survey data historically has been very good and above both district and state averages, we did see a decline in the area of community support and involvement. Three components of Q4.1 decreased from 100% to 92.9%. (see attachment). To address this we have implemented the use of google calendar. We have created a public calendar that anyone can access through a variety of ways. Every paper communication that comes from the school office contains a QR code that can be scanned taking the stakeholders to the calendar. The link is placed on Facebook and our webpage. We have increased the utilization of the all call system to make calls to all homes in a matter of minutes. We have also created groups in the all call system when only a select group needs the information. We will have more events, inviting parents and community into our school to share in our success. Many teachers are utilizing Class Dojo to provide yet another means of communications between school and home.

#### **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.

As stated in part 1, we will schedule more public events than we have in the past. Typically we have a "meet and greet" and Kindergarten Orientation prior to opening day. We also have at least one other open house, a literacy night, and a homework help night. This coming year we will have an open house once per grading period. Our PTO has conducted a membership drive and are now scheduling meetings that are at a more convenient time for teachers and working parents to attend. The PTO has also pushed to encourage attendance at monthly SBDM meetings. Through out the year we will plan student recognition days. This may come as a breakfast or luncheon that provides attendees the opportunity to receive information about our school and programs offered. Our SBDM will create an ADHOC committee to evaluate our school to home/community communications and report suggestions for improvements back to the council. Our parent members will take the lead in accepting nominations and elections to the committee. One of the SBDM parent members will be the leader of the committee and will guide the work.

## **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Tell KY questions	The document shows the three questions that decreased in % of agreement.	1