

**2018-19 Phase One: Continuous Improvement Diagnostic for
Districts_09272018_13:43**

Phase One: Continuous Improvement Diagnostic for Districts

Letcher County
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Last Modified: 10/01/2018
Status: Locked

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	5

Phase One: Continuous Improvement Diagnostic for Districts

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a district'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 district 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.

When analyzing the TELL survey data from 2017, the instructional team looked for areas that fell below the state as well as areas that showed a decline for our district. We were very pleased with our results overall, however, there is always room for improvement. Questions Q2.1a and e were a concern. Teachers are concerned with class size and the amount of routine paperwork. As a small district with limited funds, it is difficult financially to hire more classroom teachers, but we have worked to put more instructional assistants and tutors in place through grant funding. It is important to have an adequate number of adults in classrooms in order to help meet individual student needs. A second concern for us was question Q3.1 k: Teachers have sufficient access to the library and media facilities. Unfortunately, due to financial restraints, we have had to downsize the number of library/media specialists we have in our district. We have nine schools that share two librarians, so time is very limited. However, we have also hired instructional assistants in order to maximize the time our students do have with the librarians. Our goal is to create a media center that is accessible and vital to each and every school.

ATTACHMENTS

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

Part II:

2. How will the district 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.

Letcher County schools uses a 30-60-90 approach for school improvement. The district, as well as each school, has an administrative team that is made up of principals, counselors, teachers, and classified employees. This team meets regularly to analyze data and guide improvement for the district and schools. As a district, the central office directors and all principals make up the administrative team. At each school, the principal chooses lead teachers from different grade levels and content groups to participate. The 30-60-90 day plan itself is the tool these groups use to plan for improvement. At the end of each 30 day period, each activity is color coded as completed or continued and carried over. Each principal then submits the plan to the district staff for feedback. The district staff reads each plan and gives feedback to the school. Schools then

share this plan with the Site Based Decision Making Council for more feedback and to communicate all efforts to stakeholders.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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