

2018-19: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Lebanon Elementary School

Jim Freeman
420 West Main Street
Lebanon, Kentucky, 40033
United States of America

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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.

Lebanon Elementary School has three areas of improvement based on the latest results from the TELLKY survey. All of the areas will be addressed as individual goals, but they are interlinked to each other with the end result being the improvement of instruction practices for the teachers, thereby increasing student learning in the building. LES will strive to create an atmosphere of trust and mutual respect. The percentage score from the 2017 survey was 47.4%, which dropped from a 53.6% in 2015. Last school year, Lebanon Elementary became a Leader In Me partner. This was the initial year of the program. LES will continue in the endeavors of LIM for this coming school year. The school's committee structure will be based on the Leader In Me structure. Teachers and faculty members from all grade levels and content areas form the different leadership teams to conduct the business of the school. Designated tasks and charges will be given to the leadership teams to complete with the Site Based Council as the central hub of the organization. By setting this system into place, teachers will have leadership roles in the school's future and decision making process. LES will also create a new Positive Behavioral Interventions and Support (PBIS) team that will look at the school's expectations from students and each other. Again, this will be another group of teachers and staff working together for the betterment of the school. Another area of improvement centers around teacher leadership, particularly a goal of teacher involvement in decision making. Q6.5 is the specific concentration for this. The 2017 survey results show a score of 63.2% among the faculty. Using the structure of the Leader In Me leadership teams and the creation of a PBIS team will hopefully increase this percentage. Additionally, school administration will create Student Learning Teams from each of the different grade levels and groups of the school. These SLT will meet on a bi-monthly basis to allow teachers to talk together around areas of concern. One meeting of the month will focus on student data/learning. Teachers will discuss student strengths and weaknesses in order to determine a correct action plan for success. The other meeting for that month will center around professional learning and instructional practices for teachers. The idea is to create a learning culture for teachers to discuss strengths and weaknesses. Conversations and resources in this meeting could be based on needs identified in a teacher's PGP. The last area of concentration is Professional Learning. 64.7% of the faculty surveyed in the 2017 TELL KY Survey believed that Professional Learning was not evaluated nor communicated to the teachers. The Student Learning Team meetings will concentrate on specific professional learning for a grade level or individual teacher. Administration will also use observation and walkthrough data to communicate professional learning needs for the school. The goal is create a culture, based on individual teacher need, that has job-embedded professional learning opportunities.

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.

Community involvement and support is a priority for Lebanon Elementary based on the 2017 KY TELL Survey results. Lebanon Elementary would very much like to grow the parental involvement in the school. At present, we do have parent representatives on our Site Based Decision Making Council (SBDM). Those representatives are elected by the parent contingency of the school. However, that is only two parent representatives. Although small in number, they are very big in the decision making for our school. The SBDM meets once a month on the 3rd Tuesday of the month. We also have a Parent Teacher Student Organization (PTSO) at the school. There is a small membership list for this, but we are constantly trying to increase the enrollment and the involvement of our parents. This group meets on a monthly basis. LES will utilize social media and our phone call system to advertise meetings and school events where we can get the PTSO message out to our parents on how to join or get involved. Basic membership drives have been done in the past, but without much success. By getting parents in the school, it sends a more inviting membership message. The school has also used individual events to get parents into the building, ex. Doughnuts with Dads, etc... LES will also use Title I funds to enhance parental involvement. By using our Title I funds, LES will schedule no less than nine family nights. These nights are designed to get parents into our buildings so we can gather thoughts from them. From the school standpoint, there will be a focus on the supports that we have and the quality of instruction that students receive. Additionally, the school will define the role that parents can play as a full partner. The district has given some money to pay for a Title I coordinator for the school. Their sole responsibility is to help plan and execute parent involvement in the school. LES will also use the Leader In Me program as a liaison to the community. The school started this program in the 2017-18 school year. The school will continue to host community leader lunches and invite local business leaders to the school in order to expose children to leadership styles and community resources. This is another tool to get the community inside the building and make lasting partnerships for education. A part of the Leader In Me organization for schools has a team that is dedicated to community outreach. As LES continues this vision of strengthening parental involvement, we will use the PTSO as the vehicle to create a stakeholders group.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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