Continuous Improvement Planning: Phase 1 – Continuous Improvement Diagnostic

Team Member Name	Shareholder Position
Scott Helton	Superintendent
Terry Watson	DPP
Randall Blanton	Special Education Director
Kelli Isaac	Title I/Head Start Director
Angela Skaggs	Instructional Supervisor/District Assessment Coordinator
Vickie Jo Howard	Adult Education Director

PART 1: Using the results of perception surveys (e.g. TELLKY, eProve™ surveys) form 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

Directions:

Using the following link to the district/school's TELLKY Survey (https://tellkentucky.org/results), review the data. Consider areas that have declined since the last survey administration and those results that reflect ratings below state averages. From this information, identify three (3) to five (5) prioritized needs for this continuous improvement cycle. Mark these items with a **red/pink highlighter**. It is also important to consider other perception data that has been collected, e.g. eProve™ surveys, etc.

The work tool on the next page of this workbook will assist you in creating a plan for addressing these identified and prioritized needs. As you plan, remember to consider where the support needs to be targeted. Is the need associated with a process, practice, or condition? The image below will provide clarity as to how these three (3) "work" areas are defined within the continuous improvement process.

As-Is-State of Processes, Practices, and Conditions

Work:
Identify the **PROCESSES** implemented by students, teachers, teacher leaders, and/or school/district leadership

Worker:
Identify the **PRACTICES**, capabilities, and motives of the students, teacher leaders, school/district leadership

Workplace:
Identify the **CONDITIONS**, environments, and surroundings in which the people live, study, and/or work.

Framing Our Next Steps

Action	Phase of the Work	Where is the action?			Tools of Transformation How's the action implemented?					In the next 30 days…
What action(s) needs to happen to improve perception survey results?	Developing, Monitoring, Evaluating Actionable Next Steps	Process	Practice	Condition	PLC Protocol	Professional Learning (Training, Preparation)	Walk Through /Learning Walks	Leadership Support	Other, specific:	30-60-90 Day Planning
Source: Val-Ed Survey Connections to External Communities	Monitoring	X						X (Communication)		Leadership will… • implement usage of Plus/Delta quality tool to determine strengths and continued needs in Connections to External Communities of schools • develop targeted connection to communities survey tool • during district PLC's allow for time to review community survey results
Performance Accountability	Monitoring and Evaluation		X		X			(Analyze)		• implement usage of Plus/Delta quality tool to determine strengths and continued needs in Performance Accountability • during district PLC's allow for time to review Performance Accountability
High Standards for Student Learning All surveys and non-identifying data are evaluated and results are communicated to stakeholders	Developing, Monitoring and Evaluating			X	X	X	X	(Evaluation)		• implement usage of Plus/Delta quality tool to determine strengths and continued needs in High Standards for Student Learning • during learning walks, develop targeted connections to DEI, student engagement, etc. for High Standards for Student Learning

PART 2:

1-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.

Directions:

As a team, define the term "shareholder."

> District Leadership team defines "Shareholder" as: Any individual invested in the interest and success of a school and its students. This can include administrators, teachers, staff, students, parents, family, community members, board members, businesses and organizations.

Has the practice of the district/school been holistic in providing for "shareholder" involvement, or has it been confined to smaller groups of "shareholders," such as the SBDM Council and/or the PTA/PTO? Explain the team's response below.

> Magoffin County, while a small community, is striving to provide holistic shareholder involvement. The district is expanding from traditional SBDM and PTA to events on a larger community scale.

How can the team **intentionally plan and provide** opportunities for larger scale discussion and participation by "**all**" shareholders?

> Our team has made opportunities for larger discussions and participation by including students as non-voting board members, and inviting community members to attend monthly meetings.
>
> - Stakeholders review data from surveys to determine needs and interest of parents and community to encourage participation.
> - Collaboration with higher education institutes
> - Family involvement activities
> - Parent Volunteers
> - Cultural Diversity Workshops

This page serves as a notetaking guide for Part II. The following tool will allow you to move your team's "notes" into actionable next steps related to increasing stakeholder participation/opportunities.

	Here's What *(Factual Statements)*	So What *(Discuss Implications)*	Now What *(Develop a Plan of Action)*
	According to Val-ed Data, Connections to External Communities (Process), Performance Accountability (Practice) and High Standards for Student Learning (Condition) are areas of weakness.	Home-School-Community relationships and supports for holistic improvement are limited due to small sector of participation. Performance Accountability measures are not always equitable. Students who score Novice are not reflecting comparable grades. High Standards for Student Learning will be observed in classrooms during Learning Walks and student achievement will be effected.	1. Make connections with local businesses and organizations such as Masonic Lodge and Kiwanis, Chamber of Commerce, attend monthly board meeting; share partnership opportunities and shareholder importance to school improvement. 2. Collaborate with higher education institutes 3. Make time for principals and teachers to compare grades and various assessment data and follow-up with suggestions for improvement. 4. Conduct scheduled Learning Walks, minimum of 3 per year, per school to support High Standards for Student Learning.

District and School Workbook for CSIP/CDIP Phase 1 Review
Compiled by Kelli Prater, Continuous Improvement Coach - Revised 09/19/18