

KDE Continuous Improvement Diagnostic_11062017_15:12

KDE Continuous Improvement Diagnostic

Erpenbeck Elementary School

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Florence, Kentucky, 41042

United States of America

Last Modified: 11/21/2017

Status: Open

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Pat Berry - Principal Eddy Bushelman - Assistant Principal Ashley Goheen - Guidance Counselor
Jill Baird - Guidance Counselor Kyle Holloway - Instructional Coach

COMMENTS

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ATTACHMENTS

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2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

We feel that developing relationships with the parents of our students is a strength. We believe that strong relationships are at the foundation of everything that we do at EES and that includes building those relationships with parents. We have words of welcome in about 10 different languages right in the office vestibule to welcome the community as they enter our building. We have access and use school forms that are printed in a variety of languages for parents to use. We provide multiple opportunities for dialogue regarding the continuous progress of our students with their parents. The area of communications is another Erpenbeck strength. EES had a KCSS school safety audit that was conducted in October, 2017. The area of communication was a commendation on the report. This was based on the staff and parent interviews and on-line surveys that were conducted as part of the audit. We provide systematic opportunities for our parents to be able to attend and participate in parent conferences. The area of advocacy is another relative strength for EES. The vast majority of our parents attend parent conferences and meetings for GSP, IEP, 504, EL plans to be implemented or reviewed. Our parents are aware of our open two way communication and how to go about expressing concerns and getting issues resolved when they arise.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

We have some improvement opportunities in the area of Decision-Making. We have typically had low voter turn out (less than 20%) for SBDM elections the previous few years. Elections have been held in conjunction with school events but we have not had many voters. We have not asked out parent SBDM members to become leaders with mentoring other parents in any type of formal manner. Another area for improvement is within Learning Opportunities. EES does have a classroom visitation policy for individual parent visit but it is limited to a classroom that their child is in. We celebrate our school wide learning in other ways but not through our visitor policy. In the area of community partnerships we can do a better job of making our new parents aware of services that are offered. EES does not have a FRC, so we could do bi-annually FACE team meetings with any new families to provide them with an overview of programs and services offered. This would also provide an opportunity for staff to answer individual family questions.

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

SBDM elections will be communicated to all stakeholders via many communication platforms - Bi-weekly EES newsletter, EES Facebook Page, Twitter, hard copy notice will be sent home with each student as well. The election will be coordinated to be held on a day when some type of school event is being held in which parents would already be visiting EES. Grade level PBL presentations and school wide programs (TomorrowLand, Science Night with Dads etc.) will be opportunities for parents to see entire grade level academic work or entire school academic work, not just the work from their child's class. Our administrative staff will schedule bi-annual FACE team meetings that will provided opportunities for any new parents to engage in a program designed to bring awareness of philosophies, opportunities, and services offered at EES.

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Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

Based on TELL survey results the area of professional development will be specifically addressed. Results show that teachers would like for PD to be better differentiated to meet their needs. They would like to have follow up to the professional development that is offered and would like to have PD evaluation results shared with them. Our school has used the Key Core Work Processes to identify needs - formative and summative assessments for ELA has been identified as an area for staff professional development. Our staff has also identified a problem of practice through a SWAT analysis and student engagement in cooperative groups is our identified problem of practice. We are committed to providing our staff with training in Kagan Structures to address the engagement problem of practice. To date approximately 50% of our staff has been training by Kagan. We are offering differentiated weekly PLC meetings to meet teacher needs.

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Part III

1. How will the school engage a variety of shareholders 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.

EES will continue to seek out and involve stakeholders too continue to enhance engagement and maintain continuous improvement. This will involve staff members and parents through our PTSO and SBDM and committees. We will be looking at survey results and relevant data to ensure that continuous improvement is maintained.

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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