

2018-2019 Phase One: Continuous Improvement Diagnostic_11132018_13:15

Phase One: Continuous Improvement Diagnostic

Florence Elementary School

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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.

Currently teachers have completed a self-assessment of the classroom environments utilizing the eleot tool. The Learning Support Services team has also completed an eleot walk-through sweep and the information from both sets of data were shared with the staff during a faculty meeting. Areas of strength and for improvement were noted. Plans for improvement were developed during grade level PLC meetings. Florence Elementary teachers and administration looked at our TELL survey results summer of 2017 and revise our vision and mission statements. Information was then shared with the full staff to drive our decision making process. Teacher leadership, professional development, and community supports were chosen as a area of focus based on the lowest score rating and were identified through survey results as being areas of concern. Strengths include implementation of Leader In Me program school-wide and increase in student connection to school and staff.

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.

Florence Elementary School has implemented the use of school improvement quality tools such as the 30-60-90 day planning process, the plus/delta, and the eleot walk-through tools for classroom observations. All certified groups must develop initiatives, focused on instruction and data, that will be implemented and monitored every 30 days. The plus/delta tool is utilized to solicit feedback from stakeholder groups. For example, data was collected via a plus/delta following the first day of school and the implementation of new procedures, to make adjustments to first-day routines. Stakeholders surveys will be continuously throughout the year. Parents and community members are invited into our school frequently. Following such events, feedback is encouraged through the use of surveys. Data is compiled and shared with event organizers and administration to note areas for improvement.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 30-60-90 Day Plan	Our 30-60-90 Day Plan is focused on our two big rocks; Instruction and Assessment/Data Analysis.	2
 Plus/Delta Form	The Plus/Delta Form is the quality tool utilized to collect feedback from stakeholder groups when implementing new initiatives.	2
 eleot Self-Assessment Data	The FES staff completed an eleot self-assessment prior to the LSS eleot sweep. This document shows the compiled data.	1