

KDE Continuous Improvement Diagnostic_10192017_10:57

KDE Continuous Improvement Diagnostic

Southgate Public School
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Southgate, Kentucky, 41071
United States of America

Last Modified: 10/23/2017
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:

Eddie Franke-Principal Jenny Muller- Parent/Council Karan Hackman-Teacher/Council Jennifer Payne- Parent/Council Melissa Herald-Teacher/Council Shelley Hamberg-Teacher/Council Kendra Abner- Teacher/Council

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

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

Strength Point 1 (Communications) - District and School Staff encourage continuous and meaningful communication with all parents about their student's academic goals and progress.

Strength Point 2 (Communications) - School Staff implement systematic efforts to maximize parent-teacher conferences. Strength Point 3 (Community Partnerships) - Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning.

COMMENTS

Please enter your comments below.

Our school does a very good job staying in contact with parents regarding individual student grades and overall school communications. Partly due to our neighborhood environment, where the majority of our parents drop off and pick up students on a daily basis. The school and individual teachers also communicate through regular email, phone calls, all call system, weekly parent communication, IC Parent Portal, etc. Conferences are well attended and conference slots are flexible. Parents are offered day or evening slots and additional days are added if needed. FRYSC and Title I services cover a broad range of resources parents make meaningful use of.

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

Area 1 (Learning Opportunities) - School Staff displays and communicates proficient student work with scoring guides to demonstrate academic expectations to parents and students that are updated regularly. Area 2 (Relationship-Building) - Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. Area 3 Relationship-Building) - Some parents report they are welcomed and encouraged to attend school activities, or provide feedback, etc.

COMMENTS

Please enter your comments below.

Engagement is a focus area for our school. We are working on ways to engage students in the classroom and to value their education. Taking a closer look at strategies to include parents more readily in their child's education, whether it be providing more clear examples of proficient work,

inviting them to participate in school functions, or holding parent nights to focus on education may prove beneficial to student learning.

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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.

1) Continue strong communication with parents via all calls, weekly email, conferences, teacher phone calls, etc. 2) Expand communication going on to include more specific information relating to student academic performance and achievement. Examples may include providing samples of proficient work. 3) Implement mentoring for 5th grade students 4) New students/parents will meet with School Counselor upon registering in our district

COMMENTS

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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.

Our lowest scoring area was Parent/Guardian support of teachers regarding student achievement. Only 62.5 agreed. The next lowest area was Teacher's receive sufficient training to utilize technology. Only 68.7 agreed. 13 other areas scored between 73.3 and 84.6. The remaining 78 scored above 85%. We will address the parent/guardian issue by including some of the information from Part I of this diagnostic and attempt to forge better relationships with parents and share specific proficient examples in our communications. Professional Development will be reviewed during our needs assessment to see where technology needs may exist. Additionally, PD will be evaluated more closely and those results communicated to staff.

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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.

Being a small school, 100% of our staff participates in an annual needs assessment survey and test analysis. FRYSC and Title I services establish an outreach to the home and into the community at large. the SBDMC regularly reviews data such as MAP assessments, K-PREP, curriculum, and professional development needs. PLCs meet regularly to focus on professional learning needs, curriculum, and student issues. ESS and Title I address students performing below academic benchmarks. These plans and strategies are monitored throughout the year by district administrators and supporting data.

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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