

EHS Continuous Improvement Diagnostic 2018-19

Phase One: Continuous Improvement Diagnostic

Elizabethtown High 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.

Based on our recently released assessment information we will be focusing on students with disabilities. We are a TSI school for the category of students with disabilities and we are also concerned about the progress of our African-American students. As we examine our practices for core instruction as well as tier 2 and tier 3 interventions we will be comparing teacher perceptions about teaching and learning practices with data obtained from our district Look 2 Learn walk-throughs. On initial examination, 85% of our teachers stated they base decisions in the classroom on the strategic direction of the school. We are an Advance Kentucky school with an emphasis on more minority, free/reduced and IEP students successfully taking Advanced Placement courses. We have not seen an increase in minority or disabled students taking AP classes. We also have a district initiative to have learning targets, which are aligned with instruction, posted and referenced in all classes. According to our most recent Look 2 Learn data from the 2017-18 school year approximately 62% of our students can clearly articulate the learning objective and the objective was posted only 54% of the time. Ninety-seven percent of our teachers report lessons are based on high expectations for students. However, the Look 2 Learn data indicated the thinking level observed was at a low level 80% of the time and high level only two percent of the time. Engaging lessons are important to the learning process and a district initiative. Ninety-seven percent of our teachers believe they provide engaging lessons on a frequent basis. L2L data shows on-task behavior at almost 89% but engagement at just under 7%. Using the above-mentioned surveys and data, it is obvious we need to examine our core instruction to determine alignment to rigorous standards for all students. We also need to develop a formal structure for utilizing learning targets and incorporating engaging lessons. Last but not least, our teacher surveys indicate 63% of our teachers do not use a formal process regularly and frequently to determine the individual learning needs of their students but 63% also indicate the frequent and regular use of a variety of assessment tools to ascertain student understanding of content. This would indicate a need for a formal structure for determining student needs and how to address the problem of students who do not understand the content.

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.

Teachers will met in their departments to discuss the continuous improvement rubric. Each department compiled their "score" and submitted those results to building administration. Parents, teachers, and students have been given the opportunity to complete an eProve perception survey/inventory through Infinite Campus and will be encouraged to serve on a committee addressing an area of school improvement as we move forward in the planning process. Emails, One-calls, and personal contact will be made to parents to seek their involvement in this process. Students from each grade level will form an advisory committee to provide feedback throughout the year on a variety of topics including school improvement. Parent and student groups will be representative of our school population. Meetings will be scheduled to accommodate the majority of the committee members needs and may include technology in order for all members to participate. We will monitor the implementation of our process through quarterly reports to the SBDM and opportunities for parents, students, and teachers to complete follow-up surveys/inventories.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Look 2 Learn Data	This is a chart containing specific observation data for each of the schools in our district with Elizabethtown High School's data highlighted.	1
 Teacher perception survey	AdvancED inventory of teacher practices.	1