

Phase One: Continuous Improvement Diagnostic_09272018_08:27

Phase One: Continuous Improvement Diagnostic

Helmwood Heights 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.

Our most recent Val-Ed survey resulted in an overall Performance Level of "Proficient" with a mean score of 3.95. The areas of Quality Instruction, Culture of Learning and Professional Behavior, and Supporting were in the "Distinguished" range while all other areas were in the "Proficient" range. One area for improvement according to Val-Ed would be in the core component "High Standards for Student Learning" under the key process "Advocating". More specifically, this reflects the need to advocate for high standards for student learning when writing and implementing IEPs by challenging low expectations for students at risk of failure, challenging low expectations for students with special needs and challenging faculty to maintain high standards of learning for students with special needs. It involves advocating for the diverse needs of students in all decisions concerning school social and academic learning goals as well as advocating for students with special needs in decision making about high standards for student learning. These areas should not only be addressed because of ValEd survey results but also because our school was recently identified as TSI in the area of "Students with Disabilities". To address this area we have implemented a Special Education PLC team and set regular meeting dates and times for this team to convene, share, discuss students needs and data, etc. Our district has also created a "Lead Teacher" position for our special education team just like each regular education PLC team has. The SPED Lead Teacher attends all district Lead Teacher meets and trainings and share the information with the SPED PLC team. The SPED Lead Teacher is charged with guided other SPED teachers through development of learning targets, using engaging qualities in their lessons, designing higher level thinking tasks, etc. just like regular education teacher PLC teams do. This will allow our SPED teachers to be on an equally playing field with our regular education teachers when it comes to high yield, high quality instructional strategies. Our new Director of Special Education has been invited to attend the meetings and will provide assistance and expertise with writing IEPs, addressing student needs, scheduling, providing resources, answering critical questions, etc. In addition to our Director of Special Education attending and being actively involved in our SPED PLC meetings, we have also invited a Special Education consultant from GRREC who plays an active role in the PLC by supporting SPED teachers, answering their questions, providing resources, reviewing IEPs, etc. In addition to our PLC team we have also set aside funds to pay for substitute teachers so that our SPED teachers can attend and participate in valuable professional development opportunities as well as observe other SPED teachers in other schools/districts. One practice we will put into place this year in our SPED PLCs is to analyze individual student assessment data of our students with special needs as a regular practice of the PLC. We will look at IEP goals, resource and collaboration time they are being served, programs

and resources being used, progress monitoring and assessment practices and accommodations. New Special Education teachers in our school are also paired with a mentor who is also a special education teacher who observes and meets with them regularly to guide them, answer questions, provide feedback and support, etc. The new teacher is also afforded opportunities to observe the mentor teacher. Our Director of Special Education will also join the L2L walk-through team each month to conduct educational walk-throughs in our building. During these walk-throughs she will focus only of special education classrooms providing feedback for both teachers and school and district leaders about how our special education classroom instruction and collaboration aligns with our district goal and expectations for improvement and achievement. Last but certainly not least, one area of focus and growth on the school principal's PGP is in the area of Special Education. The principal will work to grow as a leader who understands special education and special education processes at a deeper level, gains more knowledge about writing and implementing IEPs, enhances ability to advocate for and maintain high standards of instruction and learning for students with special needs.

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.

To make sure growth and improvement are ongoing and continuous in the area identified for growth in our school (teachers, leadership, district leaders) will stay committed to our PLC team process and regular meetings, continue to fund and support the SPED Lead Teacher position, maintain a SPED mentor program, invite our Director of Special Education and GRREC consultant to keep a hands-on approach with the Special Education program in our school, maintain funds and budgeting for substitute teachers for SPED teachers to visit and observe other teachers as well as attend professional development opportunities, set aside time at PLC meetings to discuss individual student assessment data and form action plans to meet student needs. Stakeholders involved in this process will include but not be limited to SPED teachers and support staff, school leadership, regular education teachers, Director of Special Education, Associate Superintendent of Student Learning, our district DAC our school BAC (counselor), GRREC Sped Consultant, parents of students with special needs, students with special needs and our SBDM council. School Leadership will be responsible for allowing time and space for PLC meetings and for monitoring the minutes and focus of the meetings as well as advocating and voicing for SPED teachers as well as students with special needs. School leadership will also be responsible for maintaining budgets that support substitute teachers for observations as well as professional development. The SPED Lead Teacher will be responsible for maintaining the focus and minutes of the meetings, attending district Lead Teacher meetings, sharing Lead Teacher information with SPED teachers and reaching out to Director of Special Programs to assist with needs and questions of the PLC. The Director of Special Education will be responsible for supporting the SPED PLC team, conducting regular L2L walk-throughs, providing feedback and support to school leadership, supporting SPED teachers with training and professional development and providing mentors for new SPED teachers. The Associate Superintendent of Instruction will be responsible for building the capacity of the SPED Lead Teacher to aid in building the effectiveness of the SPED PLC team and district instructional initiative and expectations. The DAC and BAC will be responsible for providing assessment results of students with special needs to the PLC team, school and district leadership and the SBDM council. These processes and commitments will need to be maintained over a period of time. Effectiveness will be monitored through student assessment data, progress

monitoring data, classroom assessment data and survey data (ie. ValEd, Tell, school surveys) as well as PLC feedback and SBDM input. The collaboration of all of these stakeholders and implementation of several different practices and processes ensures that student growth, advocacy and achievement with our special needs students is at the forefront and is being addressed. Additional implementation and action plan measures may take place once KDE office TSI support to our school/district with our Students with Disabilities.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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