

## Phase One: Continuous Improvement Diagnostic\_11142018\_13:49

Phase One: Continuous Improvement Diagnostic

### **Morningside Elementary School**

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Status: Locked

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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.

Q7.1b/c There is an atmosphere of trust and mutual respect in this school. Teachers feel comfortable raising issues and concerns that are important to them. Without trust and mutual respect, staff members will not be a unified force in identifying, addressing, and supporting student needs. Trust is the foundation needed in order to experience success in any other realm. Q5.1b/d/e Students at this school follow conduct./School administrators consistently enforce rules for student conduct. /School administrators support teachers' efforts to maintain discipline in the classroom. Classroom discipline is essential in order to provide the best possible environment for learning. Teachers must feel supported in this endeavor. The consistent involvement of the behavior administration team is critical for student and teacher success. Q6.1e/f The faculty has an effective process for making group decisions to solve problems./In this school we take steps to solve problems. Q6.5 Teachers have an appropriate level of influence on decision making in this school. Teachers need to know that their voices are heard and their perspectives are valued. Without active participation from teachers who feel safe to engage in discussions, the trust and respect cannot be strengthened; therefore, the aforementioned strategies for growth will not be effectively implemented.

#### **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.

Strategies for improvement will be compiled into a simplified version by the principal to be shared with faculty and staff through school newsletters and faculty meeting agendas with progress on implementation discussed monthly. The same document will be shared and reviewed regularly with SBDM Council. Through the survey, parents will communicate their interest in committee involvement and will be invited to participate by current school and parent leaders. Parents representing each of the grade levels and demographics will be included in a newly formed committee led by the principal to specifically examine strategies for school-wide improvement. The selected parents will determine the dates and times that are the most convenient to meet. This

committee of parents will also use the simplified document to monitor the effectiveness of implementation and suggest further action.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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