

Phase One: Continuous Improvement Diagnostic_09192018_12:55

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Sheldon Clark 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., TELLY, 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.

The processes, practices, and conditions Sheldon Clark will address for continuous improvement during the 2018-2019 school year were based upon the results of an eProve teacher survey, results of an eProve parent survey, and discussion points made at a Parent Involvement/ Stakeholder Meeting. The eProve Teacher Inventory Internal survey was distributed via email to all Sheldon Clark teachers. As of 9/18/18, 17 teachers responded to the survey questions. Areas of improvement, based upon the results of the Teacher Inventory Internal survey, include: utilizing two-way parent communication processes and providing multiple opportunities for parents to engage in meaningful activities that support student success. According to Part B Question 13, 18% of the participating teachers utilize a formal, two-way process to communicate with the parents, families and/or legal guardians of their students, while 41% of the responding teachers provide two-way communication sporadically. According to Part C Question 2, 47% of the responding teachers responded they “rarely” provide opportunities for parents, families and legal guardians to engage in meaningful activities that support student success. The eProve Parent Survey was emailed to all parents with a current email address on file at Sheldon Clark. As of 9/19/18, 50 parents responded. Areas of improvement based upon the Parent Survey were in the Teaching and Assessing for Learning category. The lowest scores on the survey were on the following items: E4: All of my child’s teachers meet his/her learning needs by individualizing instruction (Average 3.48), E7: All of my child’s teachers keep me informed regularly of how my child is being graded (Average 3.50), and E5: All of my child’s teachers work as a team to help my child learn (Average 3.53). The results of these two surveys support the continuing effort to increase parent and teacher communication, along with increasing parent involvement within the school. The following activities will continuously be implemented and monitored throughout the school year to improve the on-going relationship between parents and teachers. Beginning last school year (2017-2018), Sheldon Clark developed and implemented five school-wide committees, which included a Parent & Community Involvement Committee. Members of this committee include: The YSC director, Building Level Principals, Teachers, Paraprofessionals, and Certified Staff. As a continuation from last year, this committee meets monthly to discuss processes and strategies that promote parent involvement. The members continue to reach out to community organizations and parents to provide assistance in school improvement planning. The committee utilizes a 30-60-90 day plan to monitor progress and to evaluate success. Based upon the survey results mentioned above, the committee will shift its focus to ongoing two-way communication processes between parents and teachers and opportunities for parents to engage in meaningful activities that support student success. Each strategy identified by the Parent Involvement

Committee will ultimately focus on improving student achievement. Action strategies being implemented by the committee include: use of the Remind App to notify parents/guardians/stakeholders of school activities (including training on how to use the App for any parent), distribution of parent interest surveys at the first parent/teacher conference (online survey will be sent to parents unable to attend the conference), and continuation of monthly parent workshops held throughout the school year. Another practice Sheldon Clark has continued to implement this school year to encourage parent involvement is the administration of social media pages and the phone messaging system. The Sheldon Clark Facebook page, which is operated by Mrs. Williams (Principal), serves as a means to inform parents, students, and community stakeholders of upcoming events, communicate student success and achievements, provide general information, and provide information about school clubs/organizations. Parents and community members are also encouraged to post questions or concerns they have via the webpage. The phone messaging system is an automated phone call to all parents/guardians providing important dates and upcoming information. Ongoing parent workshops, along with two parent teacher conferences, will be held throughout the school year. On September 18, 2018 (first parent workshop), all senior parents were invited to Sheldon Clark for an informational KHEAA/FAFSA (financial aid) workshop. During this meeting, the local KHEAA representative (Brandon Brown) and Guidance Counselor provided parents with an overview of completing the FAFSA and information about the upcoming senior trip. It is our hope to continue having parent workshops like these throughout the school year to provide two-way communication between parents and teachers. Advisors will continue making positive phone calls to parents/guardians. The first Advisor call will be made at the end of the first nine weeks. Talking points will be provided by Mrs. Williams (Principal). Research suggests the importance of parent involvement in the school, and the correlation between parent involvement and student achievement. Sheldon Clark wants to welcome parents/guardians as influential decision makers in the school.

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.

Quarterly Stakeholders Meeting- Sheldon Clark plans to host four Parent Involvement/ Stakeholder's Meetings throughout the 2018-2019 school year. The first Stakeholder's meeting was held on September 13, 2018 by Mrs. Williams (Principal). Multiple stakeholders (School and District level employees, Parents, and Community Members) attended the meeting, where the following information was discussed: federal programs, district strategic plan, PBIS, ATC update, survey for parents, Striving Readers Grant, changes in state accountability, upcoming graduation requirement changes, attendance/tardy concerns, intervention courses, and the administration of the civics exam. Questions and concerns were gathered at the end of the meeting. Several questions were addressed regarding the new graduation requirements for incoming freshman. Collaboration with key stakeholders promote stakeholder involvement, relationship building, and communication with parents. The purpose of these meetings will be to discuss, monitor, and evaluate the CSIP/Continuous Improvement efforts at Sheldon Clark. District Leadership Meeting- These meetings include the participation of the following people: principal, assistant principal, director of student advocacy, 2 counselors, FRYSC director, the principal of the ATC, and several central office personnel (superintendent, instructional supervisor, special education director). The leadership team meets every other week to monitor/evaluate/update/ revise the 30- 60-90 day plans which are directly tied to the CSIP. This team checks to ensure that the 30-60-90 day plan is

being implemented with fidelity and adds additional activities which are needed to fulfill the goals of the CSIP. One of the individual 30-60-90 plans focuses on School Culture. It is within this plan that processes and policies are outlined that relate to parent/ community involvement. This plan will be shared with the Parent & Community Involvement Committee and SDBM members for monitoring/ evaluation purposes. Title 1 Meetings- the Title 1 Coordinator for the school will host parent meetings throughout the school year, in collaboration with the Parent Involvement Committee and YSC Director. The goal of these meetings, with parent and community support, is to improve academic achievement for disadvantaged students. The Title 1 Coordinator will recruit and encourage families to become partners in learning and to include parents in the planning, review, and evaluation of the programs. Student Assistance Team (SAT) Meetings- The SAT, consisting of the district psychologist, school psychologist, outside agency counselors, building level principals, court designated worker, guidance counselors, special education teachers, attendance clerk, and the Positive Behavior Intervention System (PBIS) Coach, meets weekly to identify needs of students and develop action plans to assist students in overcoming barriers to achieve academic success. When completing cumulative record reviews, parents are contacted to provide necessary information to assist in the development of a comprehensive action plan. SBDM Meetings- Regular monthly meetings are held and agendas posted at school and on SCHS social media. At each SBDMC monthly meeting, the principal reports to the council the progress being made on the activities in the 30-60-90 day plans which are directly tied to the CSIP. Council members are given opportunity for input on how to better improve the school. The first reading of the 2018-2019 CSIP will be during the November 2018 SBDMC meeting. Parent workshops, Parent & Community Involvement Committee meetings, SBDM meetings, Leadership Meetings, and collaboration with the YSC will provide parents with opportunities to be active, decision-making stakeholders. Our goal is to ensure parents' opinions are valued and that they are well-informed of what is occurring in their school.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Parent Survey	Survey link was sent to every parent that an e-mail address was available for. There were 50 respondents.	1
 Teacher Survey	A link was sent to all SCHS faculty members (31). There were 17 respondents.	1