

Phase One: Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

Warren East Middle School
David Cloyd
7031 Louisville Road
Bowling Green, Kentucky, 42101
United States of America

Last Modified: 09/21/2018
Status: Open

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	5

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.

Warren County conducted Studer surveys with all WEMS staff members, all WEMS students, and limited responses from parents of students at WEMS. Based on the results of the student survey, students do not believe they show respect to each other. The school will provide all staff members with professional development on strategies for classroom management that focus specifically on how to build positive relationships with students and how to effectively respond to disruptive students. The faculty will also receive professional development on setting high expectations for students of poverty and students from diverse cultural backgrounds. One of our Wildly Important Goal for the 2018-2019 school year focuses on how students will demonstrate respect to their peers and themselves at all times. Teachers and administrators will focus on effective and consistent response to student behaviors in order to create a safe learning environment and increase overall student engagement. Based on the Studer survey results, teachers report that the principal and supervisor do not consistently consult them on the decisions that effect their job. Warren East Middle school developed an action plan that focuses on multiple opportunities for teachers to have input on critical decisions impacting the school. The leadership at WEMS will focus on providing autonomy when planning PLCs and Professional Development topics. Teachers will be provided with support and time to collaborate with colleagues with the purpose of improving instructional practice and overall working conditions.

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.

Warren East Middle will engage a variety of stakeholders in the development of school-wide Action Teams and planning Committees. We have established action teams for Community Outreach, Culture and Equity, and Academic Action/Literacy Team. All teachers have been invited to serve on these action teams which meet monthly to share ideas and develop strategies for improving the overall culture and learning environment at Warren East Middle School. The school will seek and recruit parents and community stakeholders to serve on planning teams in order to establish a

shared vision within the entire school community. A Member of the Adult Lighthouse Team will serve as a leader of each action team committee and will report the minutes from the meetings to the SBDM Council for approval for planning next steps in the school improvement process. In addition to these action teams, the school is partnering with numerous partners in the community for the Striving Readers Grant. This grant focuses on improving literacy instruction from birth to grade 12. Members of the Academic Action Team/Literacy Team meet monthly with the District Literacy Coach to plan literacy events throughout the community, establish a school-wide writing plan, and improve overall literacy instruction. Warren East Middle School is also partnering with Life Skills and the Sources of Strength grant to empower the student body and faculty advisors to lead the school through ongoing campaigns to prevent suicide, bullying, and modeling respect towards others. We will continue to administer school-wide surveys and analyze school performance data in order to monitor the effectiveness of the strategies being implemented.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Studer Survey Results - Warren East Middle School	Warren East Middle School surveyed teachers, students, and parents to ask important questions about the education and culture at WEMS.	1