

## October 2018 Phase One: Continuous Improvement Diagnostic\_09242018\_20:55

Phase One: Continuous Improvement Diagnostic

### **Ryland Heights Elementary School**

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Status: Open

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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.

Using assessment data such as KPREP and MAP, as well as school surveys that indicate areas for teacher growth based on the Quality of Instruction Cycle, we will focus on improvement in the areas of both reading and math proficiency across all students, with a focus on strategies for students with disabilities. Our 2018 KPREP overall proficiency score fell at a 76.5 and, although we have made growth, we still have room for improvement in reading and math proficiency. Although our proficiency score for all students was a 76.5, the proficiency for our students with disabilities was significantly lower at only 42.6 making Ryland Elementary a TSI school. In both reading and math, over 40% of students with disabilities scored in the Novice range. This area will definitely be an area addressed. Throughout the year we will have ongoing weekly PLC's to address instructional needs. In addition to weekly PLC's, we will have faculty meetings and a minimum of an additional 6 hours of professional development that revolves around quality instruction. These training will include meaningful engagement, accountable talk, collaborative learning and formative assessment.

#### **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.

Stakeholders will be involved in the process through surveys, giving their input through involvement in SBDM meetings and committees. School committee members will be chosen based on individual choice as well as an individual's area of strength with each grade level represented. SBDM meetings and committee meetings will be held monthly, and school committees will report regarding their area of focus to the remaining school staff during grade level common planning times.

#### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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