

## October 1, 2018 Phase One: Continuous Improvement Diagnostic for Districts

Phase One: Continuous Improvement Diagnostic for Districts

**Kenton County**  
Henry Webb  
1055 Eaton Dr  
Fort Wright, Kentucky, 41017  
United States of America

Last Modified: 10/12/2018  
Status: Open

---

## TABLE OF CONTENTS

---

Continuous Improvement Diagnostic .....	3
ATTACHMENT SUMMARY.....	4

## Phase One: Continuous Improvement Diagnostic for Districts

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a district'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 district 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.

According to the results of perception data in the last administered TELLKY survey, an increased focus students and teachers having access to technology was noted. As a result, the district formed a committee comprised of teachers, administrators, and various other stakeholders to create an implementation plan for one to one technology throughout the district with an emphasis on personalized learning for all students. Our efforts are continuing in the development and implementation of this plan in order to create a fluid and systemic functionality to promote a culture of/for learning.

#### **ATTACHMENTS**

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

#### Part II:

2. How will the district 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.

Teachers, building administrators, district office administrators, including parents were selected based on interest and experience in one to one personalized learning for students. Stakeholders are representative of all levels from elementary through middle and high school as well. The committee initially met regularly to create an implementation plan and are now at the stages where pilots are being researched within the district and data monitored for effectiveness (specifically in the area of improved student engagement with classroom visits that include the collection of data for analysis), in order to adjust as needed and roll out effectively throughout the district as a whole.

#### **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)
-----------------	-------------	---------