

October 2018 Phase One: Continuous Improvement Diagnostic_09242018_16:03

Phase One: Continuous Improvement Diagnostic

Dixie Heights 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., 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.

Dixie Heights is under new leadership with a new Principal beginning this school year. From the Tell survey results and from meetings done with staff members we will need to focus our improvement in three areas: Leadership, professional learning and student conduct. From the survey results and discussions there seems to be a lack of clear vision for the school among the stakeholders. Additionally, the professional learning opportunities that were offered did not appear to make a difference in overall instruction. There appears to be lack of value for the opportunities that were provided. Lastly the survey shows that there was a lack of consistency and expectations for student conduct.

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.

We have reviewed our SBDM policy in regards to committees and ad-hoc committees. We have adjusted the policy so that committees that are created will seek representation from the following groups; Teachers, parents, students and administrators. We believe the adjustment in the policy will allow for more input from a variety of stakeholders. We will continue to utilize our Team Leaders to help with communication among their departments in regards to utilization of resources, professional learning opportunities and dialogue about instructional practices.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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