Phase One: Continuous Improvement Diagnostic for Districts 2018-2019

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TABLE OF CONTENTS

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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.

Russell Independent formally utilizes Culture Surveys, Title One Surveys, Professional Development Surveys, Tell Surveys, and NTI Day Surveys to gain insight on areas of growth and strengths. At our Primary level, while analyzing a current School Culture survey, and comparing it to the 2016-17 TELL Survey, RPS may be heading in the right direction, however there is still a need for overall improvement in some school culture areas. Although 100% of the 34 faculty members selected either agree or sometimes after reading "The team of people in my school care about and support each other." the 41.2% that chose sometimes is concerning. Are they not feeling supported or cared about, or is it a combination of both? 17.6% of the same faculty members selected sometimes when asked about whether or not staff strives to reach a high standard. Here are the rest of the results that we will be taking a look throughout the school year: 23.5% sometimes-professional learning opportunities are valued in my school and designed to bring about continued student growth, 23.5% sometimes (with 1 disagree:-(- our school celebrates the accomplishments of our faculty, staff, and students, 26.5% sometimes with 1 disagree-teachers are provided the opportunity to collaborate, 17.6 sometimes with 1 disagree - describe the focus of our school as being student centered. All of the above are directly tied to school culture, which correlates with overall student achievement. According to Vicki Zacrzewski in a recent article on how to create positive school climates, "Researchers have found that a positive school climate can help solve problems such as bullying, teacher burnout, disengaged students, motivation to learn, absenteeism, student behavior, and much more." We are currently missing two important pieces of data. Our school culture from both the students' and parents' perspectives are in need of surveying as well. At our Elementary level, one area of concern is collaboration. After analysis of the Tell Survey with faculty and staff, we discovered some overriding themes based on the data. According to teachers in the survey, Collaborative Planning Time was one of our lowest areas with only 72% of the teachers agreeing that this was sufficient. Also, when combining the R-MIS Culture Survey (also providing feedback from teachers) 84% of teachers feel they have the opportunity to collaborate. In both surveys, these two percentages were among the lowest of all feedback. Because of this feedback, R-MIS will develop a specific plan with a SMART goal for increasing the time that teachers are given to collaborate. Area of Concern: Culture/Climate--Celebrations According to the R-MIS Culture Survey, 80% of the faculty feel as though we do a sufficient job of celebrating accomplishments of faculty, staff, and students. Also, the Tell survey had "faculty are recognized for accomplishments" as one of the lowest areas on the entire survey with only 66% of the teachers agreeing or strongly agreeing. We recently underwent a rebranding of our school where we brought in all stakeholder groups to develop a new vision and tagline for R-

MIS. This vision (C.A.R.E.S.) includes the development of the culture and climate in our school. We will write specific and measurable goals to address this area of need as evidenced by our Culture and Tell Survey. Area of Concern: Professional Development--Domain 2 Learning Climate According to the professional development needs survey that our faculty completed in the spring of 2018, the greatest area of importance for our building is in the area of Learning Climate. 100% of our faculty felt that this was a high or moderately high area of importance for our building and our students. This domain encompasses creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, student behavior, and organizing physical space. When combing the results of the Culture Audit, Tell Survey, and PD Survey, we will work to address the areas in the learning climate that have shown a need. Specifically this will include celebrations, common procedures for discipline/behavior, and creating an environment of respect and rapport. Area of Concern: Technology According to the NTID and Title I Surveys, technology plays a large part in our educational practices. The NTID survey comment portion included praise for students being able to work on technology links in order to complete learning tasks. There was discussion on how the students had an easy time of accessing and doing this because of the use of the technology at the school. There were questions, however, about the amount of technology available at the school as well as passwords being needed for access. A huge initiative for one to one chromebooks for our students has been prompted by the results of our Tell, PD, Title 1, and NTI surveys. In order to serve our students in the current technology world, we will develop goals that will incorporate technology in a blended environment where the students will have ease of access both at home and school. At the middle grades level, Russell Middle School conducted a variety of surveys (TELLKY, eProve, Title 1, RMS Culture) to gather information from stakeholders. The Russell Middle School Culture Surveys were emailed to faculty and completed in Google Documents. The survey had 29 responses out of 32 faculty. The survey allowed for anonymity of responses. The survey was administered to ascertain feedback on the following items: Professional development, working conditions, student support, faculty support and administrative leadership. The survey showed that Russell Middle School has a positive and supportive culture. 100% of respondents said that RMS is a good place to work and teachers are encouraged to be creative in their classroom. Faculty further felt that there is a good rapport among faculty. The faculty further stated that they supported each other and that they strive to be their best each day. Russell Middle school places the student at the forefront of education. The THRIVE Culture of Russell Middle School is identified as one of the positive aspects of school culture. This simple program allows for the recognition of faculty, staff and students for their performance. An Area of Concern Collaboration-Teachers believe more time could be set aside for them to collaborate. Further teachers feel like that Professional Development at times does not have a direct impact on their classroom performance. RMS to remedy this situation will provide a survey in Google Docs in the 2018-2019 to establish Professional Development for the 2019-2020 school year. A second area of concern according to the NTID and Title I surveys is technology. Many of the NTID assignments place an emphasis on technology. Parents expressed concern that their child was unfamiliar with the platform used in the completion of the NTID work. Other's felt that being able to complete their assignments in an e-learning format was a positive experience. The Title 1 survey conducted at In The Know Night-showed that parents wished their students had more access to technology. RMS to address this area has designated a portion of our Title 1 money for the purchase of Chromebooks. Russell Middle School is working to having a three students to every one Chormebook ratio. At our high school level, Area of Concern: Russell High School analyzed the TELL survey and Culture survey for the purpose of the continuous improvement of Russell High School. Based on the results of the survey it was evident that teachers and staff felt that additional collaboration during the school day would benefit all. Only 52% of the faculty felt common planning time was adequate. It has proven difficult due to the fact that we are a small school that offers a rich curriculum. We currently offer 21 AP courses and 10 Dual credit courses taught by our faculty. In addition to these courses it is necessary to offer adequate sections of

courses required for graduation. Therefore, allowing for common planning time within the Master Schedule has been challenging. As a result of the survey feedback, we will continue to focus on student achievement and common planning for the purpose of analyzing student data and aligning curriculum. Lead teachers, counselors, and building administration will prioritize course offerings to aide in the availability of common planning. Student interest could determine whether or not a course is offered in the Master Schedule. Courses with a lack of student interest may be offered on a rotation basis. Our aim is to present teachers within PLC's the opportunity to vertically align curriculum, analyze student data, and outline student goals based on this data through common planning. Area of Concern: The culture survey also indicated that 23% of teachers felt parents were not included in the education of their children. RHS will keep webpages updated, invite parents and community members to volunteer in classes. Our goal is to improve our communication with parents by increasing the number of followers on social media to better communicate with parents. In 2014 our district developed a committee of stakeholders that included parents, students, teachers, and administrators to rebrand our district mission and vision. We meet for several months with a structured format and created the current mission and vision for our district. This process has really helped to bring unity to our district.

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.

At our Primary level, student and parent perspective need to be considered when looking at school culture. Surveys will be distributed to all students and their parents to get a valid sample size. The surveys will be given at least three times throughout the year; one in the fall, one in the winter, and one in the spring. Using the school website, as well as other communication tools such as Remind, Newsletters, Letters to the parents, and One Call, and Parent/Teacher Conferences we will inform all stakeholders of their role and importance to the process. A School Culture Adhoc will be created to review the results of the student/parent surveys. Next steps will be planned once the data has been reviewed. Student Council will help with the student surveys, results and plan. From the faculty and staff perspective, Student Achievement Coaches, grade level PLCs, SBDM, and the RPS Admin team will all come together to find a way to improve the areas found in the School Culture Survey as well as the Tell Survey. Results will be communicated and discussions has as to how the results may have come about. We will take a team approach to establish a positive school-wide culture. The following has already been created as part of my PGP:The specific area we will be focusing on within Measure 2, School Climate will be 2.2 (Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community. We will improve this area by completing the following: - At the beginning of the year, PLC Norms will be reflected upon as well as created by each individual grade level. - Why I Went into Teaching activity will be completed at the beginning of the school year. Finished products will be posted on the bulletin board in the teachers' lounge. The admin team will participate in this activity as well. The purpose of this activity is a simple one: To spark our enthusiasm that we had back when we were rookies or beginning teachers, like Jon Gordon talked about in The Power of a Positive Team. - Goody Table Fridays once a month to celebrate staff birthdays! - Pulling Together (10 Rules for High Performance Teamwork) book study will take place throughout the school year. Assigned readings will be given before chosen faculty meetings, where group discussions will take place. I will also send special messages in the Monday Memo in which faculty will reflect as to what the rules mean to them. - Review once again, Tell Survey

Results from two years ago (2016-17). Take the time to explain things that have already been done to better areas that needed addressed, and ask for honest feedback as to where staff feels we are now and how we can further improve. Develop next steps using the data from the most recent feedback. - During PLCs and Student Achievement Coach Meetings, we will be discussing the RPS Culture Survey that was conducted at the beginning of the year! I will be leaning on all of our staff for ideas as to how we can improve the culture here at RPS! As evidenced form the above plans, there will be multiple means of accountability so that the process will be implemented and monitored for effectiveness. At our Elementary level, as part of our C.A.R.E.S. vision, stakeholders play an important part of our school community. Our community and school stakeholders will be invited to quarterly meetings to develop, review, and modify our goals for our school. During these meetings we will look at our goals, the data collected based on the goal implementation, and decide on next steps. We will develop an ad-hoc committee whose sole responsibility is to review the progress of our goals. Stakeholders will be selected from community groups such as PTA, SBDM parents, and community volunteers. At the school level, students will be represented by grade level and content area teachers/staff. Meetings will be held after school with norms being developed in order to monitor for effectiveness. Minutes will be kept and included in the monthly SBDM minutes that are published on our website for public viewing. At the middle school level, Russell Middle School as part of our vision to inspire and empower all students to reach their maximum potential will reach out to stakeholders. Russell Middle School recognizes that our school THRIVES when families and communities THRIVE. RMS will work in conjunction with the community and stakeholders at quarterly meeting to find ways to improve and support each other. Stakeholders include RMS PTO, SBDM Council, Parent Volunteers, Athletic Programs and community leaders. Russell Middle School reaches out to stake holders via the following: Infinite Campus, school web page, principal twitter page, school Facebook page, one call and sending information home by the student. Further grade levels use Remind 101 to interact with students and stake holders. RMS publishes SBDM meeting dates, agendas and minutes on the school web page. At our high school level, through a series of department meetings and curriculum meetings the faculty and staff of Russell High School will meet bi-weekly to develop an improvement plan. SBDM Council receives training each year and we also meet monthly with Student Government leaders. Both SBDM members and student leaders are voted upon by their peers. Meetings are scheduled before school for students and after school for adult leaders. Our SBDM Council meets each month and includes student representation. During SBDM meetings the council and other stakeholders will review continuous data collected to monitor effectiveness of goals. Stakeholders could include parents elected to SBDM council, elected student government leaders, and class officers. Meeting minutes will be kept on file. As a district in 2016, our math teachers in grades K-8, worked toward vertical standards based alignment. Teachers meet bi monthly across grade spans to discuss gaps in math curriculum, adopt a K-8 math series, and discuss math related feedback from students and parents. We have found this scheduled and structured time has been very beneficial to our teachers and students. We are working towards vertical conversations with all content areas in moving forward.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
NTID District Survey	NTID District Survey	1
PD Needs Survey RMIS	Needs Survey for Professional Learning	1
PD Survey RMS	Professional Learning Survey	1
Professional Development Surveys RHS	Each school's PD plan was created based from the needs at each school.	1
RHS Culture Survey	RHS Culture Survey	1, 2
RHS Tell	RHS Tell	1, 2
RMIS Cares Vision	RMIS Cares Vision	1, 2
RMIS Culture Survey	RMIS Culture Survey	1, 2
RMIS Tell	RMIS Tell	1, 2
RMIS Title	RMIS Title	1
RMS Culture Survey	RMS Culture Survey	1, 2
RMS Tell	RMS Tell	1, 2
RMS Title	RMS Title	1
RPS Culture Survey	RPS Culture Survey	1, 2
RPS PD Survey	RPS PD SUrvey	1
RPS Tell	RPS Tell	1, 2
RPS Title	RPS Title	1
Re branding Mission/Vision in 2014	In 2014 Russell Independent utilized a method to create a new mission and vision for our district.	1, 2

e Prove diagnostics