

## Phase One: Continuous Improvement Diagnostic\_09212018\_09:09

Phase One: Continuous Improvement Diagnostic

**Zoneton Middle 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.

The TELL survey shows the lowest ratings in the area of Community Support with only 60% of staff feeling that parents are influential decision makers and support teachers. The School Quality Factors survey again supports that teachers feel parents, families, and guardians are not actively involved in a child's learning with 90% of staff feeling some or few are involved. SBDM council members, PTSA Officers, and the Administration and Instructional Leadership Team were asked to highlight The Missing Piece Rubric according to the descriptors for each Objective based on their knowledge of Zoneton Middle School. The majority of stakeholders felt the school had areas of apprentice and novice in Objective One. Stakeholders felt if we "Strive to build strong relationships with families that contribute to teaching and learning," families would have more opportunities to be involved in school decision making, show support for teachers, and feel more involved in their child's learning. Practices that would build strong relationships with families include: - Positive family contacts \*Positive parent phone calls each nine weeks from mentor teachers \*Parent of the month recognized at school assemblies \*Parent appreciation tokens in the front office - Family nights incorporating academic performance, behavior, and relationship building components \*Summit night with dinner (donated by a community partner), staff intentionally focused on building personal relationships with families \*Parent, Student, and Teacher conferences with additional stations for information on internet safety, navigating Google, and family photo opportunities. \*Collaboration with PTSA on a family movie night - Parents are actively welcomed in school activities and decision making \*Increase collaboration with SBDM parent representatives \*Consistent staff meetings with PTSA \*Active athletic boosters \*Increase parent participation by offering daycare during events The above actions will ensure staff systematically and intentionally build relationships so that all stakeholders are actively involved in their students' educational progress.

#### **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.

To encourage the engagement of a variety of stakeholders the following parent and community organizations will be involved in the formation of the CSIP: - SBDM, PTSA, the Hillview Chamber of Commerce, the Academic and Behavior Response to Intervention Committee, the Administrative Leadership Team, and the Zoneton Middle School Staff - Stakeholders will be informed of their duties in agendas and minutes of the above-named organizations - Schedules and calendars are determined by consensus based on stakeholders' schedules - Calendars are kept and shared with all stakeholders as well as posting on the school website, in the newsletter, and through one-calls. - The plan will be monitored by the review of goals and activities by SBDM, PTSA, and during faculty meetings, as well as the analysis of Parent surveys sent twice a year. Feedback is requested at all school events by posting on a family bulletin board. The above actions will ensure stakeholders are included in the decision-making process of the school and that they are a vital part of our community.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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