

Ballard County Continuous Improvement 2018-19

Phase One: Continuous Improvement Diagnostic for Districts

Ballard County
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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.

The following areas will be addressed by Ballard County Schools during the 2018-19 school year: Special education - This is an ongoing area of concern in the district as identified through state assessment data and a district needs assessment. In addition, BCMS was identified as a TSI school. Transition readiness - Transition Readiness will continue to be a focus in the district with increased emphasis on a P-20 approach to transition readiness. Math and reading - Multiple grade levels performed below the state average for math and reading.

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 - PLCs and district instructional meetings, weekly newsletter from the Assistant Superintendent for Instruction, meetings will occur in conjunction with monthly faculty meetings, district assessment data and surveys will be used to monitor effectiveness
Parents - Parent nights and district math/science/reading nights, weekly school newsletters, meetings are scheduled in the evenings to accommodate parents, parent surveys to monitor effectiveness, and increased involvement as measured by volunteer hours
Community members - Advisory council meetings, letters to community leaders and published in the local newspaper, community surveys and increased involvement as measured by volunteer hours

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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