

**2018-2019 EES Continuous Improvement Diagnostic for
Districts_09212018_08:59**

Phase One: Continuous Improvement Diagnostic for Districts

Erlanger-Elsmere Independent

Kathlyn Burkhardt
500 Graves Ave
Erlanger, Kentucky, 41018
United States of America

Target Completion Date: 09/28/2018

Last Modified: 09/27/2018

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.

See attachment.

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.

See attachment.

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)
 2018-2019 EES Continuous Improvement Diagnostic	2018-2019 EES Continuous Improvement Diagnostic	1, 2

Part I

Q8.2 In which of the following areas (if any) do you need professional learning to teach your students more effectively?

Yes

No

d. Differentiating instruction

KENTUCKY

n=36689

53%

47%

ERLANGER-ELSMERE
INDEPENDENT

n=160

54%

46%

h. Closing the Achievement Gap

KENTUCKY

n=36717

55%

45%

ERLANGER-ELSMERE
INDEPENDENT

n=157

61%

39%

k. Integrating technology into instruction

KENTUCKY

n=36709

47%

53%

ERLANGER-ELSMERE
INDEPENDENT

n=160

52%

47%

Rationale:

Improvement in these areas supports the District's Vision and Mission:

Vision

The Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential.

Mission

It is the mission of the Erlanger-Elsmere Schools to embrace and attend to the individual needs of our students, regardless of the obstacles.

District and school assessment results (classroom, school, district interim, and state) support the teachers' need for Professional Learning in the areas of; differentiating instruction, closing the achievement gap, and integrating technology into instruction.

Q8.3 In the past 2 years have you had 10 clock hours or more of professional learning in any of the following areas?

■ Yes
 ■ No

e. Special education (students with disabilities)



f. Special education (gifted and talented)



g. English Language Learners



k. Integrating technology into instruction



Rationale:

Improvement in these areas supports the District’s Vision and Mission:

Vision

The Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential.

Mission

It is the mission of the Erlanger-Elsmere Schools to embrace and attend to the individual needs of our students, regardless of the obstacles.

District and school assessment results (classroom, school, district interim, and state) support the teachers’ need for Professional Learning in the areas of; differentiating instruction, closing the achievement gap, and integrating technology into instruction.

Part II

Goal: The Professional Development Coordinator, in collaboration with District Administration, School Administration and Teacher Leaders shall develop a Professional Learning Plan for the 2018-2019 school year that meets the following objectives; fosters the individual growth of educators and the collective growth of the district and schools, offers differentiated activities to maximize the impact for all, leads to school and district continuous improvement in stated academic, behavioral, and social-emotional goals, includes opportunities for parent engagement, and reinforces the district's commitment to the safety of students and staff.

The district plan shall be completed and distributed to School Administration by December 31, 2018. School Administration shall develop school level Professional Learning Plans that meet the objectives and other criteria of the District Professional Learning Plan by May 31st, 2018. Effectiveness of the District and School Professional Learning Plans will be measured through activity evaluation forms, survey results (TELL), the Instructional Rounds process, assessment data, and classroom observation and walk-through data.

Objective: Collaborate with school leadership and staff to provide professional learning experiences that meet the following objectives:

- Foster the individual growth of educators and the collective growth of the district and schools
- Are differentiated based on knowledge and skill level, content area, grade level, and/or specialty to maximize the impact for all
- Will lead to school and district continuous improvement in stated academic, behavioral, and social-emotional goals
- Include opportunities for horizontal and vertical grade-level collaboration within the school and across the district
- Include opportunities for parent engagement
- Reinforce the district's commitment to the safety of students and staff

Strategy: Provide focused, intentional, and differentiated professional learning activities for instructional staff that connect directly to district and/or school improvement initiatives.

Activity 1: Solicit input from various stakeholders (Principals, Assistant Principals, Counselors, Instructional Coaches, instructional staff) for the development of the District Professional Learning Plan.

- Principals, Assistant Principals, Counselors, and Instructional Coaches will provide input through scheduled monthly PLC meetings
- Instructional Staff input will be gathered through the District's Teacher Leader representatives (one representative per building selected by the principal) at scheduled meetings

Activity 2: District Professional Learning Plan development and distribution to school leadership

Activity 3: Facilitate completion of School Professional Learning Plans for 2019-2020