

**2018-2019 PES Phase One: Continuous Improvement  
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Phase One: Continuous Improvement Diagnostic

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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.

Attached is the PES Studer Scorecard that addresses Employee Engagement and Parent Satisfaction Survey data. Employees were surveyed two times during the 2017-2018 school year. The lowest scoring item was that they wanted to be consulted on the decisions that affect their job. Parents reported wanting an increase in the positive communication from the school. These items will be addressed to improve the perception of Pride Elementary School with the parents and staff members. This will improve climate and culture and impact student success.

#### **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.

A variety of stakeholders (SBDM council parents, PTA organization, PBIS PLC, FRYSC PLC, Title I PLC, SBDM committee representatives, outside support agencies--BB/BS, Mountain Comprehensive, MSU, etc.) will be utilized to review data and make informed decisions at monthly meetings. Teachers will communicate with parents utilizing a variety of avenues. Solicit volunteers and seek parents that have knowledge in specific areas to serve on committees. Dates and times are scheduled and determined at initial meeting. Feedback from stakeholders will help determine effectiveness.

#### **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)
 Pride Elementary Action Plan	Employee Engagement Data Parent Satisfaction Data	1