

Quality Assurance Progress Report

Project Name:	FC Quality Assurance Team
Report Type:	Bi Weekly Progress Report
For Period:	
Project Manager:	Stephanie Emmons
Project Members:	Principal: Stephanie Emmons, Flemingsburg Elementary Principal: Jesse Bacon, Simons Middle School Teacher: Michelle Hunt, Hillsboro Elementary Classified Staff: Terri McKee, Flemingsburg Elementary Parent/PTO President/Local Business Representative: Jenny Sims

EXECUTIVE SUMMARY

Overall Summary	Prior Status		Current Status	
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Plus •		Delta •		

Standard 1: Purpose and Direction	Prior Status		Current Status	
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.				
1.2: The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.				
1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.				
Plus		Delta		
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Standard 2: Governance and Leadership	Prior Status		Current Status	
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Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.

2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.

2.2 The governing body operates responsibly and functions effectively.

2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

2.4 Leadership and staff foster a culture consistent with the school’s purpose and direction.

2.5 Leadership engages stakeholders effectively in support of the school’s purpose and direction.

2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

<p>Plus</p> <ul style="list-style-type: none"> • 	<p>Delta</p> <ul style="list-style-type: none"> •
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Standard 3: Teaching and Assessing for Learning	Prior Status		Current Status	
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.				
3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.				
3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.				
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.				
3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.				
3.6 Teachers implement the school's instructional process in support of student learning.				
3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.				
3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.				
3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.				
3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.				
3.11 All staff members participate in a continuous program of professional learning.				
3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.				
<p style="text-align: center;">Plus</p> <p style="text-align: center;">•</p>		<p style="text-align: center;">Delta</p> <p style="text-align: center;">•</p>		

Standard 4: Resources and Support Systems	Prior Status		Current Status	
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Yellow	The project is in the process of meeting the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.				
4.2: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.				
4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.				
4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.				
4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.				
4.6The school provides support services to meet the physical, social, and emotional needs of the student population being served.				
4.7The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.				
<p style="text-align: center;">Plus</p> <ul style="list-style-type: none"> • 		<p style="text-align: center;">Delta</p> <ul style="list-style-type: none"> • 		

Standard 5: Using Results for Continuous Improvement	Prior Status		Current Status	
Green	The project has met the practices and provided supporting artifacts and is expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
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Red	The project has not met the practices and provided supporting artifacts and is not expected to substantially meet all of the objectives established by AdvancED Diagnostic Reporting.			
5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system.				
5.2: Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.				
5.3: Professional and support staff are trained in the evaluation, interpretation, and use of data.				
5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.				
5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.				
<p>Plus</p> <p>•</p>		<p>Delta</p> <p>•</p>		