

FLEMING COUNTY SCHOOLS QUALITY ASSURANCE TEAM STANDARDS FOR QUALITY FEEDBACK FORM

STANDARD 1

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

FULLY IMPLEMENTED	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED
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1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a purpose for student success.

Level 4 The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.

Level 3 The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.

Level 2 The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.

Level 1 No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.

TEAM RATING: LEVEL 3

FEEDBACK: & RECOMMENDATIONS FOR IMPROVEMENT:

MAKE SURE THAT DOCUMENTATION IS REVISED ON A REGULAR SCHEDULE. SOME DOCUMENTS HAVE NOT BEEN UPDATED IN OVER A YEAR. IN ORDER TO MEET THE CRITERIA "WITH FIDELITY", DOCUMENTS SHOULD REFLECT REVISION AND UPDATE.



DILT & SCHOOL LEADERSHIP MEETING MINUTES ARE UP-TO-DATE THROUGH JANUARY 11, 2016

STAKEHOLDER MEETINGS ARE DIVERSE AND WELL-REPRESENTED; CUSTODIAL, COMMUNICATION, AND TRANSPORTATION MEETING MINUTES ARE UP-TO-DATE

DISTRICT NEWSLETTERS, BOARD BRIEFS, AND CORE BELIEFS/VALUES ARE ACCESSIBLE AND UP-TO-DATE

"ABOUT US" SECTION OF WEBSITE OFFERS SEVERAL PIECES OF STRONG EVIDENCE.



UPDATE STANDARD SUMMARY (LAST UPDATE NOVEMBER 2014)

SYSTEM OF PURPOSE STATEMENTS-PAST AND PRESENT HAVE DATED DATA REAFFIRMED PURPOSE STATEMENT FROM 2008

ENSURE ALL COMMITTEES & MINUTES ARE UP-TO-DATE

WHILE THE DISTRICT COMMUNICATIONS PLAN IS IN PLACE, IT NEEDS TO BE COMMUNICATED TO ALL STAFF.

POST AN UPDATED STUDENT HANDBOOK TO THE WEBSITE (LAST VERSION IS 2014-15

DOCUMENTATION SHOULD INCLUDE A REVISION DATE WHERE APPLICABLE. HOW DO WE KNOW THAT OUTSIDE STAKEHOLDERS ARE TRULY REVISITING AND REVISING THESE DOCUMENTS?

FULLY IMPLEMENTED

PARTIALLY IMPLEMENTED

NOT IMPLEMENTED

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.

Level 4 Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.

Level 3 Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

Level 2 Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.

Level 1 Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking, and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.

TEAM RATING:

FEEDBACK: & RECOMMENDATIONS FOR IMPROVEMENT:

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ALL AGENDAS FOR SCHOOL AND DISTRICT LEADERSHIP MEETINGS WERE THERE	<p>SHARED VALUES AND BELIEFS, STEM SCOPES PDSA—HOW IS IT BEING COMMUNICATED AMONG LEADERS AND STAFF?</p> <p>UPDATE SUPERINTENDENT QUARTERLY REPORTS. LAST ONE WAS DECEMBER 2014.</p> <p>SCAN MEETING MINUTES TO INCLUDE WITH SCHOOL LEADERSHIP/DISTRICT LEADERSHIP.</p>

	<p>TEACHING AND LEARNING FRAMEWORK IS LABELED 2014-15. IS IT CURRENT? DOES IT NEED REVISED?</p> <p>NAME NEEDS TO BE REMOVED FROM IXL DATA LINK</p> <p>ALL DATA LINKS NEED TO BE USAGE, NOT EXAMPLES</p> <p>MORE EVIDENCE TO PROVE IMPLEMENTATION OF PROGRAMS</p>
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FULLY IMPLEMENTED	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED
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1.3 The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Level 4 School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school’s purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school’s purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.

Level 3 School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school’s purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

Level 2 School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.

Level 1 A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies, or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is unclear or non-existent.

TEAM RATING: 2

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<ul style="list-style-type: none"> • DISTRICT STAFF LINKAGE CHART INDICATES CONTINUOUS IMPROVEMENT. IS THERE A FOLLOW-UP/DATA SHOWING THE RESULTS OF THIS WORK? <ul style="list-style-type: none"> • TELL SURVEY AND ADVANCED PARENT SURVEY IS UPDATED • AN ASSESSMENT SYSTEM (BENCHMARK) IS IN PLACE & A DISTRICT ASSESSMENT PLAN WAS DEVELOPED LAST YEAR <p style="text-align: center;">WALK THROUGH PLAN IS PROVIDED</p>	<ul style="list-style-type: none"> • INDICATOR 1.3 IS LISTED CORRECTLY, BUT THE LANGUAGE IS FOR 1.2 • NO SCHOOL LEADERSHIP TEAM MEETINGS ARE AVAILABLE PAST NOVEMBER 12, 2015 • THE DISTRICT LEADERSHIP TEAM MEETINGS & SCHOOL LEADERSHIP TEAM MEETINGS DO NOT LINK TO MINUTES FOR THE MEETING, JUST TO THE AGENDAS • THE 30-60-90 DAY REPORTS SECTION LISTS 30-45-60 DAY FOCUS PLANS: THESE PLANS HAVEN'T BEEN UPDATED SINCE FEB. 2015. IN THE SAME SECTION, THE QUARTERLY REPORTS HAVEN'T BEEN UPDATED SINCE DEC 2014. THE SELF ASSESSMENT IN THIS SECTION HASN'T BEEN UPDATED SINCE LAST MARCH. • INNOVATION CONFIGURATION MAP RATINGS NEEDS A DESCRIPTION TO CLARIFY ITS PURPOSE. THIS DOCUMENT HASN'T BEEN UPDATED SINCE DEC. 2014 • NO EVIDENCE OF A STUDENT SURVEY (THERE IS A BROKEN LINK IN THIS AREA AS WELL) • MAP TESTING LINK DIRECTS YOU TO 5.1—THERE'S NO WAY TO FIGURE OUT WHAT EVIDENCE IN 5.1 WE SHOULD BE LOOKING AT • ALL PDSA DATA NEEDS UPDATED. LAST UPDATE WAS A YEAR AGO. THE STUDY/ACT PART WAS LEFT EMPTY <ul style="list-style-type: none"> • TWO SEPARATE LINKS TO THE PDSA SECTION • ELEMENTS OF THE CORRECTIVE ACTION PLANS NEED TO BE MARKED OUT-THERE IS ENOUGH SHOWN TO BE ABLE TO DETERMINE WHO THE TEACHER IS. <ul style="list-style-type: none"> • THERE NEEDS TO BE MORE EXAMPLES OF THE PLANS BEING PUT TO USE-BENCHMARK/MAP/TEACHER EVALUATION/WALKTHROUGH DATA IS NOT PRESENT • THE DISTRICT ORGANIZATIONAL CHART IS NOT RELEVANT TO THE INDICATOR <ul style="list-style-type: none"> • CURRENT CSIPS/CDIP NOT AVAILABLE • UPDATED SCHOOL REPORT CARDS

**1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for conditions that support student learning.
(Rubric Unavailable)**

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PDSA MODELS PRESENT STUDENT COUNCIL ARTIFACTS ARE ROBUST	UPDATE SCHOOLS' MOST RECENT PDSA SHOW EVIDENCE OF SYSTEMS TRAINING (LEADERSHIP RETREAT, ETC.) UPDATE ANY EVIDENCE FROM 2015-16; MOST EVIDENCE IS FROM 14-15.