



KDE Program Review Report for Schools

Benton Elementary School

Marshall County

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Introduction

The submission of this report is required by the Kentucky Department of Education (KDE) as part of Unbridled Learning: College/Career Readiness for All accountability system. Document each of your school's required Program Reviews under the "Diagnostic" tab and then add each completed component to this document for submission. Each of the required Program Review components is listed below. Work with your district and Site Based Decision Making Council (SBDM) to obtain feedback and approval prior to clicking the submit button. Once submitted, this report will be made available to your district for review and approval.

Program Review: Arts and Humanities

Introduction

This report contains Program Review results for Arts and Humanities. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students should have equitable access to high quality curriculum and instruction.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines?	Access is provided for all students through intentionally scheduling time within the instructional day for a balanced program of the artistic processes of creating, performing and responding to the arts in each of the four arts disciplines (dance, drama, music, visual arts).	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Academic Standards?	The arts curriculum provides discipline-based instruction and protected time in each arts discipline containing its own body of knowledge, skills, and ways of thinking as outlined in the Kentucky Academic Standards. •Elementary: All students have regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KAS. •Middle School: All students have access to regularly- scheduled discipline-based, arts courses in each of the four art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. •High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Master Schedule, lesson plans

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Arts instruction is inclusive to the entire student population with high expectations for learning. 1st - 5th grade students currently receive arts instruction for a total of 290 minutes per week for all 4 areas, Kindergarten students currently receive arts instruction for a total of 270 minutes per week for all 4 areas.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to Kentucky Academic Standards (KAS) for all students as defined by state standards.

Overall Rating: 2.2

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Academic Standards?	The arts curriculum encompasses the artistic processes of creating, performing and responding and is fully aligned with the Kentucky Academic Standards.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Kentucky Academic Standards for English/Language Arts?	The arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Kentucky Academic Standards for English/Language Arts.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that the arts curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas?	The school curriculum provides intentional and meaningful integration of the arts and other content areas with natural cross-curricular connections.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the arts curriculum includes the study of representative and exemplary works of dance, music, theatre and visual arts from a variety of artists, cultural traditions and historical periods?	The arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure that the arts curriculum is revised using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs?	The school arts curriculum is revised using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans, Student Samples, Student Performance, Classroom PowerPoint Presentations, Assessments, Promethean Flipcharts

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Our curriculum involves creating, performing and responding to the arts and is aligned with the Core Standards. Our curriculum is designed to develop basic arts literacy. Cross-curricular connections are a natural part of instruction as teachers integrate the arts into their daily lessons. The arts teachers incorporate exemplary works to enhance student learning. Arts teachers use assessment data to drive instruction.

Curriculum and Instruction: Instructional Strategies

Teachers implement instructional strategies that provide quality experiences, a variety of activities, and access for all students.

Overall Rating: 2.75

	Statement or Question	Response	Rating
a)	To what extent do teachers systematically incorporate all three components of arts study: creating, performing and responding into the arts?	Teachers systematically incorporate all three artistic processes of arts study: creating, performing and responding to the arts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills?	Teachers provide print, electronic media, virtual or live models of exemplary artistic performances and products to enhance students' understanding of each arts discipline and to develop their performance/production skill.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students?	Arts teachers ensure that students are able to create original artworks by intentionally applying artistic theory, skills and techniques that are relevant and developmentally appropriate.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day?	Guest and community artists, artist residencies, field trips, etc., are integrated into the school arts culture for all students and provide experiences that are designed to promote learning of Kentucky Academic Standards within the arts and other content areas.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans, Student Samples, Student Performance, Classroom PowerPoint Presentations, Assessments, Promethean Flipcharts, photo evidence of exemplary works of art, Guest artist photos.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Teachers incorporate creating, performing and responding as part of the arts study program. Specials teachers continually provide models of artistic performance. Arts teachers provide developmentally appropriate skills to improve student products and performances. Guest artists

and field trips are incorporated into the regular school day to enhance arts instruction.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent are students actively engaged in creating, performing and responding to the arts?	Students are actively engaged in three artistic processes of creating, performing and responding in the arts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance?	Students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products?	Students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments?	Students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance?	Students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance.	Proficient

	Statement or Question	Response	Rating
f)	To what extent are students supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels}?	Not Applicable - Elementary	N/A

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans, Student Samples, Student Critiques, Student Performance, Classroom PowerPoint Presentations, Assessments, Promethean Flipcharts, KMEA All-District Choir, Photo evidence of exemplary works of art.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students are actively engaged in creating, performing and responding to the arts. Student art work and performances reflect a strong sense of purpose, Students routinely apply problem-solving skills or analysis of performance as part of the curriculum. Students use verbal/written reflections n live performances. BES students have the ability to become self-sufficient in creating performances and products with teacher guidance.

Formative and Summative Assessment: Assessments

Teachers should use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance to student learning and achievement.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize formative and summative arts assessments for individual students and performing groups that are clearly aligned with the components of the Kentucky Academic Standards; and authentically measure a specific concept, understanding and/or skill and lead to student growth?	Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the Kentucky Academic Standards and authentically measure a specific concept, understanding and/or skill and lead to student growth.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work?	Teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Sample Assessments, Promethean Flipchart Assessments, Performance rubrics, Peer critiques of performances

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

All 4 arts area formative and summative assessments are aligned with state and national standards. Students do not critique each other. Students, with teacher's help, are the primary reviewers of student work.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in Arts & Humanities.

Overall Rating: 1.67

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units?	Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or other assessments; and students have the opportunity to provide input into the scoring guide?	Teachers share clearly defined rubrics or scoring guides with students before creating, performing/presenting/producing, responding or connecting assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year?	Teachers develop rigorous student learning and academic growth goals that are attainable, reflect acceptable growth and are related to identified student needs, but the SMART (specific, measurable, appropriate, realistic and time bound) goals process needs refining.	Needs Improvement

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Classroom models of exemplary work (Pictures, Videos, CDs), some Performance rubrics

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Lots of modeling is going on in arts classes to demonstrate the characteristics of rigorous work. Teachers are using rubrics and share these with students verbally before assessing each task. Students are definitely learning but teachers need to refine measurable, appropriate goals to show growth. Teachers develop their Student Growth Goals for their class, but they are not necessarily arts related. The next steps would be to include Arts content as a defined part of student growth goals.

Formative and Summative Assessment: Assessment for Learning

Multiple assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

Overall Rating: 1.5

	Statement or Question	Response	Rating
a)	To what extent do teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources on their performances/products so students may strengthen their future performance/products?	Teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources (e.g., staff members, arts adjudicators, peers, etc.) on their performances/products so students may strengthen their future performance/products.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate?	Students engage in critique and evaluation of artistic products; but those processes are not formalized or students are not yet capable of making strong evaluations.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

regular intervallic student critiques of performances

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Teachers are the primary evaluators of student performances and products. Student evaluations are primarily verbal and lack the ability to truly be constructive. Most teacher feedback is given orally and not documented at this level. Arts teachers also use their own formative/summative assessments when assessing student skills.

Professional Learning: Opportunity

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

Overall Rating: 1.25

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGPs are developed, but do not reflect individual teacher need(s).	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities are limited, do not focus on research/evidence based practices that support teacher PGPs.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school provides limited access to job embedded professional learning opportunities to only a few teachers.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for teachers to collaborate and exchange ideas.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Teacher's PGP's, Copies of PLC meeting documents, Copies of Program Review committee meetings, Copy of district school year calendar, Copy of school wide schedule of classes in the faculty.

When meeting in our PLC, our classroom teachers stated they had not participated in PD that focused on implementing Arts and Humanities in the classroom. At Benton Elementary School, the Arts and Humanities program review committee is made up of one teacher from each grade level. The school music teacher and media specialist also are on this committee, with the school music teacher serving as the chair. Although the committee is an 8 person team, that is only a small percentage of the faculty and staff. Therefore, only a few staff members are

truly learning and discussing the arts program within the school. This committee meets periodically throughout the school year on Teacher Work Days to discuss progress and current events related to the arts within our building. Although these meetings occur on Teacher Work Days, there is not really training accompanied with these meetings. Our school music teacher and media specialist are required to have at least 24 hours of professional development learning. They do attend training (some are at times related to their specialty) before the school year start. However, arts and humanities trainings are not ones that are provided consistently for other grade level teachers.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

By looking at the teachers PGP's, it is evident that teachers are not including components of A/H. More professional development would be required to help teachers be able to incorporate A/H into their yearly PGP's.

Our next step is to communicate to administration a need for Arts and Humanities Professional Development training in our school. Next, we have teachers who are willing to be trained as soon as training is available.

In order to grow within this Arts and Humanities characteristic, we feel as though primary and intermediate teachers within the building need to be able to attend trainings to learn how to incorporate the arts into their classroom. Chances are that most of us have had college courses where we were exposed to some of these strategies. But, as we all know, strategies and programs change; therefore, we feel as though it would be beneficial for all certified staff in the building to attend even a "refresher course" in order to see how to better incorporate the arts into the regular education classrooms. This training could be either a half or whole day prior to the school year starting where guest speakers, trainers, and/or presenters discuss how the arts (whether through drama, art, music, movement, dance, etc.) can be easily and fluidly implemented within the regular classroom setting.

The school provides ample opportunity for collaboration during the school day and in PLC's. Next steps for improvement would be to offer some professional learning opportunities that included some Arts and Humanities PD in order to meet the requirements for the A&H program review.

Professional Learning: Participation

Teachers participate in Arts-specific professional learning designed to meet their needs. Arts teachers participate in professional development focused on 21st Century Skills.

Overall Rating: 1.75

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Teachers participate in content-specific professional learning opportunities based on analysis of school and student data; but there is no evidence of implementation or a change in practice as a result of the professional learning.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members of professional organizations and actively participate in them.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have contact and collaborate with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Attendance at KMEA functions, College and career readiness summit.

PLC minutes, PR committee minutes.

We have attended plays hosted by the University of Kentucky, as well as by Murray State University and coordinated with postsecondary educators in order to meet the needs of our students. Teachers have also worked side by side with the directors of the Marshall County Arts Commission. We also collaborate with the recycling center on a trash sculpture, as well as with the Marshall County Hospital on Christmas cards. The district art consultant also publishes student works samples, and local businesses are involved in the process.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

KDE Program Review Report for Schools

Benton Elementary School

We clearly need to make roads into finding out about getting teachers familiar with incorporating AH content in their weekly lessons. Some teachers are implementing as noted in lesson plans. We suggest that leadership seek out PD opportunities for the staff to help classroom teachers feel comfortable in implementing AH as a regular part of their lessons.

The teachers coordinate with Murray State University, the University of Kentucky, the Marshall County Arts Commission, Benton FBC Children's Choir, and other community and business organizations.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective arts and humanities instructional programs.

Overall Rating: 2.29

	Statement or Question	Response	Rating
a)	To what extent does the school councils/leadership implement policies to ensure that disciplined based arts instruction is a part of the school curriculum and arts concepts are taught throughout the school and across the curriculum?	School councils/leadership implement policies to ensure that disciplined based arts instruction is a part of the school curriculum and arts concepts are taught throughout the school and across the curriculum.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive instruction in the Arts disciplines?	Protected time is allocated in the schedule so that all students can receive instruction in the Arts disciplines.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that arts teachers are invited to participate in planning the annual school budget?	Arts teachers are invited to participate in planning the annual school budget.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that arts teachers are assigned manageable class loads based on course and facilities?	Arts teachers are assigned manageable class loads based on course and facilities.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that arts teachers receive planning and travel time that is equitable with other content areas?	Arts teachers receive equitable planning time and participate in cross-curricular planning.	Distinguished

	Statement or Question	Response	Rating
f)	To what extent does the principal and Arts teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs?	The principal collaborates with Arts teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.	Distinguished

	Statement or Question	Response	Rating
g)	To what extent does school leadership ensure that decisions related to arts program staffing are based on student need and interests?	Decisions related to arts program staffing are based on student need and interests.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Master Schedule, Budget Committee correspondence, Teachers' lesson plans, Committee memberships

Within our school, our arts program consists of physical education, music, art, and library media. In each one of these classes, a teacher is provided to teach the content specific to that area. These "special area" courses are designed on a rotating schedule with students visiting the course once per week. Music and physical education are provided twice per week at thirty minute intervals. This schedule shows that administrators take into account that students need to be exposed to a variety of arts and through different sources (i.e. musically, movement/dance, written form/drama, etc.). Our administrators provide opportunities for students to view performances and dramas within our school and community. Funding is given to help offset these costs and provide access to students who may not normally have the means to view such performances. Within our building, space is given to the arts program. The "special area" classes of art, music, physical education, and library all have a room in which instruction takes place. Funding is given to these teachers to purchase supplies from year to year, as well as to purchase supplemental resources (videos, programs, etc.) Professional development opportunities are also provided to those art teachers to develop their knowledge and teaching skills in their area of certification.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

All four arts areas are part of the school curriculum and taught throughout the school. Blocks of time are scheduled for arts instruction to all students throughout the day. Arts teachers have the option to be on the school budgeting committee. One step for improvement would be to include information about the arts in our Comprehensive School Improvement Plan.

The master schedule allows for the arts teachers to have reasonable class sizes per class period. It also allows the arts teachers to have an adequate amount of planning in order to meet the needs of all grade levels.

We are distinguished in the area of planning and travel time. Our administration provides the arts teacher with adequate time to plan grade-level, appropriate lessons and prepare for the different classes.

At Benton Elementary School, administration works with arts program (and teachers) to ensure that all students within the building are offered arts opportunities and advancements. Funding, resources, and assistance are provided to those arts teachers to ensure that all students across all grade levels receive an adequate and effective arts education while in elementary school. In order to improve upon this characteristic, administration within the building will need to provide further opportunities for professional development and growth so that special area classes are equipped to engage all students and not just those who may have an interest in the arts. Further improvement within scheduling could also help to ensure that more students are gaining an interest within the arts program. This is not something that can be easily done, as our school size and population are very big. However, more opportunities for students to be exposed to those arts classes could help to further building interest within this program.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all arts and humanities program efforts and support teacher leadership through shared leadership strategies and actions.

Overall Rating: 2.33

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist Arts teacher leaders to collaborate, evaluate and reflect on the impact of the arts instructional practices on overall student achievement in the school?	The principal enlists Arts teacher leaders to collaborate, evaluate and reflect on the impact of the arts instructional practices on overall student achievement in the school.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the school's arts programs?	The principal initiates and participates in professional learning regarding the school's arts programs.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about arts programs?	The principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about arts programs.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

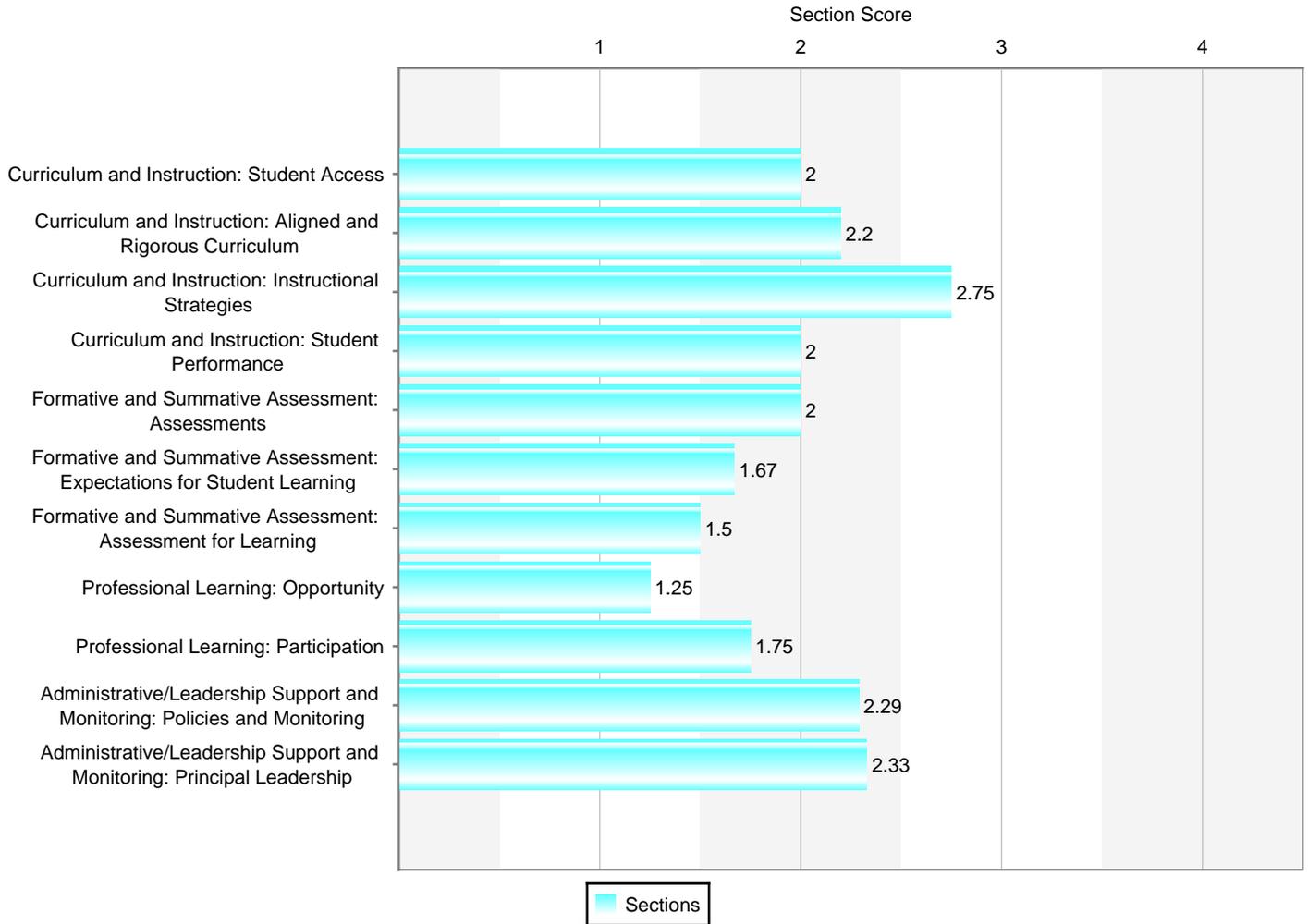
Parental Correspondence, Smoke Signals, Website, program reviews, Twitter posts, Facebook posts

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The principal evaluates the impact of Arts and Humanities instruction in collaboration with our A/H teacher leaders through the program review audit process. This helps to determine needs for the Arts. The principal has initiated professional learning opportunities for the Arts Programs through collaboration with other Arts Teachers in the District. Agreed to send KMEA, wrote Project Fit Grant and shared opportunities in the Community with Arts Teachers. The Arts teachers send home quarterly information to parents at the request of the principal. The principal also communicates Arts activities through the school website and outdoor signage.

Report Summary

Scores By Section



Program Review: Practical Living/Career Studies

Introduction

This report contains Program Review results for Practical Living/Career Studies. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Health Education

Students have equitable access to high quality, rigorous health education curriculum.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Academic Standards for PL/CS?	A comprehensive health education curriculum is sequentially planned and aligns with the Kentucky Academic Standards for Practical Living; adequate instructional time is regularly planned within the school calendar.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure regular opportunities are provided for all students become health literate by practicing the skills embedded in the National Health Education Standards?	Health education curriculum regularly provides opportunities for all students to become health literate by practicing the skills embedded in the National Health Education Standards (NHES) which establish, promote and support health-enhancing behaviors for students in all grade levels.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the health education curriculum provides learning strategies and activities that ensure students receive instruction in all health education content areas?	The health education curriculum provides learning strategies and activities that ensure students receive instruction in all health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health Committee representative of the majority of components of the Whole School, Whole Community, and Whole Child model is used as a support and resource for collaboration and integration of health education instruction throughout the school.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety needs of all students?	School ensures the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety needs of all students.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The school has a systematic anti-bullying and anti-drug program that is coordinated and presented by the school Guidance Counselor. Growing Up classes for 5th grade students is provided by the County Health Department. The Family Resource Center provides a Girls Night Out for 4th & 5th grade girls and a Father and Son Together (FAST) program for boys. FRC also provides healthy weekend snack packs for specific students. The school offers a Dental Program through the UK Dental School, which teaches prevention and provides dental care/screenings for those in need. The DARE program, 4.1 KY Core Content, Lunch Menus, Breakfast Menus, Character Counts activities, Team Ultra, Running Club, Lesson Plan examples, Jump Rope for Heart, Goal Setting Charts, Bullying Curriculum, Marshall County Health Department Programs, Delta Alliance Project. Project Fit also has a physical wellness component. Our Cafeteria insures that students get a certain number of fruits and vegetables when eating meals. Common Core Standards are documented in lesson plans

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Evidence will show that many programs exist at BES that serve to advance the health education of our students, but most of these activities are done outside of the classroom. Health Education is also taught in the classroom setting so that students are aware of its importance. With the addition of the Scarsdale Health curriculum guidelines, all grade levels should be better able to document the teaching of particular topics in health education.

Curriculum and Instruction: Physical Education

All students have equitable access to high quality, rigorous physical education curriculum.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Academic Standards for PLCS?	A comprehensive physical education curriculum is sequential and aligned to the Kentucky Academic Standards for practical living; adequate instructional time is regularly planned within the school calendar.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure regular opportunities are provided for all students to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt a physically active lifestyle as defined by the National Association for Sport and Physical Education (NASPE) National Physical Education Standards?	Physical education curriculum regularly provides opportunities for all students to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt a physically active lifestyle as defined by the National Association for Sport and Physical Education (NASPE) National Physical Education Standards.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the physical education curriculum frequently provides differentiated learning strategies and activities that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity?	The physical education curriculum frequently provides differentiated learning strategies and activities that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee, representative of the majority of components of the Whole School, Whole Community, Whole Child model, utilizes a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of the physical education instruction as well as increase physical activity opportunities throughout the school environment.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure the physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections to meet the physical activity needs of all students?	School ensures the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety needs of all students.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plan samples from P.E., Jump Rope for Heart, Lesson Plan samples from classroom teachers, Master Schedule. Teachers participated in Project Fit training so that students can use the equipment at times other than scheduled PE time. We have a full time certified PE teacher. We have after school fitness programs like Running Club and Team Ultra. Teachers have students take "Brain Breaks" where students can take a break from class work to do physical activity.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

All students at BES have a 30 minute Physical Education class twice per week. This class is taught by a certified Physical Educator. Many activities in the regular classroom involve getting students up and moving. Students are encouraged to participate in fitness activities on the playground and after school programs are also offered. Every classroom also has a daily scheduled recess time

Curriculum and Instruction: Consumerism

All students have equitable access to high quality, rigorous consumerism education curriculum.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge?	Consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students develop real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information?	Students develop real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources (i.e., guest speakers, judges, etc.)?	Consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources (i.e. guest speakers, judges, etc.).	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?	Students routinely engage in grade level appropriate financial decision making.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure students apply academic skills such as math and reading to solve real world problems related to consumerism?	Students apply academic skills such as math and reading to solve real world problems related to consumerism.	Proficient

	Statement or Question	Response	Rating
f)	To what extent does the school ensure information about consumerism is routinely integrated into the total school curriculum?	Information about consumerism is routinely integrated into the total school curriculum.	Proficient

	Statement or Question	Response	Rating
g)	To what extent does the school ensure technology is integrated into the delivery of the consumerism curriculum?	Technology is integrated into the delivery of the consumerism curriculum.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Bullying curriculum, goal setting documents, Sample activities, College and Career Unit plans, Behavior plan information, Sample Lesson Plans, Fund Raiser Activities and Information, Math In Focus Curriculum -Real World Problem Solving, real world issues integrated into all parts of the curriculum. MAP. Guest speakers during Career Day addressed consumerism topics related to their various businesses. Our student reward system is set up to allow students to spend "All Star Tickets" as they choose for rewards.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Our consumerism curriculum is aligned with state (4.1) and national standards (NASPE). All students are involved in the "All Star Ticket" program.

Curriculum and Instruction: Career Education

Students have equitable access to high quality, rigorous career education curriculum.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the career education is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge?	Career education is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information?	Students develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs?	Career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate, career-related problem solving within the classroom?	Students routinely engage in grade level appropriate, career-related problem solving within the classroom.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure students apply academic skills such as math and reading to solve real world problems related to career education?	Students apply academic skills such as math and reading to solve real world problems related to career education.	Proficient

	Statement or Question	Response	Rating
f)	To what extent does the school ensure information about careers is routinely integrated into the total school curriculum?	Information about careers is routinely integrated into the total school curriculum.	Proficient

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Benton Elementary School

	Statement or Question	Response	Rating
g)	To what extent does the school ensure technology is integrated into the delivery of the career education curriculum?	Technology is integrated into the delivery of the career education curriculum.	Proficient

	Statement or Question	Response	Rating
h)	To what extent does the school ensure students are encouraged to develop and practice career and leadership skills through service learning projects, extracurricular and co-curricular activities?	Students are encouraged to develop and practice career and leadership skills through service learning projects, extra/co-curricular organizations, and/or student organization activities. Recognition is provided to students for their efforts and accomplishments.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Evidence that supports our rationale includes our College and Career Units, Sample Activities, Sample Lesson Plans, Behavior Plans, Goal Setting Charts, Community PowerPoint, Fundraiser Activity Information, Community Helper Units, Math In Focus Curriculum includes real world problem solving and career information, Student Council, Girl Scouts, Boy Scouts, 4-H, Team Ultra, Library Club, Beta Club. Students participated in Career Day activities

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students are exposed to career education in a variety of forms and settings

Curriculum and Instruction: ILP

Schools containing grades 6-12 implement the ILP as an effective tool for career planning and continue using the tool to track a student's progress throughout their secondary school experience.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents? Is a process in place to ensure that parents have received access information for the ILP?	Not Applicable - Elementary	N/A

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP?	Not Applicable - Elementary	N/A

	Statement or Question	Response	Rating
c)	To what extent does the school ensure an advising program is in place and includes components of the ILP?	Not Applicable - Elementary	N/A

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	Not Applicable - Elementary	N/A

	Statement or Question	Response	Rating
e)	To what extent does the school ensure at the high school level, all students select and note in their ILP at least 4 courses related to their career major and one of the state's 14 Career Clusters?	Not Applicable - Elementary & Middle	N/A

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

This is not applicable to elementary

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

This is not applicable to elementary

Formative and Summative Assessment: Assessments

Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent are Kentucky Academic Standards, 21st Century Skills and Knowledge, and other applicable content standards used in the development of formative and summative assessments related to PLCS?	Kentucky Academic Standards, 21st Century Skills and Knowledge, and other applicable content standards are used in the development of formative and summative assessments related to PLCS.	Proficient

	Statement or Question	Response	Rating
b)	To what extent are traditional PLCS assessment measures responsive to a variety of learning styles and abilities?	Traditional PLCS assessment measures are responsive to a variety of learning styles and abilities.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do PLCS teachers use data from formative and summative assessments, student ILPs, and other sources to guide instruction, develop intervention plans, and improve instructional practices?	PLCS teachers use data from formative and summative assessments, student ILPs, and other sources to guide instruction, develop intervention plans, and improve instructional practices.	Proficient/Meets Expectat

	Statement or Question	Response	Rating
d)	To what extent do PLCS assessments support individual growth of all PLCS students?	PLCS assessments support individual growth of all PLCS students.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The evidence is Sample Activities, Sample Lesson Plans, Data from Assessments. Much of PL/CS is integrated into other subject area assessments, but few are developed for the sole purpose of assessing just PL/CS objectives

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Many assessments in the area of PLCS are verbal, but students are also assessed with various other styles of learning such as performance tasks, writing projects, and presentations. PL/CS standards are also a part of assessments in other subject areas.

Formative and Summative Assessment: Expectations for Student Learning

Teachers should have common and high standards for student learning in the content area.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do PLCS teachers develop scoring guides, models and rubrics, and apply these to assess student performance?	PLCS teachers develop scoring guides, models and rubrics, and apply these to assess student performance.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do PLCS teachers provide consistent and timely feedback to students and parents on student's performance?	PLCS teachers provide consistent and timely feedback to students and parents on student's performance.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Evidence of Sample Activities, Sample Lesson Plans, Data from Assessments. Teachers also model behaviors and show exemplar works to students prior to the completion of assignments

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students and parents are provided feedback consistently through the return of papers with comments. Teachers speaking individually to students also provide feedback about their work. Teachers also model behaviors and show exemplar works to students prior to the completion of assignments

Professional Learning: Opportunities

Professional development opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

Overall Rating: 2.25

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school offers job embedded professional learning opportunities that are integrated in the work day to all teachers.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Current PD action plan, Master Schedule, Committee Member List, Meeting Minutes, PD PowerPoints and documents from PECAT/HECAT training for PE teachers, teacher workdays on the school calendar, school wide PD BMS/BES & teachers were allowed to select the sessions to go to. PL/CS teachers meet with core teachers at each grade level on teacher work days.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

BES is working to offer more opportunities for collaboration and PD for PL/CS teachers by adding PD sessions where teachers can choose areas where they feel PD is most needed. Time for collaboration is built into our school year schedule during teacher workdays.

Professional Learning: Participation

Teachers participate in program-specific professional learning designed to meet their needs. PLCS teachers participate in professional development focused on 21st Century Skills.

Overall Rating: 2.2

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members and leaders within their professional learning organizations, actively participate in them and as a result contribute to school and community life.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have contact and collaborate with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do teachers (beyond PLCS) receive and implement professional learning to enhance the integration of the PLCS content into school curricula?	All teachers in the school receive professional learning opportunities to enhance the integration of PLCS concepts (physical education, health, consumerism and careers) into school curricula.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Current PD action plan, Master Schedule, Committee Member List, Meeting Minutes, PD PowerPoints and documents from PECAT/HECAT training for PE teachers, Membership information for one organization, Community partnerships such as: Jump Rope for Heart, Elk's Club Hoop Shoot, Boot Camp in partnership with the Marshall County Health Department. PL/CS teachers are school leaders of Prog. Rev

committees, on PBIS committees, edline superusers (website software) and members of KEA.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The rationale is Community partnerships are used often to assist in the teaching of PLCS content. Teachers collaborate with the community during opportunities aforementioned. New opportunities specific to this school year include the Teddy Bear drive which benefitted Marshall Co. Hospital and the Benton Police Dept., and canned food drive which benefitted the Marshall Co. Needline. Career Day collaboration with local community members to teach students about career options

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective PLCS instructional programs.

Overall Rating: 2.11

	Statement or Question	Response	Rating
a)	To what extent does the school councils/leadership ensure that PLCS concepts are taught throughout the school and across the curriculum?	School Council/Leadership ensures that PLCS concepts are taught throughout the school and across the curriculum.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive all PLCS disciplines and instruction?	Protected time is allocated in the schedule so that all students can receive instruction in all PLCS disciplines and instruction.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that all departments are invited to participate in planning the annual school budget?	School leadership and teachers of all departments are invited to participate in planning the annual school budget.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that PLCS teachers are assigned manageable class loads based on course and facilities?	PLCS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that PLCS teachers receive planning and travel time that is equitable with other content areas?	PLCS teachers receive planning time that is equitable with other content areas.	Proficient

	Statement or Question	Response	Rating
f)	To what extent do the principal and program teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the PLCS programs?	The principal enlists program area teacher leaders to collaborate, evaluate and reflect on the impact of the PLCS instructional practices on overall student achievement in the school.	Proficient

	Statement or Question	Response	Rating
g)	To what extent does school leadership ensure that decisions related to PLCS program staffing is based on student need and interests?	Decisions related to PLCS program staffing are based on student need.	Proficient

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Benton Elementary School

	Statement or Question	Response	Rating
h)	To what extent does school leadership ensure that Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies?	Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies.	Proficient

	Statement or Question	Response	Rating
i)	To what extent does school leadership ensure that the school is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; and goals for school wellness are included in the CSIP?	School is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; implementation of policy is measured by the an assessment tool; and goals for school wellness are included in the CSIP.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Program Review Advisory Committee, SBDM Committees, PR SBDM School Policy, Master Schedule, Coordinated School Health Committee, Wellness Policy

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The School does have a Program Review policy in place to ensure PL/CS, Arts and Writing concepts are being monitored across the curriculum. Blocks of instructional time are allocated and the grade levels determine the amount of time that is spent to cover the PL/CS curriculum. There is an opportunity for any staff to serve on the school budget committee. Time and class loads are manageable and consistent across the disciplines. Staffing allocations are based upon the number of students enrolled.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all PL/CS program efforts and support teacher leadership through shared leadership strategies and actions.

Overall Rating: 2.33

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist program area teacher leaders to collaborate, evaluate and reflect on the impact of PLCS instructional practices on overall student achievement in the school?	The principal enlists program area teacher leaders to collaborate, evaluate and reflect on the impact of the PLCS, instructional practices on overall student achievement in the school.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the school's PLCS programs?	The principal initiates and participates in professional learning regarding the school's PLCS programs.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about PLCS programs?	The principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about PLCS programs.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

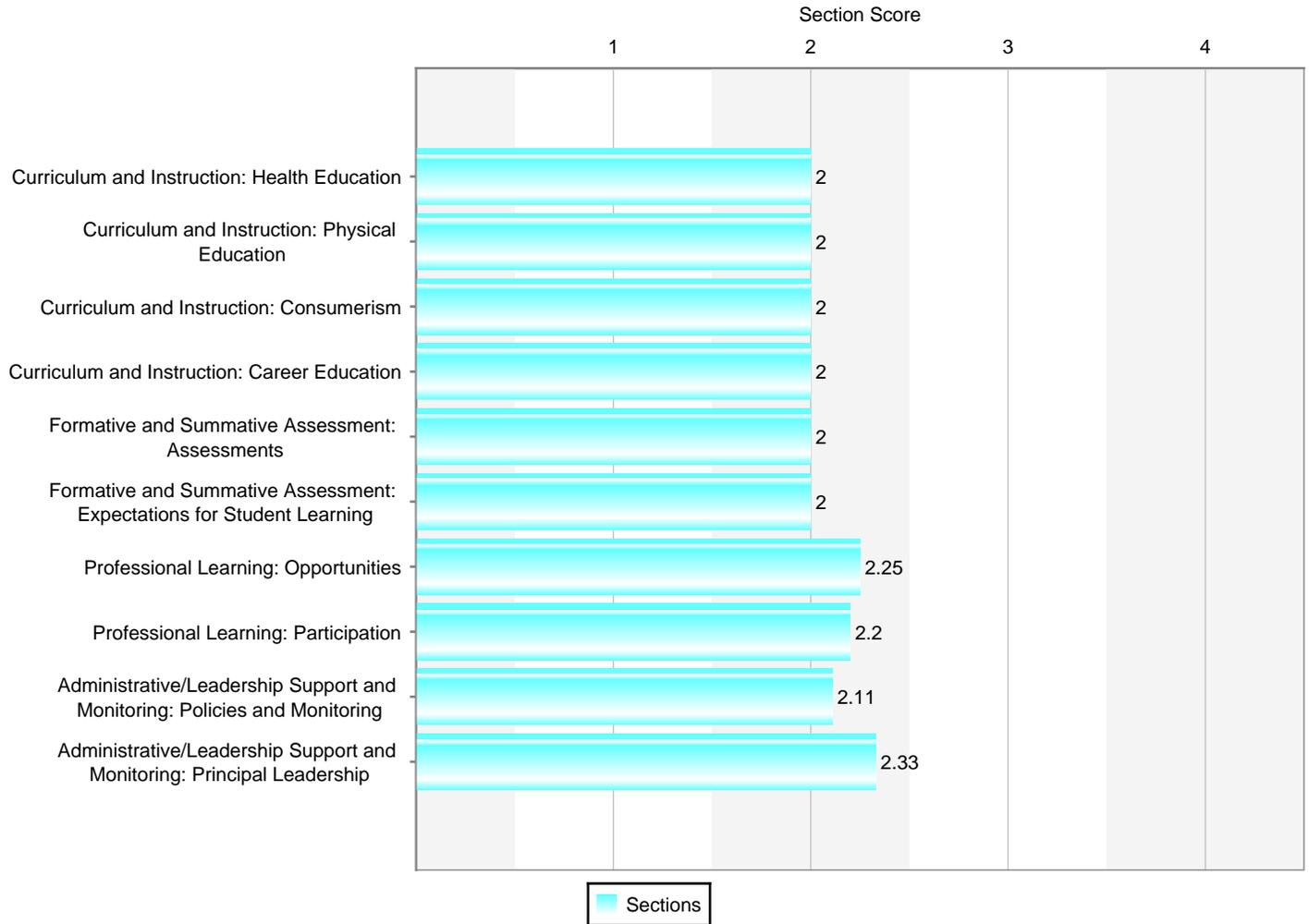
Program Review Committees, SBDM Advisory Committee Policy, SBDM Minutes, Website, Smoke Signals Newsletter, one on one teacher/principal conferences, student engagement training, Teacher Workday collaboration meetings. Communication via Twitter and Facebook.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator

The principal enlists program area teacher leaders at each grade level to serve on the Advisory Committee. This committee meets at least 2 times per year to evaluate the progress and reports to the SBDM Council. The Smoke Signal newsletter communicates to parents quarterly and the website is used to highlight and communicate what the students are doing and learning. "Specials" teachers also provide a quarterly newsletter to parents about what students have been learning in the Program Review areas. The principal communicates with the community often via Social Media

Report Summary

Scores By Section



Program Review: Writing

Introduction

This report contains Program Review results for Writing. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i))

Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students have equitable access to high quality curriculum and instruction. Full implementation of a writing curriculum encompasses reading, speaking and listening opportunities.

Overall Rating: 2.67

	Statement or Question	Response	Rating
a)	To what extent do students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas?	Students engage in literacy learning opportunities and help create customized plans and instruction to match their learning needs.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments)?	Students strategically plan for and use a variety of equipment/technological tools and materials designed to meet and enhance their individual needs.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students?	Teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

School-wide writing plan, intentionally planned school-wide writing activities across all grade levels, individual student writing journals for math, science, social studies and language arts, curriculum documents with student samples of integrated literacy instruction across content areas, STAR, Moby Max, IXL, and IPADS used by students, RTI interventions, flexible groupings, literacy toolboxes, students have choice in their cross content areas.

The rationale Explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Our students have access to a variety of writing instruction across content areas in which all students engage in writing. The school ensures that students have multiple learning opportunities in literacy. Students have access and use equipment and materials such as STAR, Moby Max, IXL, and IPADS to meet individual learning needs. Teachers differentiate instruction using RTI interventions, flexible groupings, and literacy toolboxes. We have a school-wide writing plan and every grade level has journals and learning logs. Learning logs reflect cross curricular language arts writing opportunities that reflect student choice, needs, and interests.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state standards.

Overall Rating: 2.6

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the language arts curriculum is aligned vertically and horizontally to the Kentucky Academic Standards for Language Arts?	Curriculum is aligned vertically and horizontally to the Kentucky Academic Standards and monitored to ensure effective implementation with a focus on 21st Century Skills taught in the context of core subjects and interdisciplinary themes.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the curriculum integrate the strands of literacy (reading, writing, speaking, listening and language use) across content areas to explicitly instruct and develop communication skills?	Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) to apply communication skills to meaningful work across content areas.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school's curriculum ensure opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information?	The school's curriculum provides opportunities for students to use technology as a tool to access, manage, integrate and create information.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do communication portfolios demonstrate student interests and the integration of writing and communication skills across the content areas and over time?	Communications portfolio demonstrates student interests and the integration of writing and communication skills across the content areas and over time.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the curriculum provide opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences?	Curriculum provides opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

curriculum documents, common core standards, student research samples, classroom IPADs, open lab scheduler, student PowerPoints, school-wide writing prompts, Wax Museum, grade level themed research projects and PowerPoint presentations created by students.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The school writing curriculum is vertically and horizontally aligned through the use of the common core standards. The writing curriculum integrates the strands of literacy across content areas as students have the opportunity to select topics of interest to research, organize and communicate the information they learn. Students have the opportunity to use and apply technology skills to research information across content areas and to communicate student generated thoughts. Students practice critical thinking, problem solving, and communication skills across all content areas in a variety of ways. We have revised the current communication folders (student portfolios across grade levels containing samples of student work) to be realigned with common core standards (i.e. short answer versus open response, more 21st century skills). We have completed teacher training on 21st Century skills to communicate and connect to real world experiences. Students have completed school-wide writing prompts, several research projects with PowerPoint presentations. IPADS are used consistently in the classrooms for research. With our writing PLC committee planning, we have worked diligently to incorporate 21st century skills such as problem solving, public speaking, thinking about careers, using technology in and to enhance our writing.

Curriculum and Instruction: Instructional Strategies

All teachers implement instructional strategies that provide quality experiences, variety of activities and access for all students.

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives?	Teachers, students, and others provide instruction, models and demonstrations that address specific literacy learning objectives and provide time for students to apply this learning for further inquiry, design and interactive collaborative settings.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products?	Students research information to seek a new or deeper understanding based on inquiry around a topic and demonstrate new understanding through products that may be used by others for further understanding of the topic.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do students demonstrate media literacy through regular use of technological tools, resources and applications in reading, writing, speaking, listening and language use to meet specific communication goals?	Students demonstrate media literacy through regular use of technological tools, resources and applications in reading, writing, speaking, listening and language use to meet specific communication goals.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students integrate what is learned when using technology with what they learn offline to develop understanding and communication?	Students integrate what is learned when using technology with what they learn offline to develop understanding and communication.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do students use varying strategies and demonstrate an understanding of communicating to audiences in different forms for various purposes?	Students communicate with various audiences in different forms and for different purposes both locally and globally.	Distinguished

	Statement or Question	Response	Rating
f)	To what extent do students engage in discussion with teachers and peers to inform the writing process and publish/share their work?	Students engage in discussion with teachers and peers to inform the writing process and are provided with a means to publish/share work.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Teachers use the common core standard specific communication goals as their targets. Evidence to support this demonstrator include student journals, writer's notebooks, student research samples, communication/presentation rubrics, IPADS, and Speak-It App. Student writing is published on school webpage, at local businesses and on local radio. Student work in the computer lab and have conferences with peer. We keep student work from one year to the next to give models of expectations. We need to incorporate student interactions/conferencing/presenting among different grade levels. We also plan to establish global connections and create reflective writing pieces.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

We feel we do a great job with direct instruction, models, and demonstrations to help students apply this learning. Students also use technological tools and resources for communication goals. We also offer online learning that is integrated with technology use often based on formative and summative assessments. Students communicate using appropriate audiences, form, and purpose. Our flexible learning groups offer a system of interventions to meet communication skills. Our committee recommends incorporating interaction among differing grade levels. We keep student work samples from one year to the next to give models of expectations. We plan to establish global connections and create reflective writing pieces. We have made improvement in providing access to a variety of publishing opportunities for student written work. The committee also collaborates with community partners as well as our PTO and Family Reading Night to highlight student writing pieces. Writing instruction at BES is tied closely to objectives centered around literacy. There are many teachers/staff in the building engaged in the writing process with the students.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do students craft communications distinctive to specific disciplines and purposes?	Students craft communications distinctive to specific disciplines and purposes.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students demonstrate through the strands of literacy (speaking, listening, writing, language use and reading) a respect for cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face or virtually) to build on and articulate their own ideas?	Students respect cultural differences and attempt to build on ideas of others and articulate their own ideas.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent do students learn and work together with teachers, peers and others, either face to face or virtually, to problem-solve and generate products/outcomes tied to curriculum and learning goals?	Students learn and work together with teachers, peers and others either face-to-face or virtually to problem-solve and generate products/outcomes tied to curriculum and learning goals.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students refer to works of quality and substance as models to inform their work?	Students create works of quality and substance that are used as models to inform others' work.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

student writings, flex groupings, student writing folders, and task rotations. We have also completed multiple school wide writing pieces Students write to students in other countries, holiday studies, and grade level appropriate literature that incorporates diverse cultures. Students read their writing pieces for radio broadcast.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students respect cultural differences and learn and work effectively with teachers, peers, and other people face to face to problem solve and

generate new ideas. Teachers and students refer to works of quality as models. These models are used to demonstrate expectations and quality work. The committee suggests working on the virtual piece of this demonstrator to collaborate and communicate with others to problem solve and generate new ideas.

Formative and Summative Assessment: Assessments

Teachers use multiple formative and summative assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

Overall Rating: 2.75

	Statement or Question	Response	Rating
a)	To what extent do teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas?	Teachers engage in a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas, and monitor the impact on student learning over time.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments?	Teachers consistently implement plan to monitor student progress in writing and communication skills consistent with grade-level writing standards, formative assessments, and respond to evidence through revised instruction.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do teachers, peers and others provide regular feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications?	Teachers, peers, and others provide regular feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers provide regular opportunities for students to revise and apply new learning before summative products are assessed?	Teachers provide ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

writing samples, teacher feedback samples, student reflection/revisions, formative assessments, student letters, Student narratives, Student opinion pieces, Open response writing, Teacher checklists, cumulative writing folders show evidence of student growth in writing, writing committee meets to score pieces across grade levels. Students are also revising extended responses, using exemplars, evidence of peer editing, and improving pieces according to rubrics. Writing prompts include peer editing conferences (3 stars and a wish) for reflection. Students are completing critiques for A&H programs to further learning and reflection.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Benton Elementary participates in school wide writing throughout the year. Students K-5 have written letters, narrative and opinion pieces. Each grade level's teachers also created and wrote open response questions across content areas. All students answered these questions and the responses were scored with the created rubric and students were given the teacher model to see a positive example. Teachers across grade levels use checklists that are aligned with the Common Core ELA standards. Reflecting is used across grade levels and across content areas for students to see growth in an area. Most assessments are formative and students use teacher comments to revise their work. Teacher, peers, and administrators provide feedback on student writing. cumulative writing folders show evidence of student growth in writing, writing committee meets to score pieces across grade levels. Students are also revising extended responses, using exemplars, evidence of peer editing, and improving pieces according to rubrics. Writing prompts include peer editing conferences (3 stars and a wish) for reflection. Students are completing critiques for A&H programs to further learning and reflection.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in writing.

Overall Rating: 1.75

	Statement or Question	Response	Rating
a)	To what extent do students know and understand expectations for their work and receive/provide feedback using standards specific language?	Students have some awareness of expectations for their work and/or receive minimal feedback.	Need Improvement

	Statement or Question	Response	Rating
b)	To what extent do teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments?	Teachers set writing and communication goals for students that are standards-based.	Need Improvement

	Statement or Question	Response	Rating
c)	To what extent do teachers and students engage in self-assessments to monitor progress toward meeting writing and communication goals?	Teachers and students engage in self-assessment to monitor progress toward meeting writing and communication goals.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication?	Students develop models as exemplars, scoring guides and rubrics to assess writing and communication.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Supported evidence includes rubrics, exemplary models, self assessment rubrics. Students are also collaborating with each other and teachers through rubrics for writing feedback.. Students will focus on their strengths to incorporate throughout their writing pieces. Examples would include - in class discussion before a task discussing exemplars and what characteristics are shown in that piece that should be used in their work. Students help teachers create rubrics for extended response questions often. Discussing what was missing in examples that needs to be included in new pieces.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students know and understand expectations of writing through teacher discussions, instructions, exemplary models, and scoring rubrics.

KDE Program Review Report for Schools

Benton Elementary School

Students are collaborating with each other and teachers through rubrics for writing feedback. We as a committee felt that BES does have students and teacher collaborating to set writing and communication goals that are standards based. We do use feedback and assessments to set goals.

Professional Learning: Opportunity

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	Ongoing assessment of the implementation of the PGP results in necessary adjustments that result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuits of professional learning opportunities focused on research/evidence-based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning supports individual learning focus (PGP) fosters team collaboration for school improvement and benefits from alignment and coordination with school, district, regional, and state improvement goals for more systemic professional learning experiences.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school provides a variety of job embedded professional learning opportunities (tailored to meet teachers' individual needs) all teachers.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

-Our CSIP supports writing instruction, there are professional development opportunities for teachers that are research based, use best practice and encourage growth in writing, (PAWP, AIMS Writing Assessment,). Scheduling allows for teachers to meet as a grade levels PLCs to discuss writing needs/opportunities and to meet across grade levels to discuss needs. PD logs are kept at the school. The writing committee is in place and meets monthly. A grade level representative is on this committee and has participated in various trainings.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Professional Development opportunities for writing are linked in our CSIP plan. Teachers have opportunities for growth in writing through their professional growth plan. Student data and teacher's need are used to plan for professional development in writing. Strong collaboration exists at Benton Elementary and within the district about writing. The committee has revisited the writing plan throughout the year to see that quality work is taking place. Professional development activities for writing and 21st century skills have taken place. Vertical and PLC writing meetings occur throughout the school year to analyze student writing pieces.

Professional Learning: Participation

Teachers participate in writing specific professional learning designed to meet their needs. All teachers participate in professional learning focused on 21st century skills.

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Teachers consistently participate in on-going content-specific professional learning opportunities based on analysis of school and student data. Necessary adjustment to the professional learning result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members of professional organizations and actively participate in them.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers contact and collaborate consistently with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups. Opportunities within the school schedule are provided for this collaboration, with a stipend or professional development credit, for engagement in such practices.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Types of response writing training for school
- PLCs are used to discuss writing and address issues
- Teachers participate in professional development each year related to literacy
- Teachers are members of the Purchase Area Writing Project which is a branch of the National Writing Project, as well as KCTE-LA, and KEA and KMEA.
- Character Counts Radio Announcements
- BES collaborates with Dr. Mills, WCBL and Elevate radio, area churches, military, AARP, local businesses, and community members

- Using our extended response organizer to implement writing into other core content areas.
- Teachers collaborate during teacher work days, faculty meetings, team meetings, and PD to plan literacy concepts .

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Teachers do participate in writing content specific professional development based on school and data needs analysis. Teachers actively participate in writing professional learning communities. Collaboration with many community partners does occur. Most teachers in the school receive and implement professional development related to literacy. The West KY Cooperative and BES have collaborated to train teachers on various writing strategies and tools. Teachers are using a newly developed extended response planner to incorporate writing into other content areas such as math and science.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership provides adequate resources, facilities, space and instructional time to support high quality writing instructional programs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the school council/leadership ensure that writing concepts are taught throughout the school and across the curriculum as established in policy?	School council/leadership monitors and evaluates the teaching of writing concepts throughout the school and across the curriculum as established in policy.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing?	School council/leadership and teachers across contents actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space and technology are available to implement school wide writing program.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	The school council/leadership meets with teacher leaders when planning for the allocation of time and resources to implement the writing program.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent are decisions related to staff assignment based on the established policies that include student literacy needs and teacher certification?	Decisions related to assignment of staff are made based on needs of students, teacher certification and other data (e.g., ILP) and teacher professional development experience (e.g., participation in National Writing Project).	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The evidence for our rationale consists of a school-wide writing program, writing prompts, vertical and school wide planning meetings, a writing policy, School-wide writing plan, writing folders, STAR data, staffing assignments. The writing program review committee meets with SBDM to share writing updates. The SBDM adopted the new writing policy during the 2013-2014 school year. School leadership serves on the writing program review committee while planning, implementing, and reviewing the writing program. SBDM reviews changes and updates that are submitted by the committee.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

KDE Program Review Report for Schools

Benton Elementary School

Rationale: Our school leadership provides trainings to support the school-wide writing program. The leadership also communicates expectations through building wide staff meetings and team planning opportunities. We implemented school-wide writing prompts monthly to focus on school-wide writing communication. Teachers are included in the planning of the school budget, and communicated writing needs. Handwriting without Tears, and Orton Gillingham resources were purchased. Assistant principal serves on writing committee. Writing news is now being published quarterly in the Program Review newsletter that is sent home to parents and posted on the school website. Our monthly Star writers are recognize during morning announcements and on the school website. Teachers have large blocks of instructional time to teach Writing across all content areas.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all program efforts and support teacher leadership through shared and distributed leadership strategies and actions.

Overall Rating: 2.67

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist teacher leaders to collaborate, evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school?	The principal and staff collaboratively evaluate and reflect on the impact of the writing instructional practices on overall student achievement.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning related to the school's writing program?	The principal participates in, models and leads professional learning regarding the school's Writing Program through collaboration with staff and shared self-reflection.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate with parents and the community about the writing program?	The principal communicates with parents and the community frequently about the writing program.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

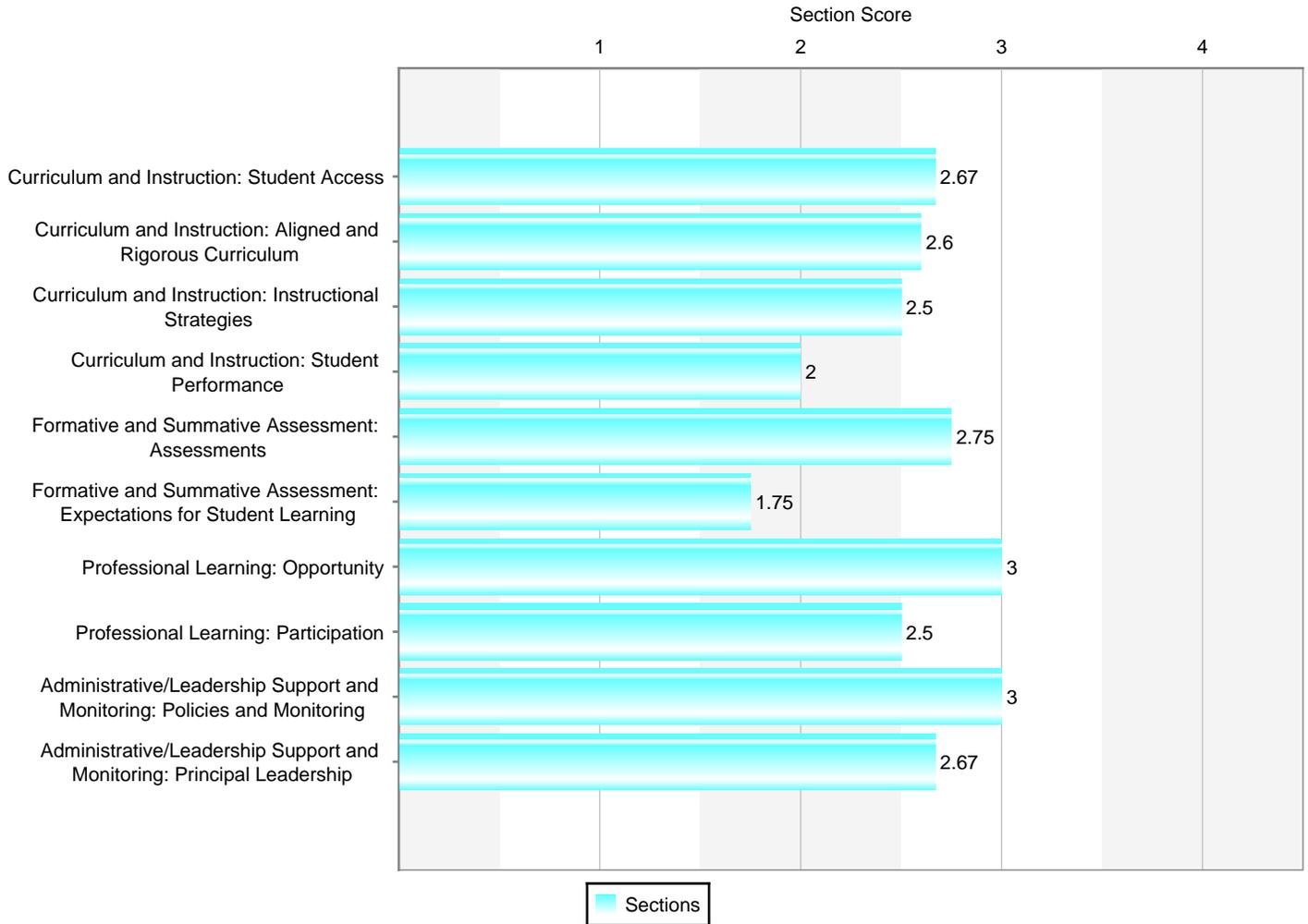
The evidence for our rationale consists of a training budget, appropriate schedule, resources, and staffing. The principal blogs each nine weeks in the A&H newsletter to update information on the writing program. The writing program is also updated to the SBDM council. The principal collaborates with community resources such as AARP, Elevate, and WCBL radio, and local businesses. The principal also allows time for students to read writing pieces aloud during morning assembly.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Rationale: Our leadership provides appropriate budget for trainings, resources, scheduling, and staffing to meet federal guidelines for writing. The principal includes information about various writing activities that go on throughout the school in the A&H newsletter that goes home each nine weeks and posted on school website. The principal organizes opportunities for students to read writing pieces at PTO meetings. The schoolwide writing events are shared at site base council meetings.

Report Summary

Scores By Section



Program Review: Next Step Diagnostic

Introduction

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, and the K-3.

This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program.

In-Depth Review

Statement or Question: Identify the programs given an in-depth review during the current school year. You may select more than one.

Response:

- Arts and Humanities

Arts and Humanities Program Review

List the standards and characteristics that have been identified as strengths in the Arts and Humanities Program. Explain why each of these is a strength in your school's Arts and Humanities Program. What is your plan to sustain these strengths in the area of Arts and Humanities?

The Arts & Humanities Program at Benton Elementary has many strengths. Our arts teachers collaborate to ensure the curriculum is aligned for discipline-based instructional program. Our students have an average of 300 minutes/week of arts instruction. Formative and summative assessments are used to lead student growth, and exemplar models are used to demonstrate expectations of quality work. All BES teachers have gone to great lengths to incorporate more deliberate and thoughtful opportunities for students to critique themselves and the work of others. A/H teachers are offered content specific professional development and equitable planning time. Our A/H teacher leaders and administration currently collaborate together to evaluate and reflect on the arts instructional practices through the program review audit process.

Identify the standards and characteristics that have been identified as needing improvement or focus in the Arts and Humanities Program. Explain why each of these needs improvement.

We have identified a few areas that need to be improved with the arts program at Benton Elementary.

Classroom teachers need professional development to enhance the integration of A/H content. Classroom and A/H teachers need to seek out opportunities to develop posted rubrics, with the help of students, for general critiques. A/H teachers also need PD training for writing SMART goals for all A/H areas. The Arts and Humanities also need to be formally included in the school CSIP.

What are the steps your school plans to take to improve the identified areas of your Arts and Humanities Program?

We have made significant improvements to increase opportunities for students to engage in peer reviews. The creation of student check lists and rubrics could allow for students to have guidelines to evaluate their own works and the works of others. We will continue creating formative/summative assessments that evaluate specific skills for each content area and create a collection that address the standards in each of the areas for the arts. By doing this, we will be able to provide students with more consistent opportunities to reflect and respond to the arts using both exemplary models and live performances. We will be able to provide more specific descriptive feedback to students on performances/products. A/H teachers can provide classroom teachers with job-embedded professional development that will enhance the integration of A/H content.

Practical Living/Career Studies Program Review

List the standards and characteristics that have been identified as strengths in the Practical Living/Career Studies Program. Explain why each of these is a strength in your school's PLCS Program. What is your plan to sustain these strengths in the area of Practical Living/Career Studies?

The PL/CS Program at Benton Elementary has many strengths that have been identified through this review. Our health and physical education curriculums provide learning strategies and activities that ensure that all students receive health and physical education instruction. This health education is integrated and includes many opportunities for cross-disciplinary connections. Students at Benton Elementary participate in developing real world skills related to consumerism through their Math Curriculum, MAP testing, and grade-level fundraising activities. Through these ongoing activities, students are able to develop and practice career and leadership skills within various service learning projects, and student organization activities. Students are able to use available technology to learn consumerism and career education. Our PL/CS teachers are allocated time in the schedule for planning and collaboration and have manageable class loads. Time, resources, and staff allocation are allocated to the PL/CS programs and are equitable to other content areas.

List the standards and characteristics that have been identified as needing improvement or focus in the Practical Living/Career Studies Program. Explain why each of these needs improvement.

Areas for improvement include seeking out and utilizing available resources/professionals to enhance learning in the areas of PL/CS. The Coordinated School Health Committee, that was recently formed, should be used to help with PL/CS needs. A more rigorous consumerism curriculum, consistent formative and summative assessments within the PL/CS program, and rubrics and scoring guides so that students can assess their performance are other needs that should be addressed next year in the PL/CS program.

What are the steps your school plans to take to improve the identified areas of your Practical Living/Career Studies Program?

The Coordinated School Health Committee needs to review curriculum maps from other districts for all grade levels in the area of Health Education. Although our current All Star Ticket program addresses Consumerism, the program needs to provide more opportunities to learn about saving vs. spending. Classroom teachers should continue to ensure that physical activity is integrated in all grade levels through the Take 10 program. Develop scoring guides, rubric and models to be used across the school and across the curriculums in order to assess student performance. These materials will help teachers to provide more consistent and timely feedback to students. PL/CS teacher leaders (committee members) will provide other core content teachers information as to what to include and ways to better incorporate PL/CS into their classroom

Writing Program Review

List the standards and characteristics that have been identified as strengths in the Writing Program. Explain why each of these is a strength in your school's Writing Program. What is your plan to sustain these strengths in the area of Writing?

Strengths for the writing program is that we have a PLC that meets monthly to develop student writing pieces and then analyze these writing pieces together as vertical teams to identify student strengths and weaknesses among grade levels. We celebrate student writing by selecting our "STAR" writers. These young authors then have their work published in the school trophy case, on the school website, or at local restaurants. Students also read their pieces on local radio stations. Students also conduct research and write about their findings, as well as reflect on their writing pieces throughout the year. Students work with one another to peer edit and then later use their speaking and listening skills to present their writing to an audience.

List the standards and characteristics that have been identified as needing improvement or focus in the Writing Program. Explain why each of these needs improvement.

Our goals for the 2016-2017 year include having our students create their own writing plan based on their previous year's reflections. We also want our students to conference, peer edit, and present to students in other grade levels. We will continually work to allow opportunities for students to utilize their 21st Century skills in their writing, celebrate our STAR writers, and encourage student's to have deeper reflection with their own pieces.

What are the steps your school plans to take to improve the identified areas of your Writing Program?

Our goals for the 2016-2017 year include having our students create their own writing plan based on their previous year's reflections. We also want our students to conference, peer edit, and present to students in other grade levels. We will continually work to allow opportunities for students to utilize their 21st Century skills in their writing, celebrate our STAR writers, and encourage student's to have deeper reflection with their own pieces.

K-3 Program Review

List the standards and characteristics that have been identified as strengths in the K-3 Program. Explain why each of these is a strength in your school's K-3 Program. What is your plan to sustain these strengths in the area of K-3?

Strengths: collaboration, student access, curriculum, evidence-based instruction, student involvement and engagement, RTI, assessments, administration leadership, and professional development

BES faculty and staff take the extra needed time and effort to plan for our student's individual needs. Common planning and small group meetings is how BES accomplishes this goal and how BES plans to sustain these strengths.

List the standards and characteristics that have been identified as needing improvement or focus in the K-3 Program. Explain why each of these needs improvement.

Questioning techniques, involving students in defining targets, and providing descriptive and clear models to families about intended targets to master are some weaknesses.

Each of these are partially implemented but may lack the evidence at this point to consider them Distinguished.

What are the steps your school plans to take to improve the identified areas of your K-3 Program?

Trainings in the areas of questioning techniques, students tracking their own progress, and how to gather the evidences of these needs are the plans to work on these weaknesses.

Global Competency/World Languages Program Review

List the standards and characteristics that have been identified as strengths in the GC/WL Program. Explain why each of these is a strength in your school's GC/WL Program. What is your plan to sustain these strengths in the area of GC/WL?

We do not currently have a GC/WL program within our school.

List the standards and characteristics that have been identified as needing improvement or focus in the GC/WL Program. Explain why each of these needs improvement.

We do not currently have a GC/WL program within our school.

What are the steps your school plans to take to improve the identified areas of your GC/WL Program?

We do not currently have a GC/WL program within our school.

Report Summary

Scores By Section

Section Score

1

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Program Review: Global Competency/World Language

Introduction

This report contains Program Review results for Global Competency/World Language . This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i))

Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students should have equitable access to high quality curriculum and instruction.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent does the school provide opportunities for students (including English Language Learners - ELL) to learn and build global competency skills, through instruction and experiences focused on a range of global cultures across different content area, including benchmarked proficiency skills in a World Language (e.g. scheduling time for instruction, monitoring and providing resources in both Global Competency and World Languages areas)?	The school does not provide opportunities for students to learn global competency skills or benchmarked proficiency skills in a world language.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent does the school provide opportunities for students to learn and build global competency skills in various content areas (including world languages) and benchmarked proficiency skills in a world language by interacting (virtually or face to face) with native or near native speakers (in addition to the World Languages teacher), and accessing authentic cultural materials.	The school does not provide opportunities for students to interact with native or near native speakers, or access to authentic cultural materials.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the school promote, encourage and recognize students to find opportunities outside of school to learn and build global competency skills in the various content areas (including World Languages) and benchmarked proficiency skills in a world language, recognizing the achievement of these skills?	The school does not encourage students to find opportunities outside of school to learn global competency or world language skills.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

We do not have evidence to support at this time.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

We do not have a rationale to support at this time.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state standards.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent does the Global Competency/World Languages curriculum focus on communicative proficiency and alignment to the ACTFL World-Readiness Standards for Learning Languages (national) and the Kentucky Standard for World Languages Proficiency (state)?	The Global Competency/World Languages curriculum does not focus on communicative proficiency and is not aligned with the national and/or state standards.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent are the Global Competency/World Languages curriculum designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and provide opportunities for students to learn and practice those skills?	The Global Competency/World Languages curriculum does not address the 21st century skills or provide opportunities for students to learn and practice those skills.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the Global Competency/World Languages curriculum integrate content from other disciplines and align to the Global Competence Matrix/Content-Area Matrices, facilitate natural connections across content areas and build cognitive and literacy skills, language proficiency and interculturality?	The Global Competency/World Languages curriculum does not integrate content from other disciplines.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

We do not have evidence to support at this time.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

We do not have a rationale at this time.

Curriculum and Instruction: Instructional Strategies

All teachers implement instructional strategies that provide quality experiences, a variety of activities and access for all students.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent is the target language used as the language of instruction in the World Languages class and to what extent is this language comprehended?	English is the primary language of instruction.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent are students in the World Languages class provided with instruction in the three modes of communication for language learning (interpretive, interpersonal and presentational); and opportunities to communicate in the target language with other individuals (virtually or face to face) in authentic cultural contexts?	Students in the World Languages class are provided with instruction that focuses only on memorized language and grammatical accuracy, not communication; and/or no opportunities to communicate in the target language with other individuals.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent do students have the opportunity to learn and build on cultural and intercultural competencies through engagement, inquiry and reflection during Global Competency and World Languages instruction?	Students do not have any opportunities to learn cultural and intercultural competencies.	No Implementation

	Statement or Question	Response	Rating
d)	To what extent are students engaged in age- and proficiency level- appropriate activities designed to learn and build Global Competency and World Languages skills?	Age- and proficiency level- appropriate activities are not provided to students	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

We do not have evidence to support at this time.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

we do not have a rationale at this time.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent and how do students demonstrate growth in the achievement of proficiency in the three modes of communication for language learning: interpretive (reading and listening), interpersonal (communication) and presentational (speaking and writing)? (This growth must be demonstrated through assessments that are aligned to the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency).	Students do not demonstrate growth in the achievement of proficiency in any of the three modes of communication for language learning.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent and how do students demonstrate benchmarked growth in their World Languages intercultural competencies (abilities to interact and negotiate language usage in an authentic cultural setting) based on the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency; and Global Competency skills (the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance) based on the Global Competency Matrix?	Students demonstrate no growth in meeting benchmarks for World Languages intercultural competencies or Global Competency skills.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent do students use the target language both inside and outside of the World Languages class?	Students do not use the target language.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

We do not have evidence to support at this time.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

We do not have a rationale at this time.

Formative and Summative Assessment: Variety of Assessment

Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent are formative and summative assessments aligned to the state and national standards/expectations for Global Competency/World Languages proficiency and demonstrate sound assessment design principles?	Global Competency/World Languages formative and summative assessments are not aligned to state and national standards/expectations.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

We do not have evidence to support at this time.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

We do not have a rationale at this time.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations for student learning in World Language and Global Competency.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent do Global Competency/World Languages teachers use and share with their students learning targets and objectives aligned to the state and national standards/expectations for Global Competency/World Languages proficiency?	Global Competency/World Languages teachers do not use (i.e., planning instruction and assessment, providing feedback to students and parents) or share with their students learning targets and/or objectives that are aligned to state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent do Global Competency/World Languages teachers use rubrics/scoring guides to communicate and clarify performance expectations to students?	Global Competency/World Languages teachers do not use rubrics/scoring guides based on state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices to communicate and clarify performance expectations to students.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

We do not have evidence to support at this time.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

We do not have rationale at this time.

Formative and Summative Assessment: Assessment Of/For Learning

Multiple formative assessment processes and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent are students provided with meaningful, relevant and timely feedback that advances their learning of identified targets/objectives?	Students are not provided with feedback.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent do students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills?	Students do not self-assess, reflect or evaluate evidence of their performance.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the school document and report student growth based on performance in the Global Competency and World Languages areas?	Student growth in the Global Competency and World Languages areas is not documented or reported.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

we do not have evidence to support at this time

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

we do not have a rationale

Professional Learning: Opportunity

Professional learning opportunities are planned according to the Standards for Professional Learning, with teacher learning needs in mind, and in response to data available about current teacher practice and student learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	Ongoing assessment of the implementation of the PGP results in necessary adjustments that result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school offers job embedded professional learning opportunities that are integrated in the work day to all teachers.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Teacher's PGG, Yearly PD Plan, PLC meeting notes, District PLC, SGG data, Self-Guided study notes

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Grade level teachers share a common planning time each day of the week. Teachers are provided time throughout the year to meet with vertical teams. Teachers PGG are based on their self-reflections and student growth goal data. PD is offered in a variety of ways to teachers. Teacher also have opportunities for self-guided PD directly related to their PGG.

Professional Learning: Participation

Teachers participate in program-specific professional learning designed to meet their needs. The program area teachers participate in professional development focused on 21st Century Skills.

Overall Rating: 1.75

	Statement or Question	Response	Rating
a)	To what extent do teachers participate in content-specific professional learning opportunities based on analysis of school and student data; and to what extent is there evidence of implementation?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members of professional organizations but do not participate in them.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have contact and collaborate with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

KEA, MCEA, KAPHERD, PAWP,

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Teachers are a part of various professional organizations. Some teachers are more active than others. We are a school situated in a small town community where we have lots of business partners that support the school.

School Leadership: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources and facilitates space and instructional time to support highly effective world language and global competency instructional programs.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent does district and school councils/leadership implement established policies to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum?	District or school councils/leadership does not have policies in place to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent is time allocated and protected in the school schedule so that all students can receive instruction in Global Competency and World Languages?	Time is not allocated in the school schedule for all students to receive instruction in Global Competency and World Languages.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the annual school budget (approved by SBDM councils) support Global Competency/World Languages programs?	The annual school budget (approved by SBDM councils) does not support Global Competency/World Languages programs.	No Implementation

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that World Languages teachers are assigned class loads based on programmatic goals?	There is no World Languages program in the building.	No Implementation

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that World Languages teachers receive planning time that is equitable with other content areas?	World Languages teachers receive no planning time.	No Implementation

	Statement or Question	Response	Rating
f)	To what extent does school leadership allocate equitable time (including travel time between buildings), appropriate facilities and resources to implement the Global Competency/World Languages program?	The principal does not allocate time and resources to implement the Global Competency/World Languages program.	No Implementation

	Statement or Question	Response	Rating
g)	To what extent does district and school leadership hire World Languages teachers and establish a hiring policy for them (e.g., international teachers and language and culture assistants, Fulbright teachers)?	District and/or school leadership does not hire World Languages teachers.	No Implementation

KDE Program Review Report for Schools

Benton Elementary School

	Statement or Question	Response	Rating
h)	To what extent does district and school leadership establish policies to support student/teacher international travel/exchange, field trips and community service?	District and/or school leadership does not have policies that support outside learning opportunities and/or travel.	No Implementation

	Statement or Question	Response	Rating
i)	Not applicable to Elementary School - To what extent does district and school leadership establish and implement a policy that assures performance/proficiency based credit for acquiring Global Competency/World Languages skills outside or inside the classroom? - Not Applicable to Elementary School	Not Applicable-Elementary School	N/A

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

We do not have a World language program at this time.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

We do not have a world language program at this time.

School Leadership: Principal Leadership

Principals are the primary leaders of all world language and global competency efforts and support teacher leadership through shared and distributed leadership strategies and actions.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent does the principal evaluate and reflect on the impact of the Global Competency/World Languages program on overall student achievement?	The principal does not evaluate or reflect on the impact of the Global Competency/World Languages program.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the Global Competency/World Languages program?	The principal does not initiate professional learning in the school's Global Competency/World Languages program.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate and involve the school, parents and community in making decisions related to the Global Competency/World Languages program?	The principal does not share information with school, parents and community regarding Global Competency/World Languages program.	No Implementation

	Statement or Question	Response	Rating
d)	To what extent does the principal(s) advocate for the Global Competency/World Languages program?	The principal(s) does not support Global Competency/World Languages as an integral part of student learning.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

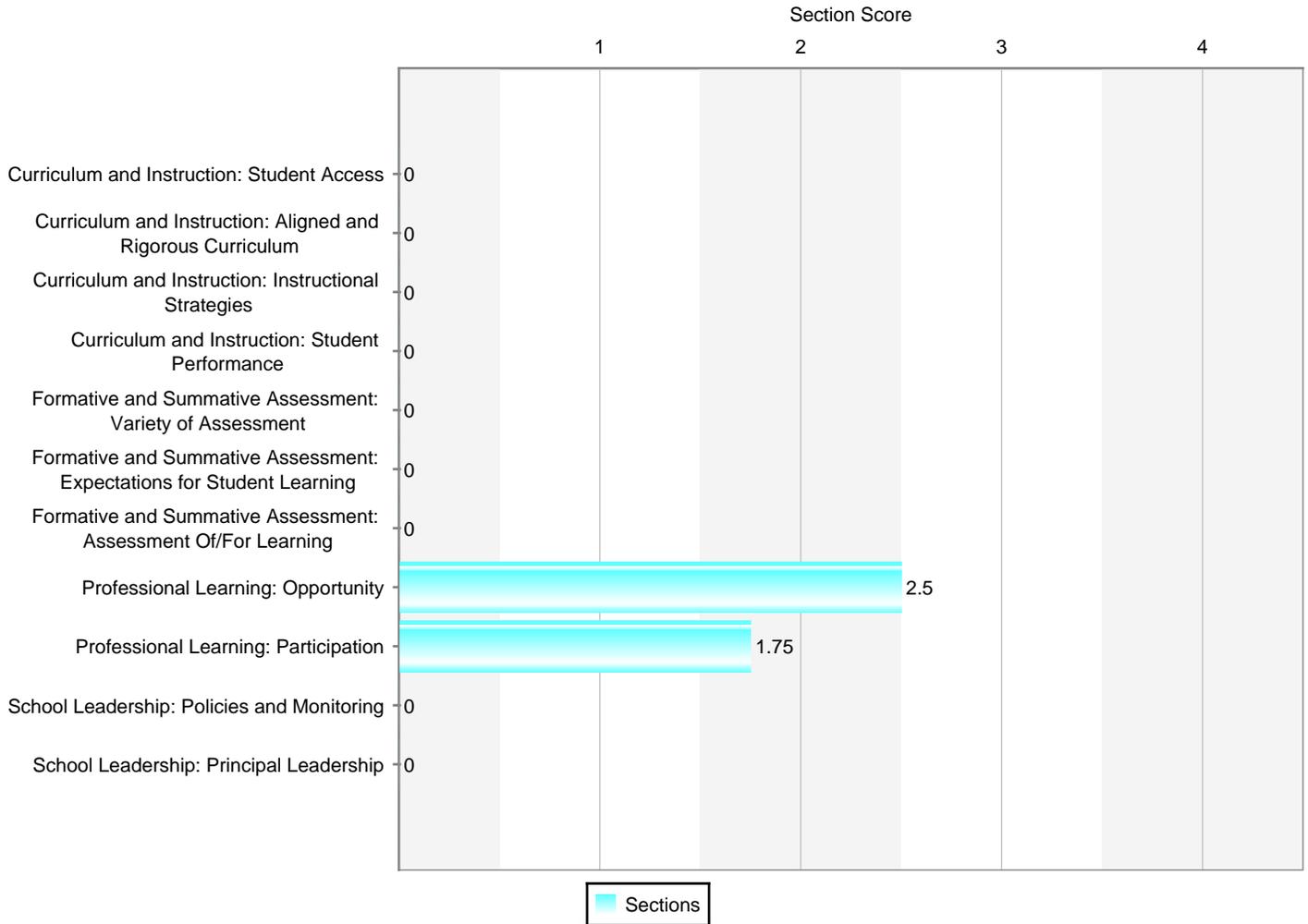
We do not have a world language program at this time.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

We do not have a world language program at this time.

Report Summary

Scores By Section



Program Review: K-3

Introduction

This report contains Program Review results for K-3. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students have equitable access to highly effective curriculum and instruction.

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent do teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum?	Teachers collaborate school wide to ensure each student has access to learning experiences that are necessary and appropriate for attaining and even progressing beyond curricular standards. Parent, community and higher education partners are regularly involved in helping design engaging and relevant learning experiences that may extend beyond the school walls.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do students have access to a variety of equipment and materials that are relevant and necessary to support their needs? To what extent is instruction continually revised and students are instructed in how to use the feedback to improve their work?	Students have access to and use a variety of equipment and materials designed to meet their individual needs and enhance their learning experiences. Instruction is continually revised and students are instructed in how to use the feedback to improve their work.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Master Schedule with Common Planning, School and District Professional Learning Community Agendas, PLC Smart Goals, Monthly PLC and Team meetings, Team Meeting Agendas, Instructional resources narrative, Math in Focus Curriculum, Saxon Phonics Curriculum, MAP Assessment, Flashbacks for formative assessments, AIMS assessment, FLEX time for all grade levels, Accelerated Reader school-wide, Calendar Math Curriculum, access to i-pads, 2 computer labs, student stations in every classroom, Promethean Boards, document cameras, teacher laptops, rubrics, goal setting tools for MAP and AR. Field trips k-3, Murray State University programs, Plays at High School and at MSU, Public Library programs and visits, Career Day, District ELA Trainings, Career day, MCHS plays, Collaborate with BMS academically, Local Businesses, such as Dentist

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Our ratings were achieved based on the level of collaboration within the school. Grade levels have an hour of planning each week to collaborate and plan for instruction. There are monthly TEAM meetings facilitated by the principal and monthly FLEX meetings facilitated by the District and School RtI Coordinator and attended by an administrator. The planning time focuses on using the AIMS and MAP data to determine individual student needs and how to best meet their needs. After analyzing the data and discussing individual student growth and needs, teachers are able to continually revise their instruction. Common assessments are developed based on the CCS and the use of standards based report cards are being developed in anticipation of using Standards Based Report Cards in grades K-5 for the 2013-2014 school year. Students have access to a wide variety of instructional resources and tools that are necessary to support their needs. Students SY 2015-2016

attend educational field trips throughout the community and local higher education campuses. Murray State University does multiple programs and District personnel offer trainings.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to Kentucky Academic Standards (KAS) for all students as defined by state and national standards.

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent is the curriculum vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards, including specific pacing recommendations?	A rigorous curriculum is aligned, vertically and horizontally, to state and national standards with a focus on 21st Century Skills taught in the context of core subjects and interdisciplinary themes. Pacing guides are present and updated annually based on implementation data and lessons learned.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent is adequate instructional time provided for teachers to plan and fully enact the curriculum?	Ample instructional time is provided and utilized effectively by all teachers to address the curriculum. Flexibility is built into the schedule to further address student misconceptions as well as to provide enrichment opportunities to ensure student success.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

ELA Bundled Standards, ELA Standards Pacing Guide, Math Standards Pacing Guide, Master Schedule, Assessment Profiles, Curriculum Maps and guides, Saxon Phonics Scope and Sequence, flex group instructional time, common planning, 2013-2014
21st Century Skills training, lesson plans, pacing guides

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Our ratings were achieved due to the use of the ELA and MATH pacing guides that ensure there are no gaps in the curriculum. The curriculum is driven by the Standards, not a specific program. Grade level teachers have common planning time. Students participate in daily flex group instruction time where instruction for math and reading is differentiated to meet their individual needs. All teachers have been trained on the 21st Century Skills and represent this in their lesson plans.

Curriculum and Instruction: Instructional Strategies

All teachers implement research-based instructional strategies that include characteristics of highly effective teaching and learning for all students.

Overall Rating: 2.67

	Statement or Question	Response	Rating
a)	To what extent do teachers routinely use student-centered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills? To what extent does scaffolding of instruction occur? To what extent do students work in flexible, collaborative groups based on student needs and learning styles?	Teachers routinely use highly effective, student-centered and evidence-based instructional strategies that include classroom discussions, questioning, age appropriate inquiry-based activities and learning tasks that promote 21st Century Skills. Students work in flexible, collaborative groups based on student interests, choice, needs and learning styles.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers consistently involve students in defining and/or writing learning targets (using clear and precise language) that are essential to standard attainment? To what extent can students describe what it takes to achieve the target (the success criteria)? To what extent is instruction planned to directly ensure that students meet the targets and ultimately have opportunities to demonstrate understanding of the standard as a whole?	Teachers consistently involve students in defining and/or writing learning targets (using clear and precise language) that are essential to standard attainment. Students can describe what it takes to achieve the target (the success criteria). Instruction is planned to directly ensure that students meet the targets and ultimately have opportunities to demonstrate understanding of the standard as a whole.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are students engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands-on, authentic and applied learning experiences?	Students are consistently engaged in a variety of cross-curricular instructional activities that are deliberate, culturally responsive, and include hands-on authentic learning experiences.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

CHETL document, lesson plan components, Thoughtful Education Organizers, professional development on student engagement and questioning and discussion techniques, FLEX schedule, Phonics Tool Box, Learning Target Organizer, K-3 Dance Standards, multiple grade level cross curricular performances, kid friendly targets, ability grouping. All teachers have been trained on questioning skills and learning styles to promote critical thinking.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

KDE Program Review Report for Schools

Benton Elementary School

Our ratings were achieved based on the level of instruction that is provided in the whole group setting, as well as during the FLEX time. This FLEX time allows for teachers to provide instruction based on individual student needs, as well as learning styles. The needs are determined by assessment data that is constantly being monitored through the uses of formative and summative assessments, as well as progress monitoring by interventionist and classroom teachers. Student friendly learning targets are identified from the standards and communicated to the students on a daily basis. Students participate in cross-curricular activities that are deliberate and provide authentic hands on learning.

Curriculum and Instruction: Kentucky Systems of Intervention (KSI) /Response to Intervention (Rtl)

A school establishes and uses a systematic, comprehensive system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. A school provides a seamless framework, using state and federal funding, that addresses academic and behavioral needs, that is accessible to all students.

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent is a KSI/Rtl decision making protocol established and used to make decisions based on student needs?	A KSI/ Rtl decision making protocol has been established and is always used to make decisions that are based on individual student needs.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent is universal screening used to determine students for intervention and the data is used to determine intervention services?	Universal screening is used to determine students for intervention services; diagnostic assessment and/or supplemental report data is used to further inform the individual student's intervention services.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does highly effective instruction include tiered services that provide research-based intervention to increase student achievement, is research-based, aligned to standards as well as across tiers, and accessible to all students?	Highly effective instruction includes tiered services that provide a comprehensive system of interventions to maximize student achievement, is research-based, aligned to standard as well as across tiers, and designed to meet the individual needs of all students.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do intervention team members meet to discuss academic and behavioral needs of students and adequately address those needs?	Intervention team members routinely meet to discuss the academic and behavioral needs of each intervention student and effectively meet their needs. Team members communicate intervention plans and progress with students and families.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does progress monitoring data (as required in SB 1 2009, including specifically diagnostic data) inform decisions about instruction and individual student learning? To what extent is instruction adjusted based on the progress monitoring data?	Progress monitoring occurs on a routine schedule. Data collected informs decisions about instruction and individual student learning. Instruction is adjusted based on the progress monitoring data.	Distinguished

KDE Program Review Report for Schools

Benton Elementary School

	Statement or Question	Response	Rating
f)	To what extent does the school regularly communicate intervention services and progress with the families of those students identified for the intervention? To what extent is family communication focused on improving student learning?	The school consistently communicates intervention services and progress with the families of those students identified for intervention. Family communication is focused on improving student learning. Families provide regular input and reflection into the student's intervention plan, services, and/or progress.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

District Academic Tier Recommendations, Grade level Organizational Data Sheets, Universal Screening Schedules for AIMS, Universal Screening Schedules for STAR, Intervention Tiered Services, Grade Level Rtl Meeting Notes, Behavior Data, Progress Monitoring Data, Master Schedule, PBIS Team Minutes, Regular Scheduled PBIS Meetings Schedule, Rtl Team meeting notes and agenda, Flex Grouping Instructions, Program Review flex schedule, Parent Intervention letters, Student Progress Form, Monthly progress letters are sent home after each Flex meeting with each tiered student. Correspondance with the families is through letters, e-mails, and conferences.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Our ratings were achieved based on the consistency and teacher training on providing research based strategies and the monitoring of student data to guide all instructional decisions. Instructional decisions are continually being adjusted to meet the needs of the students. STAR results and AIMS assessments drive the instruction, as well as formative and progress monitoring of interventions. After every monthly Flex meeting, a progress update goes out to the parents of each tiered student. This progress allows the parent to ask questions, give feedback, and to be able to be involved in their child's academic and/or behavioral programming. The PBIS school-wide discipline program ensures we are meeting the behavior needs of students, as well. The use of Tiers for behavior has enabled us to provide interventions to be proactive in correcting behavior problems. This is done through, check and connect mentoring by guidance counselor and assistant principal, tracking of this data and setting specific behavior goals, in-school counseling provided to support student in meeting their goals. After every 30 days of behavioral data, a conference is set up do go over process with the behavioral goals.

Formative and Summative Assessment: Assessments

Teachers should use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent do teachers embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's systemic plan/policy)?	Teachers collaborate to consistently embed day-to-day/ week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's systemic plan/policy).	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers use multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to instruction?	Teachers collaborate and analyze multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to support each student's learning.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

CSIP (Consolidated School Improvement Plan), PD Plan, Differentiated PD Opportunities, K-PREP Disaggregation PD, Staff STAR Data Analysis, Learning Walk Schedule, PD Opportunity "Using Graphic Organizer to Instruct Common Core Standards with Vertical Alignment (by Carolyn Downing), Assessment and Accountability & Constructed Response PD, Questioning Techniques, Teaching to Gender Differences, Qualities of a Good Teacher, Student Engagement, Scott Trimble Workshop on Instruction and Assessment, K-PREP School Improvement Planning/Data Analysis PD, PD360, team meeting agenda's, student engagement/questioning PD, peer observation/conferencing, one/one teacher/administrator conferences, PLC meetings, PBIS meetings, FLEX meetings, District wide PD, STAR, Computer-based programs

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The ratings were achieved as evidenced by the ongoing level of opportunities provided to teachers to improve the quality of instruction to improve student achievement. Professional Development is embedded and intentional at every level and focuses on research based strategies to improve teacher practices. The Charlotte Danielson framework was adopted for the PGES (Professional Growth and Effectiveness System) and is being utilized to implement many of the opportunities.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in K-3.

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent are students and families provided with clear models and descriptions of the intended targets to be mastered?	Students and families are provided with clear models and descriptions of the intended targets to be mastered.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work?	Teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback. Sufficient time is given regularly to students to refine their thinking, enhance their learning, and improve their work based on the intended learning targets.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Instructional Rounds, FLEX Grouping Worksheet, Learning Targets Powerpoint, PBIS Team Minutes, PLC Agendas, PLC Meeting template, SBDM Committees, Community Collaboration Narrative, Math-A-Thon, Holiday Celebrations with Community, Thank You Letters, Mini-Grant Applications, Doting Over Distinguished Letters, Multiple Philanthropic events, Marshall County Public Library, Marshall County Health Department, CFSB Bank, Child Watch, Team meetings, PGES, SGG, FRC Advisory Council Meeting Agenda

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

This rating was achieved based on evidence of PLC leadership and PBIS Committee work that advances student learning. Each grade level is represented on the PBIS team and the K-3 grades have representation on the PLC Team. These members are responsible for representing their team and communicating expectations and training for their grade level. Our teachers regularly collaborate with local community businesses such as the public library, health department, and banks. Team meetings are held monthly to reflect on instructional focus and student data.

Professional Learning: Opportunities

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	Ongoing assessment of the implementation of the PGP results in necessary adjustments that result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning supports individual learning focus (PGP), fosters team collaboration for school improvement and benefits from alignment and coordination with school, district, regional, and state improvement goals for more systemic professional learning experiences.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school provides a variety of job embedded professional learning opportunities (tailored to meet teachers' individual needs) all teachers.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

CSIP (Consolidated School Improvement Plan), PD Plan, Differentiated PD Opportunities, K-PREP Disaggregation PD, Staff STAR Data Analysis, Learning Walk Schedule, PD Opportunity "Using Graphic Organizer to Instruct Common Core Standards with Vertical Alignment (by Carolyn Downing), Assessment and Accountability & Constructed Response PD, Questioning Techniques, Teaching to Gender Differences, Qualities of a Good Teacher, Student Engagement, Scott Trimble Workshop on Instruction and Assessment, K-PREP School Improvement Planning/Data Analysis PD, PD360, team meeting agenda's, student engagement/questioning PD, peer

observation/conferencing, one/one teacher/administrator conferences, PLC meetings, PBIS meetings, FLEX meetings, District wide PD, STAR, Computer-based programs, 3 hour of professional development of teacher's choice to fulfill PGP and CSIP

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The ratings were achieved as evidenced by the ongoing level of opportunities provided to teachers to improve the quality of instruction to improve student achievement. Professional Development is embedded and intentional at every level and focuses on research based strategies to improve teacher practices. The Charlotte Danielson framework was adopted for the PGES (Professional Growth and Effectiveness System) and is being utilized to implement many of the opportunities.

Professional Learning: Participation

Teachers are leaders in their professional community, and guide/lead professional learning that meets the needs of the professional learning community.

Overall Rating: 2.75

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Teachers consistently participate in on-going content-specific professional learning opportunities based on analysis of school and student data. Necessary adjustment to the professional learning result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members and leaders within their professional learning organizations ,actively participate to address issues related to instructional practices, data analysis and improving student achievement As a result contribute to school and community life.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members and leaders within their professional learning organizations, actively participate in them and as a result contribute to school and community life.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have contact and collaborate with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Instructional Rounds, FLEX Grouping Worksheet, Learning Targets Powerpoint, PBIS Team Minutes, PLC Agendas, PLC Meeting template, SBDM Committees, Community Collaboration Narrative, Math-A-Thon, Holiday Celebrations with Community, Thank You Letters, Mini-Grant Applications, Doting Over Distinguished Letters, Multiple Philanthropic events, Marshall County Public Library, Marshall County Health Department, CFSB Bank, Child Watch, Team meetings, PGES, SGG, FRC Advisory Council Meeting Agenda, PLC meetings, FLEX meetings, Four Rivers Behavioral Health

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

This rating was achieved based on evidence of PLC leadership and PBIS Committee work that advances student learning. Each grade level is represented on the PBIS team and the K-3 grades have representation on the PLC Team. These members are responsible for representing their team and communicating expectations and training for their grade level. Our teachers regularly collaborate with local community businesses such as the public library, health department, and banks. Team meetings are held monthly to reflect on instructional focus and student data.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective K-3 instructional programs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the School leadership/SBDM committee continually monitor the availability of resources in an effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program?	School leadership/SBDM committee continually utilizes input from stakeholders to organize and monitor the availability of outside resources in effort to effectively and equitably allocate the necessary time and resources needed to support a highly effective K-3 program.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the SBDM committee establish and enact a process to, at least annually, analyze data related to the implementation and impact of policies and practices specifically for the K-3 program?	SBDM committee involves teachers, parents and community stakeholders annually in the analysis of data to make recommendations for continuous improvement in the K-3 program. Policies and practices for a highly effective K-3 program are revisited and revised annually based on multiple sources of impact data.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership communicate with parents and community about the K-3 program?	A variety of sources, including technology and media resources, are regularly used to communicate current information about the K-3 program with parents and community.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does School leadership/SBDM establish and maintain policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multi-age and multi-ability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement)?	School leadership/SBDM maintains and stabilizes policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multiage and multiability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement).	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

SBDM Committees, SBDM Council, Disaggregation Tool, School Climate Survey, Staff STAR Data Analysis (Fall & Winter), Parent STAR reports, report cards, Smoke Signals Newsletters, school website, Monthly Calendar, Parent Brochures PBIS, Standards Based Training Opportunity, Leadership Survey, Master Schedule Survey, Parent Survey, Primary Program SBDM Policy, SBDM Grade Level Placement Policy, SBDM Homework Policy, SBDM Parent Involvement Policy, SBDM Student Assignment Policy, newsletters, Volunteers, Community

visits, Americore grant, Community Library, leveled readers, Flex, Handwriting Without Tears, RTI, SBDM minutes, Facebook Page, Twitter Acct.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The ratings were achieved based on the school leadership continually monitors and solicits input from multiple stakeholders to determine areas of need to maintain a highly effective K-3 Program. The SBDM council evaluates data at the monthly meetings to monitor student achievement. Surveys are utilized to gain stakeholder input to make decisions.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all K-3 program efforts and support teacher leadership through shared leadership strategies and actions.

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the principal work collaboratively with teachers to define, support, and continuously improve the K-3 program? To what extent does the principal regularly facilitate K-3 team meetings in order to monitor and support all K-3 program efforts?	The principal intentionally creates a structure to promote and empower teacher leaders to define and continuously improve the K-3 program. The principal collaborates with the teachers/teacher leaders regularly to analyze program and student data, providing feedback and support for ongoing improvements that promote the success of every K-3 student and all K-3 program efforts.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the principal participate fully in and facilitate professional learning in relation to the K-3 program?	The principal participates fully in, facilitates and leads research-based, on-going professional learning in relation to the K-3 program.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the principal make decisions related to staff assignment based on student needs determined by student trend data?	The principal makes decisions related to staff assignments based on SBDM policy which has been determined by student needs and student trend data as well as student performance and staff abilities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

CASL whole class analysis, CHETL checklist, Engaging Lesson Activities, Instruction Structures, Learning Targets, Lesson Plan Components, Modes of Writing PD, One-on-One Teacher/Principal conferences (3 times per year), Staff Meeting Agenda, Effective Teaching Strategies, Instructional Rounds, Class lists Placement Process, SBDM Grade Level Placement Policy, SBDM Student Assignment Policy, Student Rating Rubric, Flex meetings, Team meetings, Brigrance II screenings, PGES

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The ratings were achieved based on the evidence that the principal participates fully in providing research based professional learning to ensure a high level of student achievement is maintained. The principal participates and leads monthly team meetings and attends monthly FLEX meetings. Teacher input is solicited by meeting three times a year individually with the Principal.

Report Summary

Scores By Section

