



KDE Program Review Report for Schools

Benton Middle 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: 3.0

	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?	The arts program offers individual students the opportunity to develop their own talents in the artistic processes of creating, performing and responding to the arts with the support of teachers, beyond the regular classroom.	Distinguished

	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?	Arts teachers collaborate (K-12) to ensure that curriculum is vertically aligned for discipline-based instructional program in each arts discipline. •Elementary: All students have an average of 150 minutes per week of 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 regularly- scheduled discipline-based, arts courses in each of the four art forms yearly 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 and scaffolded arts course 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.	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.

- School master schedule
- Individual student schedules
- Individualized learning plans
- Drama Club
- Advanced Art Class
- Band concerts
- Field trips to art galleries and musical and dramatic performances
- Community volunteers from local art commission working individually with gifted students

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

The school master schedule shows all of the teachers teaching responsibilities and classes taught at the school. The individual student schedule shows that all students are enrolled in arts classes throughout the school year. The students individualized learning plan shows the students goals and the beginning of their specialization in one of the four arts disciplines. Students are also able to continue their specialization through Marching Band, Advanced Art and Drama Club.

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: 2.6

	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?	Teachers responsible for teaching the arts regularly collaborate to ensure that curriculum is aligned vertically and horizontally with the Kentucky Academic Standards.	Distinguished

	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 opportunities for integration as natural cross-curricular connections are made between the arts and other content areas.	Proficient

	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 school-wide curriculum includes the study of representative exemplary works, artists, cultural traditions, and historical periods for each arts discipline to show natural connections.	Distinguished

	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 by using multiple indicators by a committee comprised of arts and cross-content area teachers.	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 created lesson plans

Digital photos, journals, videos, of performances, projects, field trips of art galleries/quilt museum

Student performed concerts, plays, musicals, skits and displays for the community

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

Teachers create weekly lesson plans which document the Core Content Standards for each of the four disciplines. Student performances are documented and exemplary works are displayed throughout the school and community. Students enter art contest such as the Google for Doodle Art Contest, the Clark's River National Wildlife Refuge Federal Duck Stamp Contest, KY Personnel Art Employees Art Contest, and the Kentucky Secretary of State Voting Slogan Contest. Students perform for Christmas on Main Street skits of Charles Dickens' works, Fall and Spring Drama Performances at Benton Children's Art Center. Students participate in KMEA sanctioned events such as Solo and Ensemble contest, Concert Band Assessment Festival and All District Band. Students took part in the Murray Invitational Solo Band Competition. Students perform several concerts throughout the school year, which showcase the students creating, performing, and responding to the music being performed. With the addition of teachers who are dual certified teaching Arts & Humanities classes, Common Core Standards for English/LA are being better taught throughout these classes. Also, due to adding these teachers, more voices are involved with the revise and review of the arts curricula.

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

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Examples of student work

Teacher created lesson plans

Solo and ensemble contest participation

MSU Quad State participation

Concert Festival participation

Invitational Solo Competition at Murray Middle School

All District Band participants

Fall and Spring Drama performances at Benton's Children's Art Center

"Dickens' Village on Main Street" band performance

Christmas Parade Band Performance

Tater Day Band Marching Performance

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

Exemplary student work is displayed throughout the school and community and showcases the students creating, performing and responding in each of the four arts disciplines. Teacher's lesson plans show the process that the students are participating in each of the four arts disciplines. Teachers also utilize various instructional resources, such as books, cds, visual images, and the Internet to show students exemplary works of art, music, dance and drama. Students go on field trips to art galleries, quilt museums and to Luther Carson Four River's Performing Arts Theater for dramatic and musical performances. Students participate in various local and regional music festivals where they are able to create exemplary work and showcase it for their parents and peers. The school plays include all four arts disciplines and integrates major events in history, choreography and costume creating.

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: 2.67

	Statement or Question	Response	Rating
a)	To what extent are students actively engaged in creating, performing and responding to the arts?	Students demonstrate mastery of skills and theoretical understanding with high levels of creating, performing and responding in the arts appropriate to the age and grade level.	Distinguished

	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 independently create rich and insightful products and performances with variety, scope and purposes.	Distinguished

	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 independently apply creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products.	Distinguished

	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}?	School arts programs and individual students routinely participate in grade level appropriate juried events, exhibitions, contests, performances. Performance assessment events are used as tools for reflection and review, and used adjust and improve the school instructional program.	Distinguished

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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 created lesson plans

Student work (audio, video, photographic)

Student trips to art galleries, National Quilt Museum, Luther Carson Performing Arts Center, Murray State

University, Kenneth Shadowen Performing Arts Theater

Participation in local, state, and national art contest

Participation in local and regional performing arts programs outside of school

KMEA Concert Festival, Solo/Ensemble, MSU Quad State, All District Band

Invitational Solo Competition at Murray Middle School

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

Teachers create weekly lesson plans which document the reported level of implementation. Student work is documented and displayed throughout the school. Students take educational field trips that are designed for students to develop an understanding of the four main arts disciplines.

Students are encouraged to participate in local workshops, camps that are available through local visual and performing arts groups.

Volunteers from the arts community mentor students who show a special talent in one of the arts areas.

Teachers and students use feedback received from assessment events in the classroom to revise, modify, and implement instruction.

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.

Lesson Plans

Rubrics

Student data from rubrics and formative/summative assessments

Student reflections from rubrics and formative/summative assessment data

Recordings of Student's Performances

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

Teachers create lesson plans to that show how data is used to support student learning in their areas of weakness. Student and teacher created rubrics are used in the classroom to assess student learning. Student data is gathered from performances and projects to guide the teachers classroom instruction. Students complete self and group reflections after each band concert which allows them to judge their individual performance as well as the group performance. Students complete reflections on various art projects throughout the school year. These reflections allow the student and teacher to collaborate on determining a students grade on the project based on the imformation they have learned throughout completing the project.

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: 2.0

	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 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.	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 which have performance reviews included

Rubrics

Student modified rubrics

Student work

Student Performances

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

Teacher created lesson plans are used to document the use of models in the classroom setting. Teacher and students develop rubrics that are used in the classroom to evaluate projects and performances. Students are allowed to listen to all works that are being performed in the band class and listen to master artists perform these works as well as works of others. Examples of art projects are always shown to the

students before a project is started. Examples of famous works of art by master artists are also shown to students when applicable. Students created a rubric for an assignment where they were creating a piece of artwork. Students were given the categories and total point for the assignment and then distributed the points across to the categories to reach the total points for the assignment. Students were then graded by the rubric they created.

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: 2.0

	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 regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.	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

Rubrics

in band, students critique and evaluate themselves and other performers

in band, MSU Quad State and All District Honor Band-students are critiqued and adjudicated

in band, Solo Ensemble and Solo Competition-students are critiqued and adjudicated

in art, students enter various contests like Google Doodle and KY Personnel Cabinet Contest where they are critiqued and evaluated

in art, students created Playbills and had art teachers from outside the school critique and evaluate their performances and products

in art, students critique and evaluate themselves and other artists

students help create rubrics that are used to evaluate their learning

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

Teachers create lesson plans that show how data is used to support student learning in their areas of weakness. Student and teacher created rubrics are used in the classroom to assess student learning. Student data is gathered from performances and projects to guide the teacher's classroom instruction. Students perform and are critiqued and given scores on their performances by judges. Students complete reflections on various art projects throughout the school year. These reflections allow the student and the teacher to collaborate on determining a students' grade on the project based

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: 2.0

	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?	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 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.

Enrichment Teams

School wide professional development plan

Teacher's individual professional growth plans

master schedule

documentation from teachers attendance at arts related PD such as KMEA, Midwest Music Conference, CCCRS, FDKMEA, District Wide curriculum alignment PD, KySTE Conference, Infinite Campus Training, Kentucky Center for ECE and Arts Integration, KyAEA, AMLE Conference, Texas Trip for PBL schools, 6 hours of Project Based Learning Training, etc.

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

Arts teachers are given the opportunities to attend professional development in their area's of need. This is documented in the professional development plan and the teachers individual professional growth plans. Teachers are given PLC time, Work Days, and PD time to collaborate with teachers across multiple disciplines as well as the arts. Having teachers who are dual certified with different planning periods also allow teachers to collaborate across multiple disciplines

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: 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 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.

Professional Development programs

Teacher's Professional Development Plans

Teacher's Individual Professional Growth Plan

Band Director is member of KMEA, and NAFME

Band Director was guest conductor and clinician for MSU Quad State

Art teacher guest contributor for Art Contest at Benton's Children's Art Center

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

Teachers are given the opportunity to attend professional development seminars and conferences in their areas of need. Information gathered in these sessions is implemented into the teachers classroom to better their instructional practices. Teachers work with the Children's Art Center as well as local community events to perform and create products which are displayed throughout the community. Each arts teacher is a member of the professional organization for their field and hold leadership roles in these organizations. Each arts teacher also subscribes to various e-mail Listserves in which ideas are shared for various projects and activities

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

Facility plans

Class rosters

After School Art Classes at MC Children's Arts Center

SBDM minutes

ILP's

504 Plans

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

The master schedule documents the classes the teachers are assigned to teach and their time to collaborate as teachers. The facility plan shows the space the teachers are provided. Class rosters show that teachers are given the same workload as other teachers in the school. Students are placed in advanced art and arts and humanities classes during the 4th nine weeks to allow for more individualized instruction in areas of strength. Money is provided from the SBDM council to support the programs and their needs. Grants are applied for to supplement the programs after the SBDM provides their support. Students participate in after school art classes at the MC Children's Arts Center, which are taught by a BMS teacher. Band Director has rehearsals after school to work on bettering the skills of the students.

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.

School newsletter

Tech Tuesday newsletter

Principal professional development

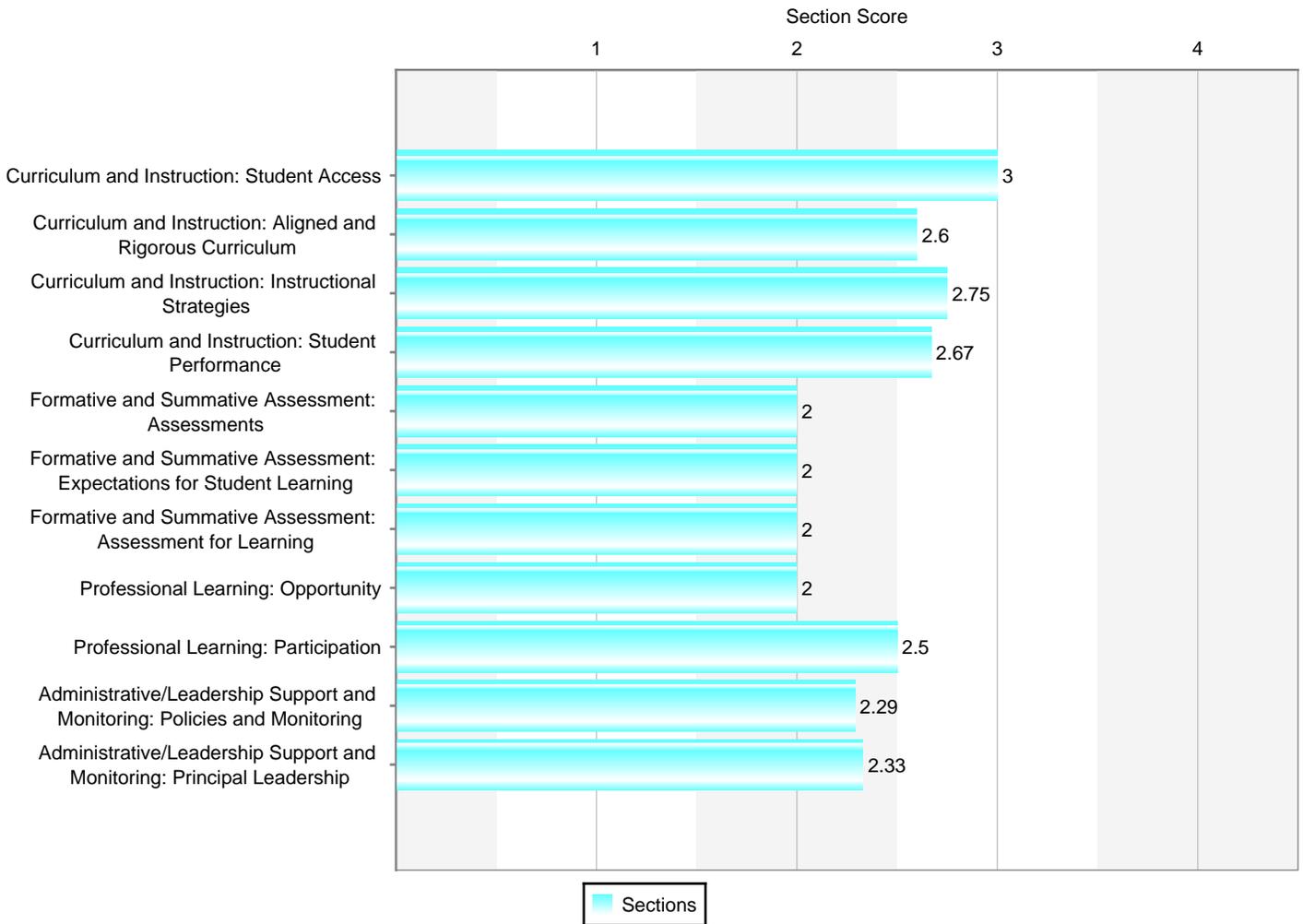
ESS daytime money used to support cross-curricular units of study into core classes

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

The school newsletter provides information to the parents about school functions in the arts. E-mails are sent to parents and other support groups showcasing the talents of the students of the arts. The school website is also used to showcase the talents of our students. It also provides information about students participating in arts related events and contests. The principal professional development plan shows that the principal participates in learning related to the arts.

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: 2.2

	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?	The K-12 health education curriculum utilizes CDC's Health Education Curriculum Analysis Tool (HECAT) to develop a K-12 (district and/or school) scope and sequence as part of a comprehensive health education program that is aligned to the KAS for Practical Living.	Distinguished

	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 annual 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).	Distinguished

	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 is in place but is not used to inform instructional practices.	Needs Improvement

	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.

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Benton Middle School

HOPE Clinic - Choosing the Best... curriculum provided by Marshall County Health Department

UK 4-H Extension Agency - Health Rocks! curriculum

Marshall County Health Department - nutrition education based on current US Dietary Guidelines for Americans and www.myplate.gov

Teen Health textbook

Life Skills Training curriculum

Scholastic Choices magazine

MC District nurse

FRYSC

Master and student schedules

Attorney General Jack Conway video on prescription drug abuse

Reality Store

Red Ribbon Week

Advisor/Advisee lessons on bullying and online safety

Nutrition Education Program with Marshall County Cooperative Extension Service

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

Curriculum and instruction in health is enhanced and supported by school district and community leaders who collaborate with teachers and visit classrooms on a regular basis. Master schedule allows for student schedules to rotate morning and afternoon enrichment classes on a yearly basis, so that all students have the opportunity to engage in health class. Reading, math, and science content are integrated to ensure cross-curricular connections to personal health and wellness. The coordinated school health committee consists of teachers, district nurse, county health department representative, FRYSC and 4-H agent. This committee supports and collaborates for instruction in health classes, but did not utilize the Whole School, Whole Community, and Whole Child model. Technology classes and Advisor/Advisee time integrate healthy choices through lessons on bullying/cyberbullying, social/emotional support lessons, and online safety.

Curriculum and Instruction: Physical Education

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

Overall Rating: 2.4

	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?	The physical education curriculum utilizes CDC's Physical Education Curriculum Analysis Tool (PECAT) to develop a K-12 (district and/or school) scope and sequence; as part of a comprehensive physical education program that is aligned to the KCS for practical living; adequate instructional time is regularly planned within the school calendar.	Distinguished

	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 demonstrate mastery of 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.	Distinguished

	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 provides differentiated learning strategies and activities for all lessons that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity.	Distinguished

	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 is in place but is not used to inform instructional practices and/or increase physical activity opportunities within the school environment.(Districts and/or schools are required to do annual reports on physical activity environments in compliance with KRS 158.856 and 160.345).	Needs Improvement

	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.

*Fitness Assessment

*Pre/Post Assessments of Physical Education Content

*Weekly assignments to assess knowledge of content

*Formative Assessments

*Work out days during Advisor Advisee time each week

*Daily bell ringers that address cross content knowledge that also relate to Physical Education

*Daily exercise/fitness

*Daily sports, games, and activities to promote a lifetime of activity and exercise

*Student Fitness Logs to track daily activity and improvement in fitness levels

*Individualized Education Plans are followed and assignments and activities are modified for students in Physical Education

*Designed and Implemented a creative dance unit into the physical education curriculum

*Students assessed weekly on mile time and sit ups and tracked through fitness log.

*Physical Education units include lifetime activities, team sports, and fitness.

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

The physical education teacher implements the content into daily lessons that follow the school wellness policy, state, and NASPE guidelines. The evidences listed above support the demonstrators of a successful physical education program. Benton Middle also follows some of the components of the Comprehensive School Physical Activity Program (CSPAP).

Curriculum and Instruction: Consumerism

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

Overall Rating: 2.71

	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, meets the needs of diverse learners, and includes the integration of 21st Century Skills and Knowledge. The curriculum includes embedded, authentic, student centered performance tasks.	Distinguished

	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 demonstrate mastery through the regular practice of real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information.	Distinguished

	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 both within and outside the school to provide educational opportunities beyond the classroom.	Distinguished

	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. Technical math and reading are integrated across the school curriculum in all classrooms.	Distinguished

	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?	A variety of technology tools are integrated into the delivery of the consumerism curriculum and are routinely used by students and teachers to demonstrate media literacy.	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.

Hands on Banking by Wells-Fargo

BrainPop

Practical Money Skills for Life by Visa

Financial Fitness for Life curriculum by National Council on Economic Education

Financial Fitness for Life Internet-based simulations

Reality Store - local business, insurance, banks, grocery stores, utility companies, day care, real estate, clothing retail

Junior Achievement curriculum presented by local business professionals through social studies classes

Language Arts Auction

Stock Market Game is used in World History classes

Job applications / letters of intent

Econlowdown (stlouisfed.org/educationresources)

In Plain English: Making Sense of the Federal Reserve (A Virtual Tour) DVD

Comparison shopping experiences

Consumer laws / agencies research and presentation (PowerPoint)

Job shadowing

Edward Jones financial advisor guest speaker

Everfi - Vault online curriculum

Shark Tank

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

Consumerism and social studies teachers collaborate to integrate consumerism and economics instruction into both social studies and consumerism classes. Internet-based simulations along with Reality Store give students real-world financial literacy and decision-making experiences. Students complete deposit and withdrawal slips, checkbook register, write checks, reconcile bank accounts, and use ATM simulation. The eighth grade English Language Arts teacher integrates "LA money" into the class as a reward system for students who can spend the money at the end-of-the-year auction for prizes. Students participate in a project based on the TV show, Shark Tank, to develop an idea for a new product, complete research, create advertising and present the product idea to a panel of adults including community members. Math teachers include financial literacy through comparison shopping, calculating percent-off sales, and adding percent sales tax. Students are given the opportunity to connect with local business and industry partners through in-class guest speakers as well as job shadowing experiences.

Curriculum and Instruction: Career Education

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

Overall Rating: 2.57

	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, meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge. The curriculum includes embedded, authentic, student centered performance tasks.	Distinguished

	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?	Not Applicable - Elementary & Middle	N/A

	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 solving real world problems related to career education. Technical math and reading are integrated across the school curriculum in all classrooms.	Distinguished

	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 and cross-curricular teachers collectively create multiple interdisciplinary units of study and projects.	Distinguished

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	Statement or Question	Response	Rating
g)	To what extent does the school ensure technology is integrated into the delivery of the career education curriculum?	A variety of technology tools are integrated into the delivery of the career education curriculum and are routinely used by students and teachers to demonstrate media literacy.	Distinguished

	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.

Reality Store

ILP

Operation Preparation

Career Choices curriculum alignment team for KDE

Occupational Outlook Handbook

UK 4-H Agriculture Extension Agent - Jump Start curriculum

Student Government Association

Student Technology Leadership Program

FRYSC

Junior Achievement

Discovery Ed

Murray State University site visit

Career Choices curriculum from KDE

Build bridges (Engineering, Architecture, and Energy/Power)

CAD - Ipad app

Student-created commercials

Job shadowing

Everfi - Future Goals online curriculum

Shark Tank

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

Guidance counselor and careers teacher collaborate to complete and advise students on ILPs, high school readiness, and career choices.

Guidance counselor, 4-H agent, and FYSRC collaborate with community members to create Reality Store. Students utilize ILP and

Occupational Outlook Handbook to assess current and future trends in possible careers. Students utilize online curriculum, Everfi Future

Goals, to practice career-related problem-solving. Students construct bridges and test strength, integrating engineering, math, and science skills. Students utilize iPad app to explore CAD careers. In Language Arts classes, students create ideas for products, write and perform commercials to sell products. Students participate in a project based on the TV show, Shark Tank, to develop an idea for a new product, complete research, create advertising and present the product idea to a panel of adults including community members. Students are given the opportunity to connect to business and industry partners through job shadowing.

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.

Overall Rating: 2.25

	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?	ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. Parents receive access information for the ILP, while school and community trainings are also provided for teachers and parents regarding the integration of the ILP tool.	Distinguished

	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?	Students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP.	Proficient

	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?	An advising program is in place and includes components of the ILP.	Proficient

	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?	A formalized plan is in place to monitor the completion of the ILP.	Proficient

	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.

ILP - Teacher and guidance counselor track students through classes to ensure 100% completion

Advisor/Advisee lessons on SMART Goals (Personal Long and Short Term)

Open House-Power Point to parents, parent letter

School Web Site

EXPLORE data

KPREP data integrated into ILP

Operation Preparation

Job Shadowing

Testing data is used to assign classes at Marshall County High School

Students tour MCHS based on top 3 career cluster interests

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

Individualized Learning Plans are started in 6th grade and are continually worked on as the students progress to 8th grade. Guidance Counselor and careers teacher monitor students through class rosters and completion status is monitored according to the CareerCruising provided chart of completion by grade level. Parents are given access to the information in the ILP at the beginning of the year during Open House through PowerPoint presentation of homeroom teachers. Letters with login information are sent home in enrollment information. Links to ILP are posted on school web site. The information generated from the ILP is used during Operation Preparation to council with each student to monitor progress towards high school success and foster conversations about possible future careers. Eighth grade students job shadow professionals in our community and are encouraged to use ILP results to choose their job shadowing experience. During Advisor/Advisee time all teachers use lessons to teach SMART goals. Students set short and long term goals for themselves during these lessons. Eighth grade students tour the high school and specifically visit classes based on their top 3 career cluster interests based on the results from the ILP.

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: 2.5

	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 across disciplines in the development of common formative and summative assessments related to PLCS.	Distinguished

	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 assessment data is shared with students and parents and is used to set targets for growth.	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.

Core academic standards, reading, math, science

21st Century Skills (Reading, Math, Technology, and Media)

Technology

Writing

Group/partner projects and performances

Assessment data - Hands on Banking, Practical Money Skills, Financial Fitness for Life, It's Your Paycheck!, Everfi Vault/Ignition/Future

Goals

Students analyze pre- and post-test data and set growth goals

ILPs

Formative and Summative Assessment Samples

Lesson plans document differentiation for students with special needs, ELL, and gifted

Lesson plans including individual learning styles

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

Through the evidences shown, the PL/CS instructors use a variety of lessons and assessments to address all learning styles and learning levels to address the Kentucky Core Academic standards, 21st Century Skills and Knowledge and program review standards and assessments. Assessments from a variety of curricula are used to monitor student progress and learning as well as to plan further instruction. Students analyze pre-assessment data and set goals for improvement.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

	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, timely and effective feedback to students and parents on student's performance. Feedback is used to plan the student's future educational and career goals.	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.

Rubrics are developed to assess student work, some student-created rubrics are used in health class

Formative and summative assessment results are vital to the teachers planning of lessons and units

Self/Peer student assessment checklist

School-wide high expectations through a shared vision statement of EXTREME...CHARACTER, ACHIEVEMENT, AND PRIDE are monitored and rewarded on a daily basis

Fitness Logs

Fitness Assessments

Documentation of student performance feedback

Academic progress reports

Infinite Campus parent portal

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

Benton Middle School holds our students to exceptionally high standards concerning student achievement. These high standards are monitored by the PL/CS teachers through ongoing formative and summative assessments. The results of these assessments drive the planning of lessons and units delivered to the students. Students are given academic progress reports every four and a half weeks. Benton Middle parents utilize the Infinite Campus parent portal to check their child's grades in real time. Teachers communicate with parents via telephone or email or in-person when student achievement concerns arise.

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: 2.0

	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 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 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 allocate time for teachers to collaborate and exchange ideas?	The school allocates time for PLCS and academic core 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.

CSIP

School-wide PD plan

Flexible PD hours available

Teacher Work Days - district calendar

KYSTE Conference

ILP training through Career Cruising

Career Choices curriculum alignment

Murray State University Economics Extravaganza PD

Master Schedule

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

CSIP addresses school-wide Professional Development plan, which allows for content-specific teacher PD. Master schedule does not allow time for collaboration between PLCS and core academic teachers. Teachers use personal time as well as after-school faculty meeting times to collaborate with core academic teachers. District calendar includes teacher work days when time is allocated for teacher collaboration. Program Review Committee collaborates to complete the Program Review document.

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: 1.8

	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 but do not actively participate to address issues related to instructional practices, data analysis and improving student achievement.	Needs Improvement

	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?	Some teachers in the school receive professional learning opportunities to enhance the integration of PLCS concepts (physical education, health, consumerism and careers).	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.

CPR/First Aid training for teachers and instructional assistants

Life Skills Training PD

MSU Economics Extravaganza PD

UK 4-H Agriculture Extension

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HOPE Clinic for 6th, 7th, and 8th grade

MC Health Department

Career Choices Curriculum Alignment Team for Kentucky Department of Education

Kentucky ListServ - email list for collaboration across the state

District Bullying Curriculum Committee

KEA/MCEA Members

KySTE members

KySTE conference

Program Review committee

Faculty Meeting agendas

SBDM - PD plan

PBL training by Buck Institute for Education

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

The PL/CS teachers at Benton Middle regularly participate in professional development in their content areas. Teachers participate and lead in professional development at the school, district, and state levels. The PD plan as outlined by the SBDM allows for flexible PD in teacher's content areas. One area for improvement is for all content teachers in the building to implement professional development to integrate PL/CS content into the school-wide curriculum.

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: 2.22

	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 monitors and evaluates the teaching of PLCS concepts throughout the school and across the curriculum.	Distinguished

	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?	Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the PLCS and needs of students.	Distinguished

	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 and program area teachers collaboratively evaluate, reflect on the impact of, and provide support for the PLCS instructional practices on overall student achievement.	Distinguished

	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?	School councils establish policies for the allocation of staff based on needs of students.	Needs Improvement

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Benton Middle 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?	Advisory Committees are implemented but do not collaborate to ensure quality PLCS programming policies.	Needs Improvement

	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.

Principal fully supports PL/CS program of studies in the school.

Master Schedule

All students participate in PL/CS courses all three years of middle school

Necessary and needed materials are provided

School Wellness Policy

Manageable Class Sizes

PL/CS Common Planning Time

PL/CS planning and travel time equitable to that of other content areas

PL/CS are provided with suitable facilities

One to One Conferences

Class sizes smaller than state standard

SBDM - staffing allocation

CSIP

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

School leadership holds PL/CS teachers accountable for implementing and delivering PL/CS content. The principal provides equitable and sufficient supplies, equipment, and time to the PL/CS teachers. Although we are not involved in budget planning and staffing, we are provided the resources needed. The full implementation of the wellness policy and our school health committees will also be areas of growth for our school over the next year. We will also add student survey for "needs" for enrichment classes. We will also review and update the Benton Middle Wellness Policy annually.

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.

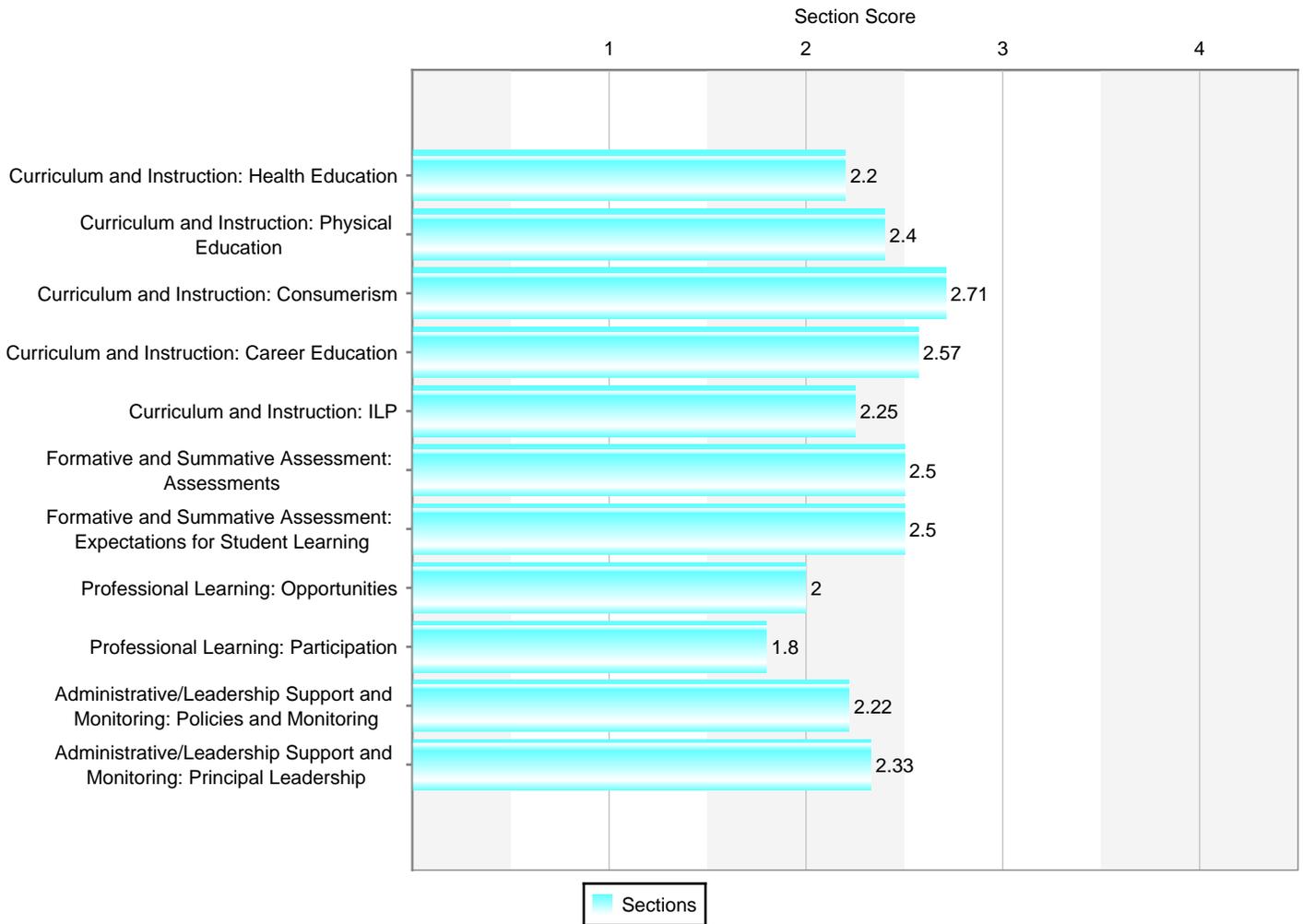
- Department chairpersons are valued
- Program Review Committee
- PLC Teams
- Internal Program Reviews
- Principal walkthroughs and observations
- Teacher Reflection
- Test Data
- Cross curriculum content
- PLC's
- Professional Growth Plans
- Professional Development
- School website
- School calendar
- School newsletter
- Teacher websites
- One Call Now

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

The leadership of Benton Middle School fully supports the PL/CS program. She allows the chairs of our programs to take on the role of leaders and guide each program. There is an open line of communication between the leadership, teachers, students, parents, and community. This is done through all the lines of communication listed in the evidence.

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: 2.0

	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 participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas.	Proficient

	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 have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments).	Proficient

	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.

- a. Science and social studies projects
- b. Formative assessments and pretests
- c. Various learning strategies tied with choice on projects

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

In social studies, students have researched to complete shoe box dioramas, historical event movie presentations, and historical figure Facebook pages. They also write responses to reading diagrams, charts, and maps. In science, students regularly complete task rotations that allow them to choose the appropriate learning style for them. Also in science, students have researched planet environments in order to write about how to survive on different planets. In math, students created mini-lessons based on content covered in the first semester. Also in math, students created their own word problems. In careers, students write a report based on reflection questions answered about a job shadowing experience. In band, after each concert students reflect on their individual performance. Students complete various research based prewriting organizers that ensure they are on the right track to completing writing tasks. Students were provided choices on these

projects that address various learning strategies.

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: 2.4

	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) across content areas to explicitly instruct and develop communication skills.	Proficient

	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.

- a. Common core standards, Common pacing guides
- b. Student presentations/speeches in art and careers/consumerism and all Advisor/Advisee classes, Literature circles in reading enrichments
- c. Students use Ipads, netbooks, laptops, and computers in order to access and create information

d. Various writing tasks in science, social studies, and most other content areas, Student H:Drive

e. Operation Preparation, Reality Store

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

Teachers use Kentucky Common Core Standards and common pacing guides to align curriculum. Students in social studies classes make mock investments in companies and persuade a financial adviser on which stocks to invest in. Students participate in literature circles in reading enrichment classes. All students have presented a "How To" and a "Pet Peeve" speech in their Advisor/Advisee class. Students use Ipads, netbooks, laptops, and computers to access information. In social studies, students have researched to complete shoe box dioramas, historical event movie presentations, and historical figure Facebook pages. They also write responses to reading diagrams, charts, and maps. In math, In careers, students write a report based on reflection questions answered about a job shadowing experience. In band, after each concert students reflect on their individual performance. In band, students researched certain composers and wrote summaries about what they learned. Students use technology to conduct research in English, composers in band, scatter plots in math, and countries in social studies. The students' H: drive contains all content writing products. Eighth graders participate in Operation Preparation which allows them to communicate with professionals and prepares them for high school, college, and their future careers. They also participate in Reality Store which sets them up with a fictional job, income, and paying bills.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.33

	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 literacy instructional strategies and models that assist in achieving specific learning objectives.	Proficient

	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 evaluate or communicate using critical thinking skills.	Distinguished

	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 use varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposes.	Proficient

	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.

- a. Online reading passages with comprehension questions in enrichment classes and social studies
- b. Research in English, science, and social studies
- c. Commercials for informative writing, Debates to prepare for argument writing, Recordings of student presentations
- d. Revision/editing of student typed writing products
- e. Various on demand prompts in class and two on demand scrimmages
- f. Red ribbon week writing contest, sharing with other students

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

Students read assigned passages and complete comprehension questions in enrichment classes and social studies. In technology class, students read an article of their choice from an online magazine. They then posted a summary of the article and posed a question to the class using Edmodo or Google Classroom. In social studies, students use Newsbrain to read current events and write a summary of their findings. In science, students have researched natural resource usage and planet environments. They also researched climate change in order to make an argument on whether it was natural or man-made. In English, students have completed a research paper on a topic of their choice. Students participate in debates tied with argument writing. When presenting arguments, student audience evaluates who had the more convincing argument. Students create filmed commercials tied to informative writing. Students have exposure to all forms of on demand prompts throughout the year. They also practice with different forms on two on demand scrimmages. Students publish their work by presenting to fellow classmates in author's chair and submitting to Red Ribbon Week Writing Contest.

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: 1.75

	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 refer to works of quality and substance as models to inform their 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.

- a. Math learner's notebook, English thinkbooks
- b. Students read various stories with characters of different cultural backgrounds
- c. Stock Market Game
- d. Children's stories, textbook, newspaper, and student examples, Common core appendix c models

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

Students complete math learner's notebooks and English thinkbooks. In social studies, students participate in the Stock Market Game. Students refer to children's story books, textbook examples, newspaper articles, student examples, and Common Core Appendix C as works of quality and models.

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: 2.0

	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 regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas.	Proficient

	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 develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments.	Proficient

	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 regular opportunities for students to revise and apply new learning before summative products are assessed.	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.

- a. ELA teachers meet regularly to ensure all writing standards addressed in all grade levels
- b. On demand scrimmages, STAR and KPREP test results
- c. Student work with revision/editing marks, lesson plans documenting days devoted to revising/editing
- d. Students participate regularly in peer revision/editing groups and teacher conferences

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

ELA teachers meet regularly to ensure all writing standards are addressed in all grade levels. Teachers use on demand scrimmages, STAR, and KPREP test results to monitor student progress. 6th and 8th grade ELA teachers conduct two on demand scrimmages to gauge understanding and progress toward writing goals. Lesson plans and student work show students are allowed time to revise/edit their work. Students participate regularly in peer revision/editing groups as well as teacher conferences to work to improve their writing pieces.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

	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 know and understand expectations for their work and receive/provide feedback using standards specific language.	Proficient

	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 and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments.	Proficient

	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?	Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication.	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.

- a. Teacher feedback, rubrics, student learning targets posted, targets aligned to standards, content standards posted/marked,
- b. KPREP, STAR, and Accelerated Reader goals
- c. Reading and English grade specific KPREP goals, on demand scrimmages
- d. Common Core Appendix C models, co-developed rubrics

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

Content standards are posted and marked as taught. The student learning targets are aligned to the standards. Students are provided with

rubrics and teacher feedback on rough drafts. Students have numerous opportunities throughout the year to set and revisit their STAR, KPREP, and AR goals. Sixth and eighth grade students participate in two on demand scrimmages to monitor progress toward KPREP. Students co-develop rubrics for writing tasks and presentations in life skills. They also helped develop the criteria for the mural in the history hallway. Students developed criteria for effective group assignment procedures. Students created rubrics in Algebra for how they would be assessed for a group presentation.

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: 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?	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 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 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.

- a. Reading/writing goals in CSIP, Flexible hours for content specific areas, Instructional rounds, one to one conferences
- b. ELA teachers are encouraged to attend job-embedded writing professional learning opportunities
- c. Writing professional learning opportunities/research based
- d. Teacher work days

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

CSIP addresses school-wide professional development plan, which allows for content-specific teacher PD. Teachers participate in instructional rounds to observe teachers in their content area. Principal conducts 3 one to one conferences throughout the years to assess PGP results. Principal allows teachers to attend trainings/professional development that will improve writing instruction. Teachers work in content groups on teacher work days. Small staff does not allow for common planning.

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: 1.5

	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?	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 limited contact with external partners.	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.

- a. PD to analyze KPREP and teachers individually analyze STAR data
- b. ELA teachers assess STAR data in order to plan instruction
- c. PAWP participants, literacy academy participants
- d. Jr. Achievement Program-provides career educational choices to 7th grade, local tv cameraman guest speaker
- e. PAWP participants, literacy academy participants, Other content literacy standards

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

Teachers participate in PD analyzing KPREP data. ELA teachers analyze STAR data to help set goals and plan

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instruction. .Jr. Achievement Program present career educational choices to 7th grade. WPSD tv cameraman, Chad Darnall, spoke to 7th grade English classes about how to effectively film and create PSA's. Mrs. Lampkins and Mrs. Murphy have participated in the Purchase Area Writing Project (PAWP). Mrs. Lampkins, Mrs. Murphy, and Mrs. Adair have participated in the Purchase Area Literacy Academy (PALA). Science and social studies teachers with new common core standards are expected teach literacy standards.

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: 2.0

	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 ensures that writing concepts are taught throughout the school and across the curriculum as established in policy.	Proficient

	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 participate in the planning of the annual school budget with clear consideration of allocation of resources for writing.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	School council/leadership allocates equitable time and resources to implement the writing program.	Proficient

	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 staff assignment are based on the established policies that include student literacy needs and teacher certification.	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.

- a. Principal walkthroughs
- b. One to one teacher conferences to discuss instruction /material needed/resources
- c. Teacher representation through SBDM council.
- c. LEAD report for teacher allocations

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

The principal conducts one to one meetings with teachers three times a year to monitor classroom progress and discuss needs/materials. The principal conducts formal and informal walk-throughs and evaluations in order to ensure concepts are taught in writing classes. SBDM has

teacher representation that helps plan the annual school budget and allocation of resources for all content areas. The principal uses the LEAD report to determine teacher allocations.

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: 2.0

	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 enlists teacher leaders to collaborate, evaluate and reflect on the impact of the writing 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 related to the school's writing program?	The principal initiates and participates in professional learning related to the school's writing program.	Proficient

	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.

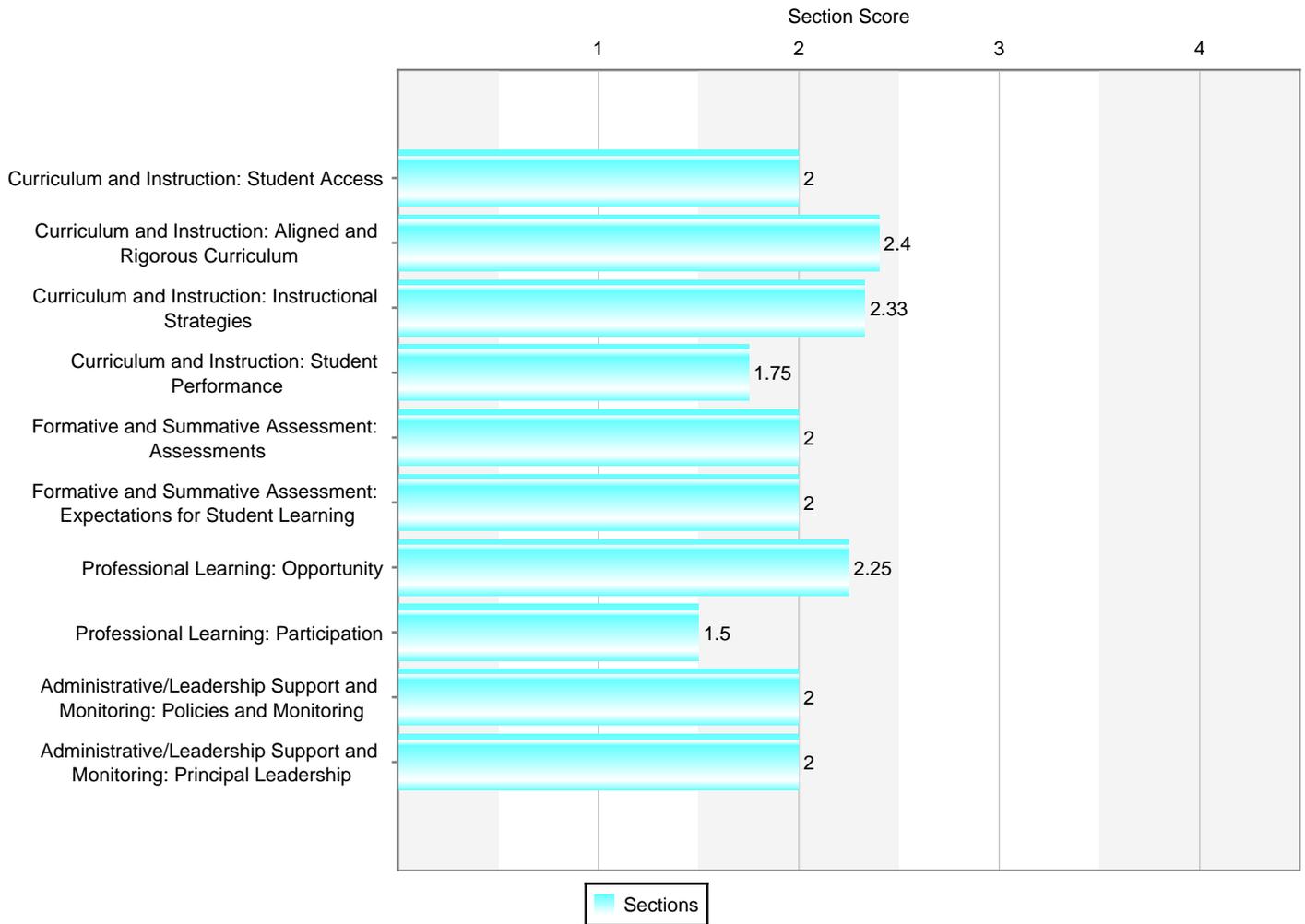
- a. The principal allows for ELA pullout meetings as needed, One to one conferences
- b. The principal encourages and participates in professional learning related to writing
- c. School website, Facebook, Twitter, Tribune Courier, WCBL, morning announcements

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

The principal monitors instructional practices and student achievement through one to one conferences. She ensures the morning announcements and the school website is updated with current writing news such as upcoming on demand scrimmages. She also submits information to The Tribune Courier, WCBL, Facebook and Twitter about school events and accomplishments.

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
- Practical Living/Career Studies
- Writing
- Global Competency/World Languages

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 Curriculum and Instruction: Student Access and Instructional Strategies have been identified as areas of strength. To sustain these strengths, the master schedule has allowed for students to have multiple opportunities in arts and humanities. For example, BMS provides a visual arts/drama and additional arts and humanities class for every student. Also, qualified students receive advanced drama, art, and music opportunities. All students are exposed to the arts through field trips, such as art galleries, musical performances, and dramatic performances.

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.

- *Students need the opportunity to create more rubrics and reflect
- *Students need the opportunity to examine work and provide feedback to peers
- *Teachers need to implement the arts into core curriculum class and learn to critique student work
- *Students will be provided additional opportunities for Advanced classes in the Arts

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

- * School needs to provide opportunity for cross-curricular integration between the arts and other content areas.
- *Teachers need to incorporate guest artists into their classrooms as needed.
- *Teachers need to allow students to help develop rubrics and model effective student feedback.
- *When the faculty gathers to analyze data, A/H teachers need to use Program Review data and classroom assessment data.
- *School needs to include Arts opportunities on the website, use Alert One for upcoming dates, etc., and implement Tech Home Tuesdays.
- *The new MC Arts Center needs to be utilized more for showcasing student art work.

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 Curriculum and Instruction: Health Education and Consumerism have been identified as strengths. To sustain these strengths, the following has been implemented:

*Additional community agencies have provided guest speakers to educate students on healthy choices and career options

*Daily Advisor/Advisee sessions were added to the master schedule to provide lessons addressing health, physical fitness, financial decisions, bullying, college and career choices, etc.

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.

*Professional development provided to teachers in the integration of PL/CS content in the school-wide curriculum

*21st Century technology skills integrated into core class and demonstrated through student created projects

*PBL throughout the PL/CS curriculum

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

*A Coordinated School Health Committee should be established. It should meet 3 times per year, keep minutes, and report to SBDM about ways to improve student health.

*To improve physical fitness of students, teachers can research and implement Delta Rural Project and/or Take 10 Project for use by content teachers.

*21st Century Skill posters should be posted in each PL/CS classrooms. Teachers should document when they use these skills in their classrooms.

*When the faculty has data PD's, the PL/CS teachers can use Program Review data as well as formative and summative assessments.

*PL/CS teachers should use PLC time wisely to develop assessments and literacy components.

*PL/CS teachers need to communicate skills that other classroom teachers can use in their classrooms.

*School needs to include PL/CS opportunities on the website, use Alert One for upcoming dates, etc., and implement Tech Home Tuesdays

*Individual student goals that is measured through rubrics and student growth goals

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?

*ELA district pullout meetings to create pacing guides, formative/summative assessments, and collaborate with other professionals on writing strategies

*Student presentations, writings, debates, and speeches in all classes

*Various On-Demand prompts in class and two On-Demand scrimmages per year

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.

*Students need to read additional stories that expose them to cultural differences

*Students need the opportunities to use technology to communicate with students from different cities, states, or cultural backgrounds

*Additional cross curriculum writing/presenting opportunities need to be implemented throughout enrichment classes

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

*Teachers should develop a common literacy vocabulary chart to be used for student writing across the curriculum. This would ensure that all teachers across the curriculum use the same rubric when scoring student writing. This might be similar to the rubric formerly used for the portfolio. It would help students be better writers in other content areas.

*Teachers need to develop more ways to publish student work.

*Teachers need to work to help student develop better peer-editing and revision skills. This will lead to better self-assessment and peer assessment. They, then, can help develop rubrics used for writings.

*Because BMS does not have the same cultural diversity as other schools might have, more cultural programs need to be researched and implemented.

*Teachers need PD's on up-to-date technologies and how to implement these in the classroom. These might include Edmodo, Twitter, Blogs, etc.

*Teachers need to have students skype with students from other cultures, cities and/or states to build an understanding of different cultures.

*Teachers need to join and participate in professional organizations. Examples might be to join ListServes, PAWP, Kentucky Literacy Project, etc.

*Teachers should work with the community and post-secondary organizations to focus on student writing.

*Teachers should write grants to secure funds for materials, technology, and time that would benefit student writing.

*The school should offer advanced writing classes for our gifted writers and different kinds of writing classes for students going into technical fields. This could include Creative Writing, or Technical Writing.

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*The school should design an effective communication for parents about expectations, data, and importance of the writing program.

*School needs to include writing opportunities on the website, use Alert One for upcoming dates, etc., and implement Tech Home Tuesdays

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?

NA-BMS is not required to complete this diagnostic

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.

NA-BMS is not required to complete this diagnostic

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

NA-BMS is not required to complete this diagnostic

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?

Culture awareness

Unit of study planning an integration

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.

More structured class for Spanish

More organization of the student project with rubrics

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

Development of a school committee to organize program

Report Summary

Scores By Section

Section Score

1

2

3

4

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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: 1.67

	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 provides opportunities for most students to learn and build global competency skills (e.g., instruction and experiences in a range of global cultures in multiple content areas) and benchmarked proficiency skills in one world language.	Proficient

	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 provides limited opportunities in a single content area for some students to learn global competency skills and benchmarked proficiency skills in one world language, through interacting with native or near native speakers, and accessing authentic cultural materials.	Needs Improvement

	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 promotes and encourages students to find opportunities outside of school to learn and build on global competency skills in multiple content areas, and benchmarked proficiency skills in one world language, formally recognizing the achievement of these skills in different ways (e.g., performance-based credit).	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.

Cultural field trips to performances at the Carson Center

Individual mission trips to various countries with guest speakers

Arts and Humanities cultural lessons

Spanish Classes

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

Benton Middle School has limited opportunities for in-school cultural academics due to lack of funding and cultural diversity within the community at-large.

Students take field trips to the Four Rivers Carson Center to experience performances related to various cultures.

Student mission trips to various countries and recognized and congratulated

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: 1.33

	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 but is aligned to some of the national and state standards.	Needs Improvement

	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 is designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and providing most students with opportunities to learn and practice those skills, in their school and/or local community.	Proficient

	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 rarely integrates content from other disciplines.	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.

World language/global competency curriculum is in place and being implemented into instructional practices.

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

World language/global competency curriculum is in place and being implemented into instructional practices.

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: 0.75

	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 have some opportunities to learn cultural and intercultural competencies during Global Competency and World Languages instruction.	Needs Improvement

	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 engage students in learning and building Global Competency and World Languages skills.	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.

World language/global competency curriculum is in place and being implemented into instructional practices.

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

World language/global competency curriculum is in place and being implemented into instructional practices.

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: 1.0

	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 demonstrate slow and/or inconsistent growth in the achievement of proficiency in only one or two modes of communication for language learning.	Needs Improvement

	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 limited growth in meeting benchmarks for World Languages intercultural competencies and/or Global Competency skills.	Needs Improvement

	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 rarely use the target language inside or outside of the World Languages class.	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.

World language/global competency curriculum is in place and being implemented into instructional practices.

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

World language/global competency curriculum is in place and being implemented into instructional practices.

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.

World language / global competency curriculum is in place and some assessment exists.

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

World language / global competency curriculum is in place and some assessment exists.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 1.0

	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 occasionally 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.	Needs Improvement

	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 occasionally 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.	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.

World language / global competency curriculum is in place. Limited professional learning opportunities and resources have been allocated to this content area

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

World language / global competency curriculum is in place. Limited professional learning opportunities and resources have been allocated to this content area

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: 0.67

	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 provided with feedback so they may improve their performance in Global Competency and World Languages skills.	Needs Improvement

	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 self-assess but do not reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills.	Needs Improvement

	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.

World language / global competency curriculum is in place. Therefore, professional learning opportunities and resources have been allocated to this content area.

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

World language / global competency curriculum is in place. Therefore, professional learning opportunities and resources have been allocated to this content area.

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: 2.25

	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?	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 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.

World language / global competency curriculum is in place. Therefore, professional learning opportunities and resources have been allocated to this content area.

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

World language / global competency curriculum is in place. Therefore, professional learning opportunities and resources have been allocated to this content area.

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 but do not actively participate to address issues related to instructional practices, data analysis and improving student achievement.	Needs Improvement

	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.

With World language curriculum slowly being implemented, some resources are in place. Policies on staffing, world language class offerings, scheduling, curriculum, instruction and assessment exist and proficiency goals for global competency and language learning are somewhat identified. School leadership supports any student who has the opportunity to engage in a cultural experience outside of school - such as mission trips.

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

With World language curriculum slowly being implemented, some resources are in place. Policies on staffing, world language class

offerings, scheduling, curriculum, instruction and assessment exist and proficiency goals for global competency and language learning are somewhat identified. School leadership supports any student who has the opportunity to engage in a cultural experience outside of school - such as mission trips.

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: 0.56

	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?	World Languages teachers are assigned manageable class loads based on programmatic goals.	Proficient

	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 planning time, but this is not equitable to other content areas.	Needs Improvement

	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 allocates time and resources to implement the Global Competency/World Languages program, but these are not equitable to other content areas.	Needs Improvement

	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

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	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 specific policies but does support outside learning opportunities and/or travel.	Needs Improvement

	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	District and/or school policies for performance/proficiency based credit do not exist.	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.

World language / global competency program is in place. Principal is aware of the need. Limited resources restrict implementation at this time.

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

World language / global competency program is in place. Principal is aware of the need. Limited resources restrict implementation 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: 0.5

	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 rarely shares information with school, parents and community regarding the Global Competency/World Languages program.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does the principal(s) advocate for the Global Competency/World Languages program?	The principal(s) rarely advocates for the Global Competency/World Languages.	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.

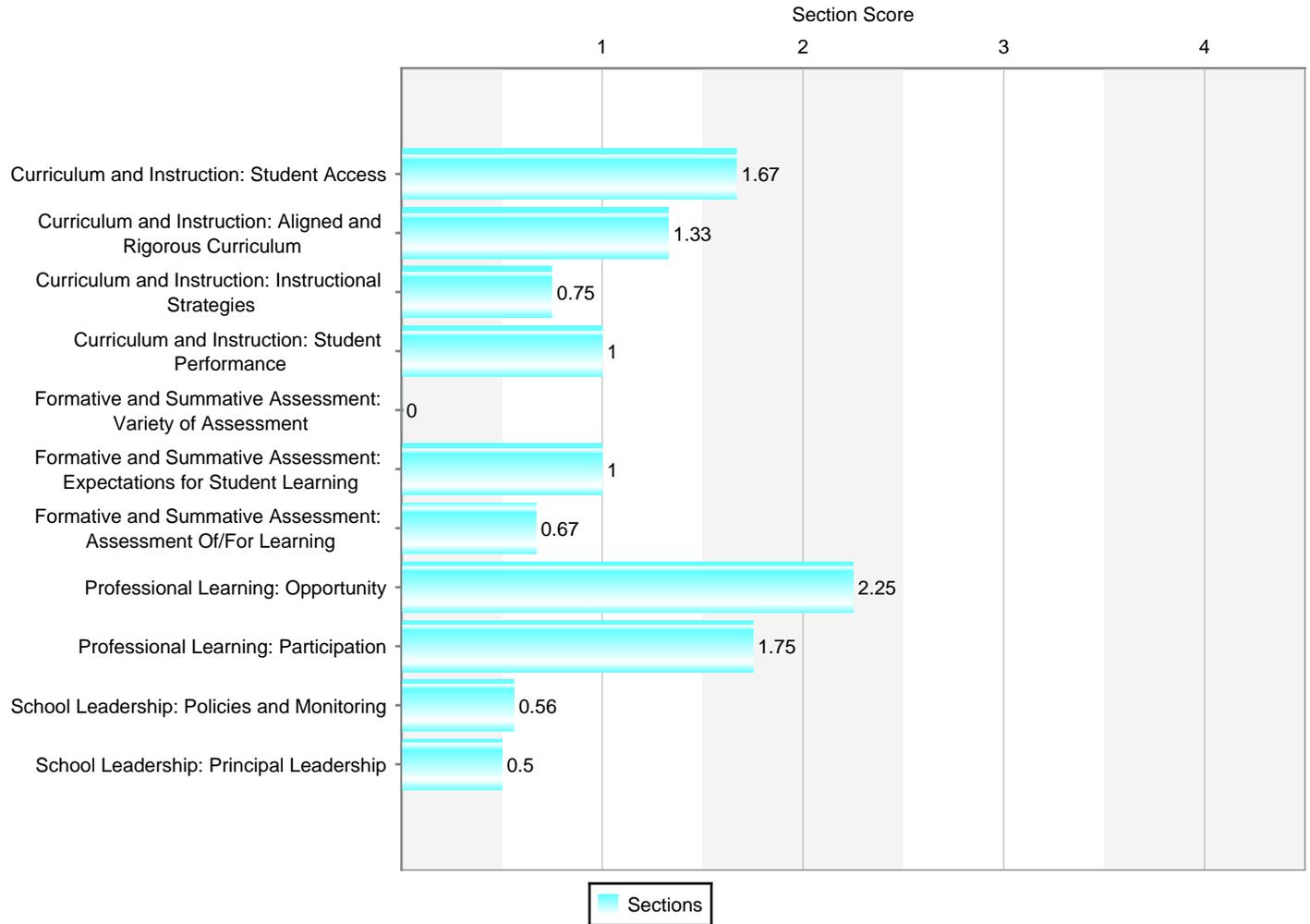
World language / global competency program is in place. Principal is aware of the need. Limited resources restrict implementation at this time.

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

World language / global competency program is in place. Principal is aware of the need. Limited resources restrict implementation at this time.

Report Summary

Scores By Section



Career Advising Diagnostic (required grades 6-12)

Introduction

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Review for Practical Living/Career Studies.

A Comprehensive College and Career Advising Program should:

1. Be School-Wide;
2. Implement or Employ the Individual Learning Plan (ILP) as the core component of college and career advising and exploration;
3. Unite students, staff, parents, the community, businesses, and higher education; and
4. Aim to reduce dropout rates, raises graduation rates, and helps pave the way for students to seek post-secondary pursuits after high school (Hodges, 2010; Schanfield, 2010).

To be most effective schools should create a School Counseling Program Advisory Council, as recommended by the American School Counselor Association National Model (3rd ed.) (ASCA, 2012). In order to effectively meet the needs of all students the Advisory Council should be diverse and consist of representatives from school staff, students, parents, and the community. The involvement of many stakeholders ensures program continuity and broadens the scope of content knowledge, skill development, and the formation of habits necessary for students to be successful in adulthood.

Role and Responsibilities of a School Counsel Program Advisory Council

The Advisory Council helps develop the Comprehensive College and Career Advising plan, which includes interventions that target the unique academic, career and personal/social needs of students as identified through needs assessments, grades, ILP reporting, EPAS scores, Student Gallup Poll results, and other school related data. (3rd ed.) (ASCA, 2012).

Evidence-based monitoring is the responsibility of the school counseling program advisory council to ensure that relevant objectives are met and reached. Revisions of the program are intentional, timely and responsive to student and school needs. Data analysis is used to set priorities for services to address academics, behavior, attendance, retention, and acceleration needs. Further, as described by ASCA (<http://www.ascanationalmodel.org/content.asp?contentid=21>), data are used "to measure the results of the program as well as to promote systemic changes within the school system so every student graduates college- and career-ready" (2012). The School Counseling Program Advisory Council should prioritize services that address the school's Comprehensive Improvement Plan concerning college and career readiness, proficiency for all students and eliminating achievement gaps.

In addition to including ALL students, the advising program must be scheduled to occur at regular intervals throughout the school year and be structured to include frequent updating of student ILPs. Imbedding the ILP into the advising system is critical to: supporting students to set and meet goals, helping teachers building relationships with students, and empowering schools to meet the needs of all students.

References:

American School Counselor Association National Model (3 ed.). (2012). Alexandria, VA: American School Counseling Association.

Advising Program

	Statement or Question	Response	Rating
1.	Advising program is guided by a team comprised of a variety of stakeholders.	No team in place or membership is limited to school staff.	Apprentice

	Statement or Question	Response	Rating
2.	Advising occurs at regularly scheduled intervals throughout the school year.	Every student participates in advising one time per week.	Distinguished

	Statement or Question	Response	Rating
3.	Every student has a regular and on-going advising relationship with at least one adult in the school building.	Students are assigned to advisors for scheduling purposes only.	Apprentice

	Statement or Question	Response	Rating
4.	Advising program promotes systemic changes within the school.	The advising program is designed to address the academic needs of all students and provide guidance to students who self-identify a personal/social need.	Proficient

	Statement or Question	Response	Rating
5.	The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.	No leadership support. School does not integrate the ILP into classroom instruction. School-Based Decision Making Council policy does not address ILP implementation. Data is not collected or analyzed.	Apprentice

	Statement or Question	Response	Rating
6.	Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.	School & staff have established an advising program that ensures every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP. Every student has access to accelerated learning opportunities that are aligned with their ILP.	Distinguished

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	Statement or Question	Response	Rating
7.	Advising is related to academics, career, and personal/social needs.	Every student participates in on-going advising focused on academics, careers and personal/social needs.	Distinguished

	Statement or Question	Response	Rating
8.	Advising program sets goals and implements strategies to address achievement gaps.	The school utilizes the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off-track students are provided intensive services.	Distinguished

	Statement or Question	Response	Rating
9.	Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.	Some data is used to determine advising needs, but is not linked to school improvement.	Proficient