KDE Program Review Report for

Schools

Calvert City Elementary School

Marshall County

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TABLE OF CONTENTS

Introduction 1

Program Review: Arts and Humanities

Introduction 3

Curriculum and Instruction: Student Access 4

Curriculum and Instruction: Aligned and Rigorous Curriculum 6

Curriculum and Instruction: Instructional Strategies 8

Curriculum and Instruction: Student Performance 10

Formative and Summative Assessment: Assessments 12

Formative and Summative Assessment: Expectations for Student Learning 13

Formative and Summative Assessment: Assessment for Learning 15

Professional Learning: Opportunity 16

Professional Learning: Participation 18

Administrative/Leadership Support and Monitoring: Policies and Monitoring 20

Administrative/Leadership Support and Monitoring: Principal Leadership 22

Report Summary 23

Program Review: Practical Living/Career Studies

Introduction 25

Curriculum and Instruction: Health Education 26

Curriculum and Instruction: Physical Education . . . 28
Curriculum and Instruction: Consumerism . . . 30
Curriculum and Instruction: Career Education . . . 33
Curriculum and Instruction: ILP . . . 36
Formative and Summative Assessment: Assessments . . . 38
Formative and Summative Assessment: Expectations for Student Learning . . . 40
Professional Learning: Opportunities . . . 41
Professional Learning: Participation . . . 43
Administrative/Leadership Support and Monitoring: Policies and Monitoring . . . 45
Administrative/Leadership Support and Monitoring: Principal Leadership . . . 48
Report Summary . . . 49

Program Review: Writing

Introduction . . . 51
Curriculum and Instruction: Student Access . . . 52
Curriculum and Instruction: Aligned and Rigorous Curriculum . . . 54
Curriculum and Instruction: Instructional Strategies . . . 56
Curriculum and Instruction: Student Performance . . . 58
Formative and Summative Assessment: Assessments . . . 60
Formative and Summative Assessment: Expectations for Student Learning . . . 62
Professional Learning: Opportunity . . . 64
Professional Learning: Participation . . . 66

Administrative/Leadership Support and Monitoring: Policies and Monitoring . . . 68

Administrative/Leadership Support and Monitoring: Principal Leadership . . . 70

Report Summary . . . 71

Program Review: Next Step Diagnostic

Introduction . . . 73

In-Depth Review . . . 74

Arts and Humanities Program Review . . . 75

Practical Living/Career Studies Program Review . . . 76

Writing Program Review . . . 77

K-3 Program Review . . . 78

Global Competency/World Languages Program Review . . . 80

Report Summary . . . 81

Program Review: Global Competency/World Language

Introduction . . . 83

Curriculum and Instruction: Student Access . . . 84

Curriculum and Instruction: Aligned and Rigorous Curriculum . . . 86

Curriculum and Instruction: Instructional Strategies . . . 87

Curriculum and Instruction: Student Performance . . . 89

Formative and Summative Assessment: Variety of Assessment . . . 91

Formative and Summative Assessment: Expectations for Student Learning . . . 92

Formative and Summative Assessment: Assessment Of/For Learning . . . 93

Professional Learning: Opportunity . . . 94

Professional Learning: Participation . . . 96

School Leadership: Policies and Monitoring . . . 97

School Leadership: Principal Leadership . . . 99

Report Summary . . . 100

Program Review: K-3

Introduction . . . 102

Curriculum and Instruction: Student Access . . . 103

Curriculum and Instruction: Aligned and Rigorous Curriculum . . . 105

Curriculum and Instruction: Instructional Strategies . . . 107

Curriculum and Instruction: Kentucky Systems of Intervention (KSI) /Response to Intervention (RtI) . . . 109

Formative and Summative Assessment: Assessments . . . 112

Formative and Summative Assessment: Expectations for Student Learning . . . 114

Professional Learning: Opportunities . . . 116

Professional Learning: Participation . . . 118

Administrative/Leadership Support and Monitoring: Policies and Monitoring . . . 120

Administrative/Leadership Support and Monitoring: Principal Leadership . . . 122

Report Summary . . . 124

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.

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Program Review: Arts and Humanities

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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.

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Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

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

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

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

1A.) Master Schedule

1B.) Master Schedule

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

1A.) The SBDM Council approved a Master Schedule that provides dedicated time for K-5th grade students in dance, drama, art and music classes.

1B.) Every student has access through Music, Library, Art and Physical Education classes to all four arts disciplines.

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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 intentional and meaningful integration of the arts and other content areas with natural cross-curricular connections.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the arts curriculum includes the study of representative and exemplary works of dance, music, theatre and visual arts from a variety of artists, cultural traditions and historical periods?	The 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 using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs.	Proficient

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

2D.) Summary, Pictures & Videos of Guest Artists

2E.) Lesson Plans, Assessment Checklists

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

2A.) Lesson plans and pictures document the coverage of the Kentucky Core Academic Standards through creating, performing, and
responding.
2B.) Lesson plans and pictures document the development of arts literacy in line with the Common Core Standards.
2C.) Lesson plans, pictures, and videos document the integration of the arts into cross-curricular content in the classroom.
2D.) Summary, pictures, and videos documenting students watching, listening to, and interacting with guest artists in all four subjects.
2E.) Lesson plans and checklists documenting ways that A&H teachers use formative and summative assessments for all subjects.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 3.0

	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 engage students in high-level creative activities and problem solving in the arts through creating, performing and responding. Students apply analytical skills at a high level while responding to the arts.	Distinguished

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

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

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

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

3A.) Summary, Lesson Plans, Pictures, and Videos

3B.) Summary, Lesson Plans, and Vidoes

3C.) Summary, Lesson Plans, Pictures, and Videos

3D.) Summary and Pictures

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

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A.) Lesson plans, summaries, pictures, and videos documenting opportunities to create, perform and respond to all four arts disciplines.

B.) Lesson plans, summaries, and videos document various ways that teachers provide exemplary models.

C.) Lesson plans, summaries, pictures, and videos also document the introduction and development of artistic theory, skills and techniques which culminates in performances or a physical product.

D.) Summaries and pictures document the various guest artists, such as Diana Jones, Jim Swick, Market House Theater, and The Imani Children's Choir, that have performed for our students.

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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: 2.2

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

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

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

	Statement or Question	Response	Rating
d)	To what extent do students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments?	Students subjectively reflect on exemplary exhibits and live or technologically performances to a variety of audiences through a variety of means of communication (e.g. written, verbal, their own artistic means).	Distinguished

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

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

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

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4A.) Lesson Plans and Pictures
4B.) Lesson Plans and Pictures
4C.) Lesson Plans
4D.) Lesson Plans, Pictures, and Videos
4E.) Lesson Plans and Pictures
4F.) Not Applicable

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

A.) Lesson plans and pictures show that students are expected to be actively engaged in creating, performing and responding to the arts.
B.) Lesson plans and pictures also indicate that time is allotted for students to create and compose original works of art that are either displayed or performed.
C.) Lesson plans document this process being done routinely throughout each teacher's lessons.
D.) Lesson Plans, pictures, and videos document students reflection on their own work, work of their peers and of established pieces of works of arts in each subject.
E.) Lesson plans and pictures document students creating and/or performing products with little teacher guidance.
F.) Not Applicable.

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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.

1A.) Lesson Plans & Assessment Checklists/Excell Spreadsheets

1B.) Rubrics created by students use to do peer reviews

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

1A.) Arts & Humanities classes have lesson plans that include formative assessments through demonstration and checklists/spreadsheets.

1B.) Student participate in peer reviews through rubrics they created.

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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: 3.0

	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?	Exemplars/models are used with every instructional lesson/unit (e.g. historical masterpieces, current works, performances by exemplary artists, or exemplary student work).	Distinguished

	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 engage students in creating their own rubrics or scoring guides for creating, performing/presenting/producing, responding or connecting assignment/assessments appropriate to the age and grade level.	Distinguished

	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, in collaboration with the individual students, develop rigorous student learning and academic growth SMART goals that are rigorous, attainable and reflect acceptable growth during the course or school year.	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.

2A.) Pictures & Summaries of exemplary models used

2B.) Rubrics created by students

2C.) Pictures & lesson plans

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

A.) Pictures and summaries of exemplary models used for all students/grades, as well as all A&H subject areas.

B.) Rubrics and/or scoring guides created by students that they use to guide their work and help them reflect/review others.

C.) Lesson plans and pictures document the implementation of the curriculum.

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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.

3A.) Pictures & Word Documents

3B.) Pictures & Word Documents

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

A.) Pictures and Word Documents show the teachers' use of relfection, critique, and evaluation of their students' products and performances.

B.) Pictures and Word Documents show the use of student relfection, critique, and evaluation of their own products and performances.

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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.

1A.) Word Document - PGES Training

1B.) Word Document & PD Schedule

1C.) Professional Growth Plans

1D.) Master Schedule

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

1A.) PGES meeting agenda & PGES training certification show how the professional development action plan is created and inforced.
1B.) Word document and PD schedule explain how A&H teachers have job embeded professional development.
1C.) Professional Growth Plans show what A&H teachers chose as their PGP and how they use that to in their professional development.
1D.) Work days are the only time when classroom and A&H teachers can collaborate. We do not currently have a common planning.

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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: 2.0

	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 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.

2A.) Word Document & PD Schedule

2B.) Word Document & PD Schedule

2C.) Word Documents & Pictures

2D.) Word Document, Pictures, & Videos

2E.) Powerpoint

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

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2A.) Word Document & PD Schedule show how the A&H teachers are able to participate in PD that is content specific.

2B.) Word Document & PD Schedule show how the A&H teachers are able to participate in learning communities that are content specific to address issues related to instructional practices, data analysis, and improving student achievement.

2C.) Word document & pictures show how A&H teachers are leaders in professional organizations and that they are the committee heads for Program Review.

2D.) Word Documents, pictures, and videos show how we collaborate with the community, buisness, and post-secondary partners.

2E.) Power point is the example of how all teachers recieve A&H PD.

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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 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 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 and Arts teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs.	Proficient

	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

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1A.) SBDM Policy
1B.) Master Schedule
1C.) Budget/Account Information
1D.) Class Size Lists
1E.) Master Schedule
1F.) Budget/Account Information
1G.) SBDM Policy

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

A.) SBDM policy states: " Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar and transportation requirements established by the board." SBDM contains three teachers voted in by their colleagues to represent the staff as a whole.
B.) The master schedule is designed by a scheduling committee on which there is a representative from each grade level and an A/H teacher.
C.) Budget/accounts/purchases are documented int the file.
D.) Class sizes are documented in the class size file.
E.) Master scheduel documents planning time for all Arts and Humanities teachers.
F.) The principal collaborates with A&H teachers to provide funding from school budget and grants. Budget/accounts/purchases are documented int the file.
G.) SBDM policy states: " Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar and transportation requirements established by the board." SBDM contains three teachers voted in by their colleagues to represent the staff as a whole.

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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: 1.67

	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 professional learning regarding the school's arts programs.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about arts programs?	The principal frequently provides communication with parents and community about arts programs.	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.

Elementary Principal Meeting agendas
Arts and Humanities Newsletter
Early Release Notes
Evaluations
Program Reviews

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

A.) The principal allows teachers to collaborate and reflect on arts through program review.
B.) The principal allows time out of school to attend district-wide training and collaboration with other A/H teachers to help meet the needs of the students.
C.) The principal ensures that the A/H Newsletter is sent out regularly.

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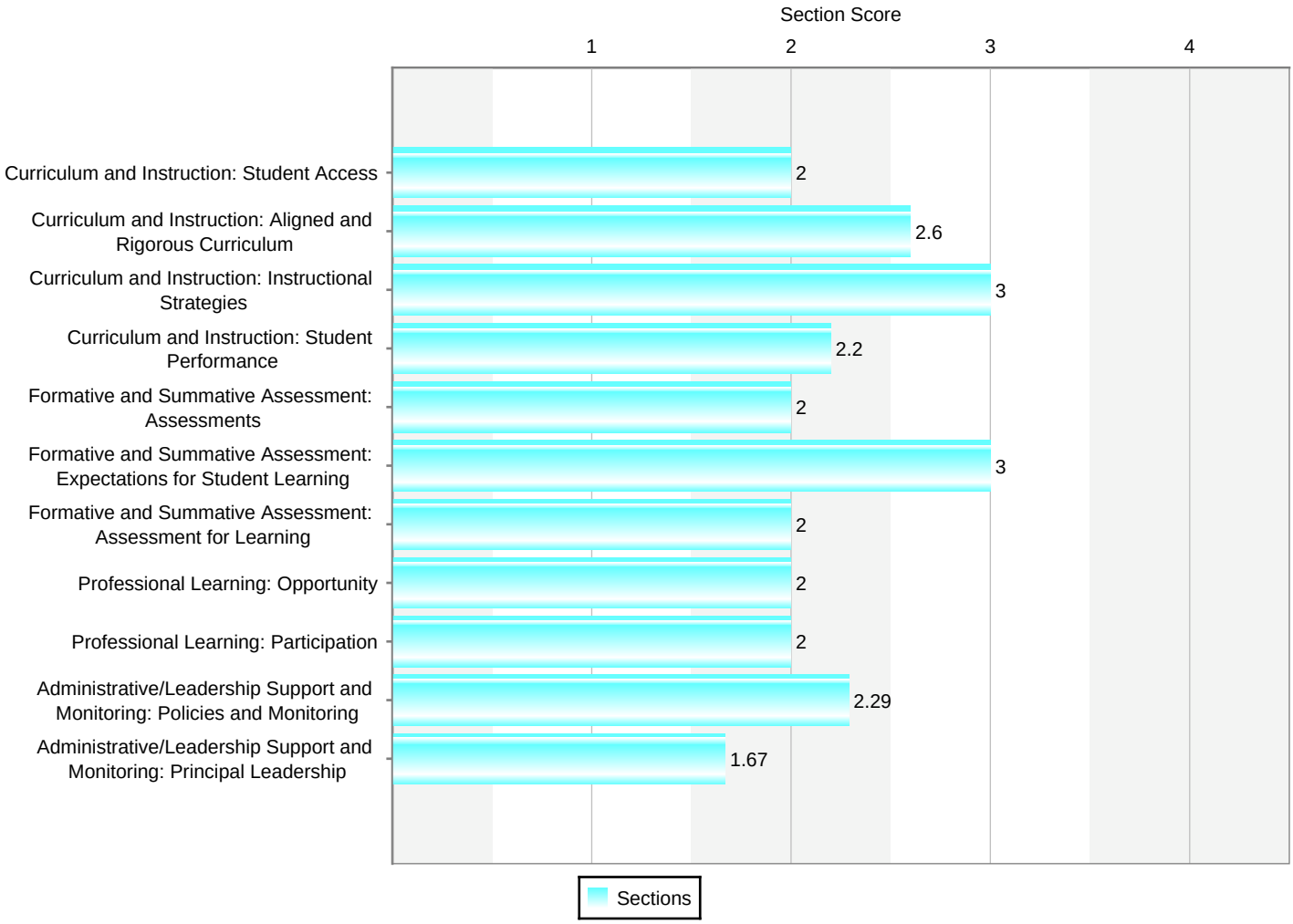
Report Summary

Scores By Section



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Program Review: Practical Living/Career Studies

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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.

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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?	A comprehensive health education curriculum is sequentially planned and aligns with the Kentucky Academic Standards for Practical Living; adequate instructional time is regularly planned within the school calendar.	Proficient

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee representative of all components of the Whole School, Whole Community, and Whole Child model annually collects and analyzes data to create/review the school wellness policy and utilizes the policy to guide collaboration and integration of health education instruction throughout the school environment.	Distinguished

	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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1A.) Ky Core Standards
1B.) Life Skills Class, Hygiene Unit, Running Club, Swim Field Trip, Pre-Observation Questions.
1C.) Michael Finklea, Author; Captain Fit Lessons, Fire Safety, Ice Man (Magician with a message), Red Ribbon Week, 4th Grade Saftey Day,
1D). Fire Safety, Tornado Safety, Earthquake Safety, Shelter in Place, Lock Down, Wellness Committe, Delta Project, Project Fit, Why Run.
1E). Fire and Evacuation Routes for all grade levels, Bus and Pedestrian Safety, Farm Safety 4th grade, Safety Day @ Mike Miller, Wally Wise Guy, Internet Safety, Water Safety PAC @ Paducah, Delta Project (Lisa Galusha) Bullying.

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

1A).Common Core Standards are used to develop curriculum and daily lessons.
1B.) Health education curriculum regularly provides opportunities for all students to become health literate by practicing skills provided by the programs.
1C.)The health education curriculum provides learning strategies and activities that ensure students receive instruction in all health education content areas.
1D). Coordinated School Health Committee is used in collaboration to integrate the health education instruction throughout the school environment. Fire Safety, Tornado Safety, Earthquake Safety, Shelter in Place, Lock Down, Wellness Committee, Delta Project, Project Fit, Why Run.
1E). School ensures the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meeth the health and safety needs of all students. Fire and Evacuation Routes for all grade levels, Bus and Pedestrian Safety, Farm Safety 4th grade, Safety Day @ Mike Miller, Wally Wise Guy, Internet Safety, Water Safety PAC @ Paducah, Delta Project (Lisa Galusha) Bullying.

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Curriculum and Instruction: Physical Education

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

Overall Rating: 2.2

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the physical education curriculum frequently provides differentiated learning strategies and activities that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity?	The physical education curriculum 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, representative of the majority of components of the Whole School, Whole Community, Whole Child model, utilizes a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of the physical education instruction as well as increase physical activity opportunities throughout the school environment.	Proficient

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

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

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2A). Ky Core Standards, Lesson plans from PE, Music and Drama classes (Library)
2B). Project Fit, Running Club, Team Ultra, Vitality Checks,
2C). Water Safety, Boating Safety, Swimmimg, Team Ultra, Delta Project, Project Fit
2D). Wellness Committee, Project Fit, Running Club, Team Ultra, Health Fair
2E). Project Fit, Kinesthetic Learning, Life Skills, Running Club, Team Ultra, Vitality Check, Wellness Committee

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

2A).Comprehensive physical education curriculum is sequential and aligned to the Kentucky Core Academic Standards, Ky Core Standards, Master Schedule, Lesson plans from PE, Music and Drama classes (Library)all provide evidence.
2B). Physical education curriculum regularly provides opportunities for all students to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt physically active lifestyles.Project Fit, Running Club, Team Ultra, Vitality Checks, all provide these opportunities.
2C).Physical education curriculum frequently provides differentiated learning strategies and activities that ensure all students develop competency and confidence in motor skills. Swimmimg, Team Ultra, Delta Project, Project Fit and Running Club all give opportunities for each student to have success.
2D).School Health committee utilizes a Comprehensive School Physical Activity Program to increase the quality of the instruction and opportunities throughout the school. Wellness Committee, Project Fit, Running Club, Team Ultra all provide the necessary opportunities.
2E). School ensures the physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections to meet the physical activity needs of all students.Project Fit, Kinesthetic Learning, Life Skills, Running Club, Team Ultra, Vitality Check, Wellness Committee meet these needs.

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Curriculum and Instruction: Consumerism

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

Overall Rating: 2.0

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

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

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

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

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

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

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

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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.

3A) Math In Focus (real-world problem solving),
CFSB Dollars and Sense Program
5th Grade Checking Accounts, All grade levels teach Wants and Needs through Social Studies, Robert Johnson assist divers learners, technology used for Assembly Line project, 5th Comsumerism class for 18 weeks every tuesday.
3B) Reindeer Food Project, Career Comsumerism Lesson Plans, Dollar and Sense Program,PE Bones/Money games, 3rd grade lesson consumerism, Car Wash
3C) Mayor, CFSB Speaker, Career Day Speakers, Wally Wise Guy, Water Safety, Good Neighbor Night, Shelter in Place through Arkema, Dentist, Murray State Represenative
3D) Car Wash, Reindeer Food, Math Real World Problems, Author, Careers, Scarcity 3rd Grade,
3E) Goods and Services, Cost and Services, More Workers than Needed for a Job, Ky Core Content
3F) Supply and Demand, 5th Social Studies Curriculum, Consumerism 18 weeks once a week, Book Fair, Holiday Fair, 5th Grade Earns money throughout the year and participates in an auction at the end of the year for prizes, Career Week FRC
3G) ipads, utube videos, assembly line,

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

3A) 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. Math In Focus (real-world problem solving), CFSB Dollars and Sense Program 5th Grade Checking Accounts, All grade levels teach Wants and Needs through Social Studies, Robert Johnson assist divers learners, technology used for Assembly Line project, 5th Comsumerism class for 18 weeks every tuesday. These lessons meet all consumerism curriculum needs.
3B)Students develop real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making and analyzing information. Reindeer Food Project, Career Comsumerism Lesson Plans, Dollar and Sense Program, PE Bones/Money games, 3rd grade lesson consumerism, Car Wash and Career Day(3-5) develop these real world skills.
3C) Consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources. Mayor, CFSB Speaker, Career Day Speakers, Wally Wise Guy, Water Safety, Good Neighbor Night, Shelter in Place through Arkema, Dentist, Murray State Represenative are all examples of connections.
3D) Students routinely engage in grade level appropriate financial decision making by working/ providing services through School Car Wash, School Fundraising activities such as Reindeer Food, Math Real World Problems through MIF, , Career Studies, , Scarcity Project 3rd Grade,
3E) Students apply core academic skills such as math and reading to solve real world problems related to consumerism Goods and Services Units, Cost and Services Lessons, More Workers than Needed for a Job Lessons, Ky Core Content Social Studies Workbook, 3A) Math In Focus (real-world problem solving), CFSB Dollars and Sense Program, 5th Grade Checking Accounts, All grade levels teach Wants and Needs through Social Studies, Robert Johnson assist divers learners, technology used for Assembly Line project, 5th Comsumerism class for 18 weeks every tuesday.
3F) Information about consumerism is routinely integrated into the total school curriculum by Math In Focus, 5th grade 18 week comsumerism class, and social studies core content.

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3G) Technology is integrated into the delivery of the consumerism curriculum by using ipads, utube videos, Apple TV, and various websites.

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Curriculum and Instruction: Career Education

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

Overall Rating: 2.0

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

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

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

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

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

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

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

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

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

4A) Math in Focus and reading series routinely focus on careers,.Career week, Speakers,
4B) Math in Focus Series, Testing Goals, 4-H, Team Ultra Team Building
4D) Ag Day, Consumerism Lesson Plans, Carwash, Engineering is Elementary,MIF
4E) Math in Focus, Reading Series
4F) Ag Day, Career Week, Career Day Speakers, Eye Dr., Mayor, Who Works Here Unit, 4-H, Red Ribbon Week
Career Week/Red Ribbon Week, Dollars and Sense, Ice Man (Guest Speaker)
4G) Career and Consumerism Lesson Plans, Speakers: Auctioner, Dog Trainer, Lawyer
4H) School Calendar, Book Fair, Career Day, Career Day Reflection, Character Club, Cub Schouts, Food Drive, Operation Christmas Box, Monday Morning Assembly

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

Curriculum is based on state standards. (lessons plans)
Real world issues are intergrated into all parts of the curriculum.
4A)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. Math in Focus and reading series routinely focus on careers,.Career week. Speakers for Career Week.
4B) Students develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information. Math in Focus Series, Testing Goals, 4-H, Team Ultra Team Building.
4D)Students routinely engage in grade level appropriate, Career related problem solving within the Classroom. Ag Day, Consumerism Lesson Plans, Carwash, Engineering is Elementary,MIF all engage students in grade level appropriate avtivities.
4E) Students apply core academic skills such as math and reading to solve real world problems related to career education. Math in Focus and our school wide Reading Series provide the necessary tools to solve real world problems.
4F) Information about careers is routinley integrated into the total school curriculum. Ag Day, Career Week, Career Day Speakers, Eye Dr., Mayor, Who Works Here Unit, 4-H, Red Ribbon Week

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Career Week/Red Ribbon Week, Dollars and Sense, Ice Man (Guest Speaker) show evidence of how careers are integrated.

4G) Technology is integrated into the delivery of the career education curriculum. Career and Consumerism Lesson Plans, Speakers: Auctioner, Dog Trainer, Lawyer, photographer, and Banker Power Points.

4H) Students are encouraged to develop and practice career and leadershop skills through Book Fair, Career Day, Career Day Reflection, Character Club, Cub Schouts, Food Drive, Operation Christmas Box, Monday Morning Assembly, Curriculum is based on state standards. Students are recognized at assemblies, newspaper, and radio.

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Curriculum and Instruction: ILP

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

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

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

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

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

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

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

N/A

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

N/A

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

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

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

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

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

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

1A) Formative and summative assessments are tied to KY Core Standards, Scoring Guids are used for presentations and projects.

1B) Math rubrics, Grade Level Assessments,

1C) Fitness Skills Test from Project Fit, MC Health Department weight/height check, Heart Test, Skeleton Test,

1D) Grade Level Assessments, Wellness Committee, Delta Project, Project fit,

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

1A) 21st Century Skills and knowledge, and other applicable content standards are used in the development of formative and summativeassessments related to PLCS. Formative and summative assessments are tied to KY Core Standards, Scoring Guids are used for

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presentations and projects.

1B) Traditional PLCS assessment measures are responsive to a variety of learning styles. Math rubrics, Grade Level Assessments, Thoughtful Ed Strategies all allow a variety of learning.

1C) PLCS teachers use data from formative and summative assessments, Fitness Skills Test from Project Fit, MC Health Department weight/height check, Heart Test, Skeleton Test,

1D) PLCS assessments support individual growth of all PLCS students. Grade Level Assessments, Wellness Committee, Delta Project, Project fit, all provide a wealth of individual growth throughout the school year.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

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

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

2A) Grade level scoring guides, Rubrics, Telent Show, Drama Plays.

2B) Report Cards, News Letter, Monthly News Letter, email, text, phone calls

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

2A) The developer of rubrics and scoring guides encourages students to perform at their highest level

Grade level scoring guides, Rubrics, Telent Show, Drama Plays. Take home tuesday folder,

2B) Teachers provide consistent and timely feedback to students and parents on students performance. Report Cards,PLCS News Letter, Monthly News Letter, email, text, phone calls all provide timely feedback.

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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?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

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

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

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

1A) PGES Training adapted KDAP. CSIP

1B) Delta Project Training, Project Fit Training, Welllness Committee Meetings (4 times per year)

1C) Science Leadership Network, Project Fit Training, Personal Professional Growth Plan,

1D) Master Schedule, After School Meetings, Faculty Meetings, RTI Meetings, Team Meetings with Principal

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

1A) The PD action plan is linked to the CSIP and supports quality instruction in PLCS disciplines
PGES Training adapted KDAP. CSIP
1B) Job embedded professional development opportunities are available to PLCS teachers to encourage continuous growth. Delta Project Training, Project Fit Training, Welllness Committee Meetings (4 times per year)
1C) PLCS professional development opportunities focus on research based best practices that support teacher Professional Growth Plans, Science Leadership Network, Project Fit Training, and Personal Professional Growth Plan
1D) The school allocates time for PLCS and academic core teachers to collaborate exchange ideas. The Master Schedule, After School Meetings, Faculty Meetings, RTI Meetings, Team Meetings with Principal, RTI, and Principal observations allow the time to exchange ideas with peers.

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Professional Learning: Participation

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

Overall Rating: 2.0

	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 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

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

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

2A) 24 hour Professional Development Plan

2B) District Meetings, RTI Meetings, Team Meetings, Faculty Meetings, Wellness committee, Project Fit

2C) Project Fit Chair, Wellness Committee Member, PBIS team

2D) Wally Wise Guy, Good Neighbor Night, Fall Festival, Running Club, Team Ultra, Delta Project, Project Fit,

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2E) NSTA (Science) Social Studies Curriculum

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

2A)PLCS teachers participate in content specific professional development for 24 hour of Professional Development Plan
2B) PLCS teachers actively participate in professional learning communities to address issues related to instructional practices. District Meetings, RTI Meetings, Team Meetings, Faculty Meetings, Wellness committee, Project Fit
2C) PLCS teachers are leaders in professional organizational and the school. CCES PE teacher is a member of Project Fit Chair, Wellness Committee Member, PBIS team.
2D) PLCS teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs, and community groups, Wally Wise Guy, Good Neighbor Night, Fall Festival, Running Club, Team Ultra, Delta Project, Project Fit are all community based programs.
2E) All teachers in the school receive professional learning opportunities to enhance the integration of PLCS concepts into school curricula. NSTA (Science) Social Studies Curriculum k-5.

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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: 2.44

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

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

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

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

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

	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?	Decisions related to PLCS program staffing are made based on data from the ILP and community needs.	Distinguished

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

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

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

Physical Education is required for all students and all students have equal time. (master Schedule)
Project Fit
PL/CS instructors represented on scheduling committee
Equal planning time for all teachers (Master Schedule)
Budget
SBDM Policies and by-laws
Staffing Allocations (from Bd of Ed)
Wellness Policy in place
Wellness committee meets 4 times per year.
Time and space is allotted for all PL/CS programs

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

Physical Education is required for all students and all students have equal time. (master schedule)
The Master Schedule is planned by a scheduling committee. This committee consist of a teacher from every grade level and a teacher from the specials area. The schedule lays out equal planning time for each teacher; equal time for drama, music, art and PE for each student. It also lays out blocks of time in the classroom for teaching all required standards. The schedule is then approved by the SBDM Council.
The SBDM Council also approves a budget at an open meeting. Any entity that is funded bythe budget may present requests before the budget is approved or anytime during the year. Depending on the amount, the amount may be approved by the principal or it may have to be taken back before the SBDM Council for a budget adjustment consideration.
SBDM Policies and bylaws
Staffing Allocations (from Bd of Ed)
Wellness Policy in place
Wellness committee in place meets 4 times per year.

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Time and space is allotted for all PL/CS programs.

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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: 2.0

	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 frequently provides communication with parents and community about PLCS programs.	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.

2A) Program Review Process, Writing Committee

2B) PLCS teachers attend conferences and PD sessions and report to faculty.

2C) Newsletter every 9 weeks, Report Cards, Emails,

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

The principal communicates with the PL/CS teachers on a regular basis.

Principal provides for an Open House and Newsletter as well as worked with the SBDM Council to developed a Parent Involvement Committee to help better keep parents informed and involved.

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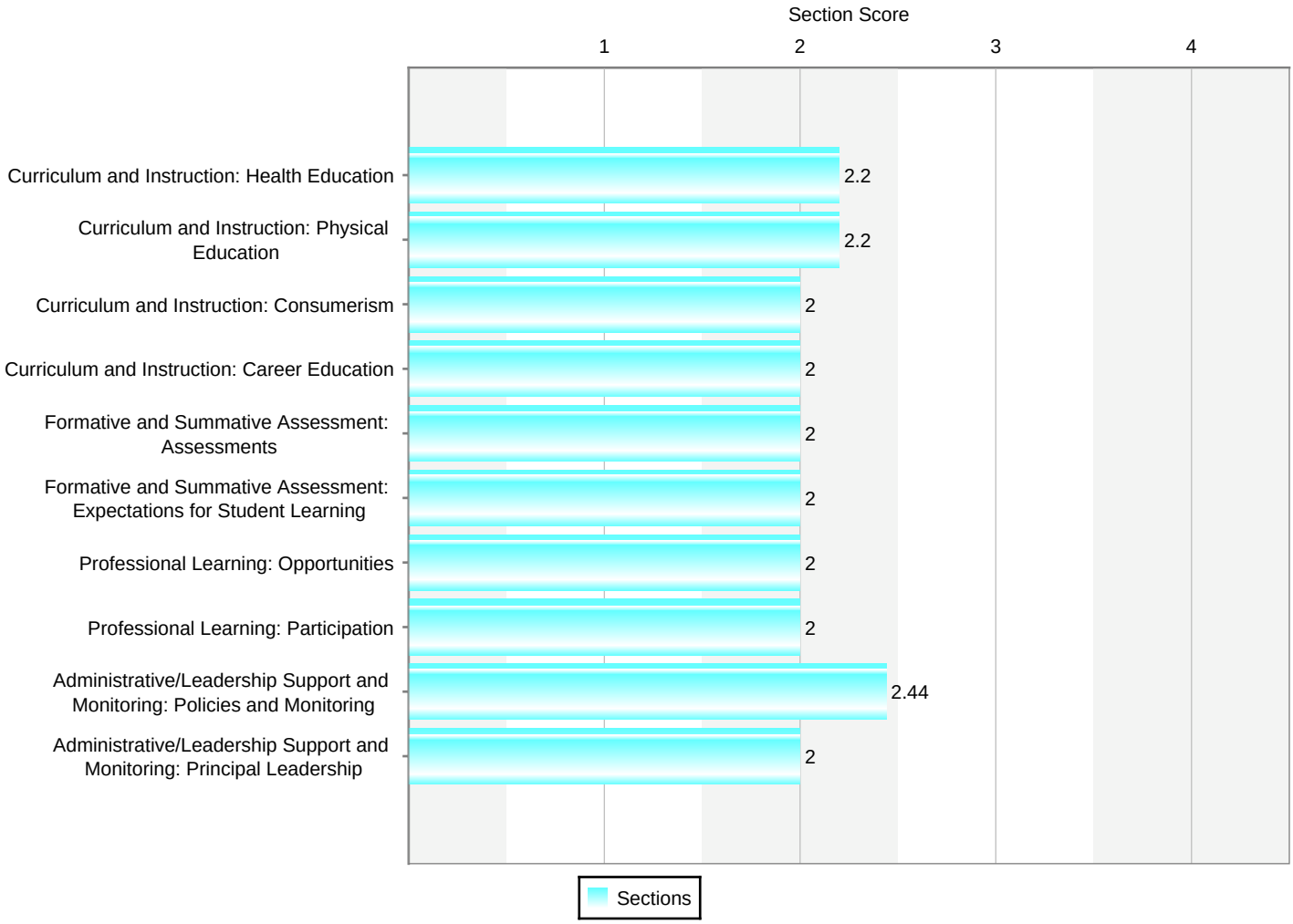
Report Summary

Scores By Section



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Program Review: Writing

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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.

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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.

1A) Lesson plans, master schedule, school wide writing plan,school wide writing prompts

1B) formative assessments, scoring guides, ipads

1C) lesson plans, differentiated student work

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

1A) Lesson plans, master schedule, school wide writing plan,school wide writing prompts

1B) formative assessments, scoring guides, ipads

1C) lesson plans, differentiated student work

1A)The master schedule allows for intentionally planned literacy opportunities. A school wide writing plan and monthly scheduled writing prompts are intentionally planned, integrating writing in content areas.

1B)Students have access to the use of ipads and differentiated writing prompts. Formative assessments are used across grade levels to determine student needs.

1C) Lesson plans demonstrate differentiated strategies used to make instruction accessible to all students. Differentiation of student writing is

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done during conferencing and revising of individual student work.

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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: 2.0

	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 for Language Arts.	Proficient

	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 apply technology effectively as a tool to research, organize, evaluate and communicate information.	Proficient

	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.

2A) lesson plans, school wide writing plan,

2B) lesson plans, school wide writing plan

2C)lesson plans, computer lab schedule

2D)Student writing folders, jump drives with student work

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2E) lesson plans, student work samples

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

2A) The curriculum is aligned vertically and horizontally to the KCAS standards for ELA, as evidenced in the school wide writing plan and grade level lesson plans.
2B) The curriculum integrates the strands of literacy across content areas, as evidenced in the school wide writing plan and grade level lesson plans.
2C)Opportunities are provided for students to use technology in research, communication, and presentations during both the classroom and computer lab (all students have ipads in 4th grade and a cart of ipads is available to all other grades).
2D)Students writing folders demonstrate integration of writing and communication across content areas and throughout elementary school.
2E) Students are provided opportunities to collaborate, think critically, problem solve, and communicate through real world experiences, as evidenced in lesson plans and student work samples.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

	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 around a topic and demonstrate new understanding through products.	Proficient

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

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

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

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3A)lesson plans, scoring guides, exemplar writing samples
3B)student projects/work samples
3C)student projects/work samples
3D)student projects/work samples
3E)student projects/work samples
3F)checklists and rubrics for editing/revising with teachers and peers

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

3A)Lesson plans, scoring guides, and writing exemplars show use of strategies and models to assist in achieving learning objectives.
3B)Student writing samples and projects demonstrate students researching and creating products that deepen their understanding.
3C)Student samples and projects demonstrate media literacy and regular use of technological tools
3D)Student samples and projects demonstrate integration of technology and offline research.
3E)Student samples and projects demonstrate communication to audiences in various forms and for various purposes
3F)checklists, rubrics, and photographs demonstrate students engaging in discussion with peers and teachers to inform the writing process

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Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

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

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

	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.

4A)student work samples

4B)group projects

4C)student work samples and photos

4D)exemplars and models of distinguished writing pieces

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

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4A) Student work samples demonstrate the crafting of communications distinictive to specific disciplines and purposes

4B)

4C)Student work samples and photos demonstrate that students learn and work together with teachers and peers to problem solve and generate products tied to learning goals

4D)Students refer to works of quality and models to inform their work, as evidenced by use of exemplars and distinguished pieces

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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.

1A)writing plan, school wide writing prompts, communications from writing committee, writing committee meeting minutes

1B)rubrics, standards based grade book

1C)Peer feedback and collaboration samples

1D)formative assessments and conferencing samples

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

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1A)Teachers regularly engage in collaboration during writing committee meetings, faculty meetings, and PLC meetings to develop and align writing across grade levels and content areas

1B)Teachers develop and implement a writing plan and compare student work to acceptable grade level standards

1C)Teachers and peers provide regular feedback on students' writing and other products.

1D)Teachers provide regular opportunities to revise and apply new learning as demonstrated by self check lists, organizers, and peer conferencing evidence

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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.

2A) rubrics, writing samples with feedback, lesson plans with targets

2B)writing goals, writing samples with feedback

2C) self assessments and checklists

2D) exemplar writing pieces, how to use a rubric lessons

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

2A) As evidenced through lesson plans, writing samples, and rubrics students know the expectations of their work and understand the language of the standards they are working with

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2B)Teachers and students collaborate to set goals for writing that are informed by various formative assessments.

2C) Teachers and students engage in assessments that monitor student progress in writing.

2D) Teachers and students use models and exemplars to develop scoring guides and rubrics.

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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' 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.

1A) Professional growth plans, Writing Plan, CSIP

1B) Professional development descriptions

1C)Professional development descriptions

1D)master schedule, professional development descriptions

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

1A) Professional growth plans and school wide writing plans support writing instruction and are linked to the CSIP.
1B) Professional learning opportunities are job embedded and teachers are encouraged to engage in available opportunities
1C)Professional learning opportunities are based on student data and teacher PGP's. Research based strategies and best practices are used.
1D)Time is allocated for teachers to collaborate about writing instruction during common planning and PLC/committee time

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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: 1.75

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

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

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

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

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

2a) descriptions of writing professional development activities

2b) writing committee/PLC meeting minutes and agendas, school wide writing plan, communications from writing committee chair to classroom teachers

2c) newsletters from list-serv emails

2d) pictures/descriptions of writers of the month in Lake News, Career Day presentation by journalism professor, student writing in VUE

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

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2a) Teachers participate in writing professional learning based on analysis of student data and teacher professional growth plans

2b)Teachers actively participate in writing PLC and address needs of students, teachers, and school

2c) Teachers receive updates from various organizations and utilize resources provided by professional organizations, but are not actively members of a specific writing organization. Many teachers are members of KEA and NEA, who provide resources as well.

2d) some collaboration with external partners related to writing occurs

2e)most teachers in the school receive and implement professional learning related to writing and the integration of literacy concepts

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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.

1A) SBDM policy, master schedule

1B)CSIP

1C)Master Schedule

1D)Master Schedule

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

1A) As established in the master schedule and SBDM policy, the school count/leardership ensures that writing concepts are taught throughout grade levels and across the curriculum

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1B)School council and teachers participate in establishing a budget with allocation for writing resources; as evidenced in the CSIP

1C)The school council/leadership allocations equitable time and resources for the writing program, as evidenced by the master schedule.

1D) Decisions based on staff assignment are based on established policies that include student literacy needs and teacher certification. This evidenced in the master schedule.

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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.

2A) Writing meeting minutes

2B)Writing committee established, program review newsletters, principal arranged for professional development and school visits

2C)program review newsletters, facebook page, twitter, local newspaper

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

2A) The principal enlisted teacher leaders to make up the school wide writing committee. This committee collaborated and evaluated writing instruction and practices

2B) The principal participates in and initiates professional learning related to the school's writing program

2C) the principal communicates with parents and the community frequently about the writing program

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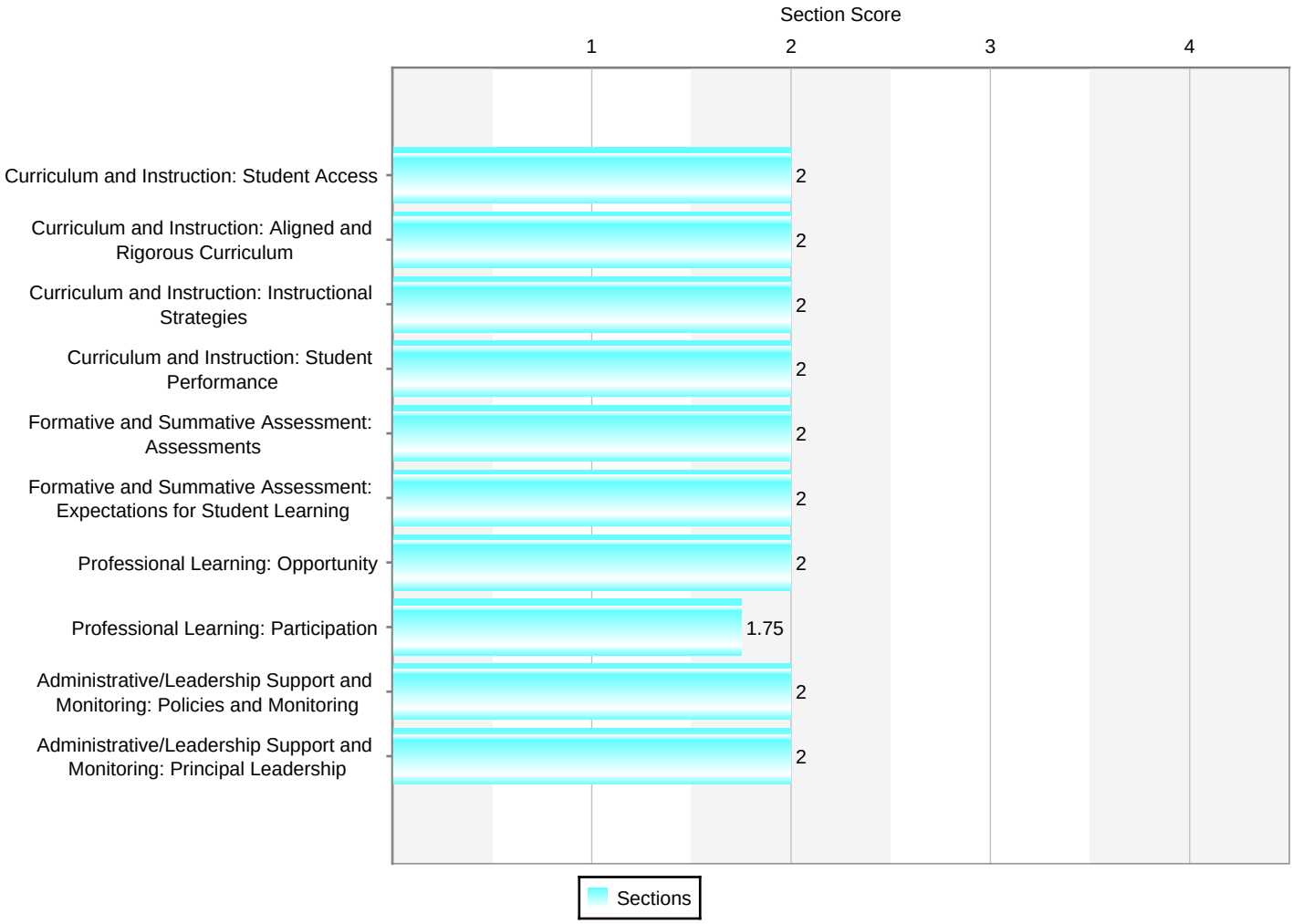
Report Summary

Scores By Section



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Program Review: Next Step Diagnostic

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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.

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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:

- Practical Living/Career Studies

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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?

Time and Resources Dedicated to A&H
Guest Writer & exemplary models in A&H presented and displayed.
Feedback, both verbal and written, in A&H.
As a school, CCES is dedicated to improving each of these areas of A&H. Things such as time, resources, guest speakers, exemplary models. feedback, will be emphasized and improved upon even more in the future.

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.

Professional Development in the A&H subject areas for A&H teachers.
Professional Development in the A&H subject areas for core content teachers.
Common planning with A&H teachers & core content teachers for collaboration efforts.

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

Find some time in the school calendar for the core teachers and arts teachers to collaborate.
Include current PD plans for A/H teachers and added PD in these areas for all teachers and connect it to their PGP and the school CSIP.

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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 school coordinates with a wide range of outside agencies to bring health education programs to the school. Project Fit, Delta Project, and our school Wellness Committee work together to bring in opportunities for all our CCES students to be a part of a health education program.
All students receive physical education that focuses on healthy fitness at least weekly.
CCES took the emphasis off of "skill" based physical education and put the emphasis on "healthy exercise" with the Project Fit Grant.
Real world consumerism is integrated into technology, social studies, math and reading.
PL/CS teachers were given time to collaborate across the district.

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.

Use Project Fit assessments to monitor student growth.
Focus on life long healthy choices.
Implement "Brain breaks" throughout the day, give students opportunities to move around the room.

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

Use Project Fit Pre and Post Test to monitor progress.
Use Project Fit Lessons to focus on cross- curricular education

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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?

All students are provided with the time and materials they need to be successful.
Students receive a wide variety of types of instruction to best help them develop literacy skills. They are encouraged and given the opportunity to develop them in numerous ways. Students are expected to communicate with a variety of audiences for a variety of purposes.
Standards-based vocabulary is used across grade levels.
The school leadership provides for time in the master schedule and money through budget for writing to be taught.

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.

21st century skills
teachers becoming members and leaders of professional organizations
involvement of community partners
collaboration across grade levels and content areas
access to a variety of cultures and social backgrounds

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

21st century skills will become a focus of both instruction and professional development; with more teachers implementing a variety of technology for communicating with outside sources (other schools, community, higher education establishments)
All teachers on the writing committee will become members of a professional writing organization and share their knowledge with the other teachers at their grade level
Professional Development in Project Based Learning and Writing will be used to increase the students writing skills.
We will seek out writing activities that will connect students to a global society (to expose them to a variety of cultural backgrounds) and increase their communication skills both orally, in print, and digitally
Continue to use the writing committee as a starting place to develop opportunities school wide, connecting ideas/content areas throughout the building and building on ideas started during the last school year

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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?

Teachers are provided ample time through common planning to plan lessons and assessments. Students have access to a variety of resources and materials including technology and ample time is given to support the attainment of the curriculum. Teachers also participate in monthly team meetings with administration to discuss student needs, interventions, and best teaching practices. Teachers are provided with a variety of resources for developing instructional practices.
We have worked with our district to develop a well established RTI program that includes a RTI Protocol and Implementation Guide. Our district has also provided a RTI coordinator who works with our school to monitor progress and provide research-based interventions for classroom teachers for tiered students. We use a variety of screeners to identify students who need services and a system is in place for continuous and consistent monitoring. A set time is allotted each day for students to receive RTI services. Our school has received grants from Americorp and Read to Achieve which has provided our school with 2 interventionists. Our RTA interventionist specifically works with K-2 students. Teachers, interventionists, administration, and the RTI coordinator meet monthly to review student progress and move students through the tiers based on data.
A PBIS committee is in place at our school that has established protocol and guidelines for addressing the behavior needs of our school. The teachers used a work day to make changes to the PBIS program and guidelines in the areas with needs.

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.

Currently, we do not have academic pacing guides for reading or math.
Teachers provide students with learning targets and have begun to involve students learning and understanding learning targets based on Common Core Standards. Students need to be taught how to self-assess and reflect on their own learning.
Parents are provided with narrative type standards based report cards, but parents are not provided with models and descriptions of those targets on a regular basis.

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

We will be working with our district to develop reading and math pacing guides across our district.
Teachers will continue to work on ways to involve students in learning and understanding their learning targets as well as ways to help students reflect on their own learning by self-assessing. Teachers have discussed ways to develop age appropriate reflective practices in their classroom. They will work with grade level teams to develop strategies and procedures for involving students in understanding targets that includes some form of self reflection.

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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?

Each student has access to world language instruction through Mango languages computer based program. Each student works at their own pace through scaffolded instruction. Students also have the opportunity to continue instruction through Mango outside of the classroom.

Mango languages provides webinars to provide teachers with instruction in the use of Mango languages to enhance students' learning experiences.

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.

At this time, Mango Languages provides a pre-assessment and post-assessment. However, the instructor does not have access to that information to monitor student proficiency and growth.

Students have limited exposure interacting with native or near native speakers

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

We are going to develop a pre-assessment and post-assessment to monitor student proficiency and growth.

Develop community connections to create a bank of resources of cultural populations.

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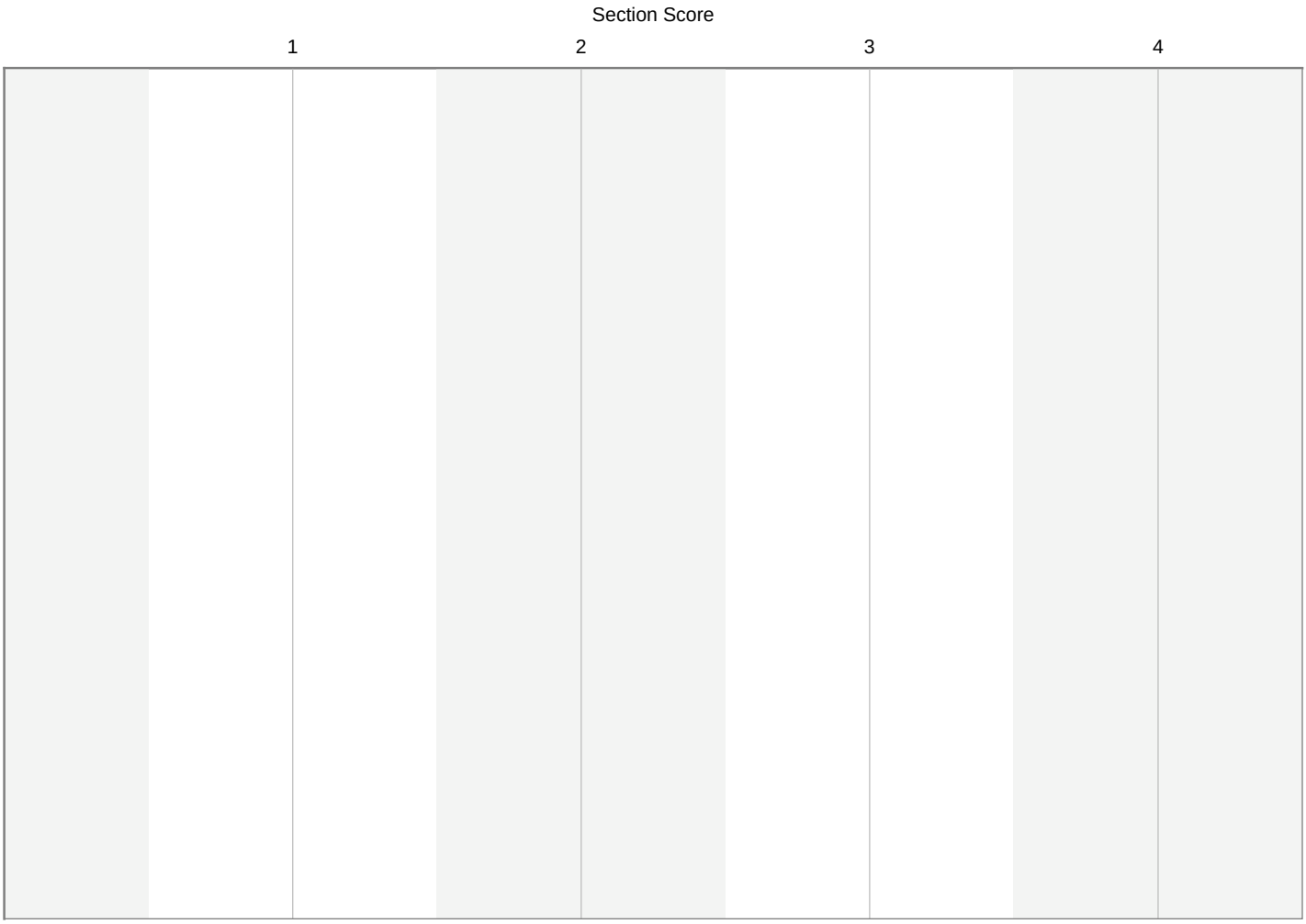
Report Summary

Scores By Section



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Program Review: Global Competency/World Language

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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.

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Curriculum and Instruction: Student Access

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

Overall Rating: 1.0

	Statement or Question	Response	Rating
a)	To what extent does the school provide opportunities for students (including English Language Learners - ELL) to learn and build global competency skills, through instruction and experiences focused on a range of global cultures across different content area, including benchmarked proficiency skills in a World Language (e.g. scheduling time for instruction, monitoring and providing resources in both Global Competency and World Languages areas)?	The school provides limited opportunities for some students to learn global competency skills (e.g., instruction on global cultures in at least one content area) and/or benchmarked proficiency skills in one world language.	Needs Improvement

	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 encourages students to find opportunities outside of school to learn global competency skills in at least one content area, and/or a world language.	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.

All students participate in Spanish instruction for 30 minutes per week using Mango Languages through a library database.

Students that travel abroad or with their families to be exposed to different cultural experiences receive excused absences through Educational Enhancement Opportunities policy. One student will be traveled to Europe and will not be present at school. School has approved absences and has asked for student to share experiences with students when he returns.

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

All students participate in Spanish instruction 30 minutes per week using Mango Languages through the local library database.

Students that travel abroad or with their families to be exposed to different cultural experiences receive excused absences through Educational Enhancement Opportunities policy. One student will be traveled to Europe and will not be present at school. School has approved absences and has asked for student to share experiences with students when he returns.

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 0.67

	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 includes some 21st century skills, but without integrating the P21's Framework for 21st Century Learning.	Needs Improvement

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

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

Each student participates in Spanish instruction using Mango Languages 30 minutes per week through a local library database.

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

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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: 1.0

	Statement or Question	Response	Rating
a)	To what extent is the target language used as the language of instruction in the World Languages class and to what extent is this language comprehended?	The target language is used for at least 50% of the World Languages instruction, with frequent English translations.	Needs Improvement

	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 more on grammar than communication; and limited opportunities to communicate in the target language with other individuals in authentic cultural contexts.	Needs Improvement

	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 are rarely provided 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.

All students participate in Spanish instruction 30 minutes per week using Mango Languages through a local library database. Mango languages is a scaffolded interactive program with conversational and grammar goals. It includes a placement test.

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

All students participate in Spanish instruction 30 minutes per week using Mango Languages through a local library database. Mango

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languages is a scaffolded interactive program with conversational and grammar goals. It includes a placement test.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 0.33

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

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

	Statement or Question	Response	Rating
c)	To what extent do students use the target language both inside and outside of the World Languages class?	Students 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.

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

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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.

All students participate in Spanish instruction 30 minutes per week using Mango Languages through a local library database. Mango languages is a scaffolded interactive program with conversational and grammar goals that includes a placement test and proficiency test.

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

All students participate in Spanish instruction 30 minutes per week using Mango Languages through a local library database. Mango languages is a scaffolded interactive program with conversational and grammar goals that includes a placement test and proficiency test.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 0.0

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

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

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

Mango languages provides communication and grammar targets for each module.

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

Mango languages provides communication and grammar targets for each module.

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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: 0.33

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

	Statement or Question	Response	Rating
b)	To what extent do students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills?	Students 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.

Mango languages provides conversational and grammar goals for each module as well as a placement test and proficiency test.

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

Mango languages provides conversational and grammar goals for each module as well as a placement test and proficiency test.

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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: 0.0

	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?	There are no teachers' Professional Growth Plans (PGPs) in place.	No Implementation

	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?	There is no evidence to support opportunities based on data.	No Implementation

	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 does not provide access to job embedded professional learning opportunities to teachers.	No Implementation

	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 does not provide opportunities or allocate time for teachers to collaborate with each other.	No Implementation

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

We are in the beginning stages of implementing a structured world language curriculum.

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

We are in the beginning stages of implementing a structured world language curriculum.

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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: 0.0

	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?	Teachers do not participate in content-specific professional learning opportunities based on analysis of school and student data.	No Implementation

	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 not members of professional learning communities.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are not members of professional organizations.	No Implementation

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have no contact with external partners.	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.

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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: 0.25

	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 in the school schedule is allocated but not protected for all students to receive instruction in Global Competency and World Languages.	Needs Improvement

	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 class loads based on scheduling needs rather than programmatic goals.	Needs Improvement

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

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

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

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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 policies that support outside learning opportunities and/or travel.	No Implementation

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

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

We are in the beginning stages of implementing a structured world language curriculum.

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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.

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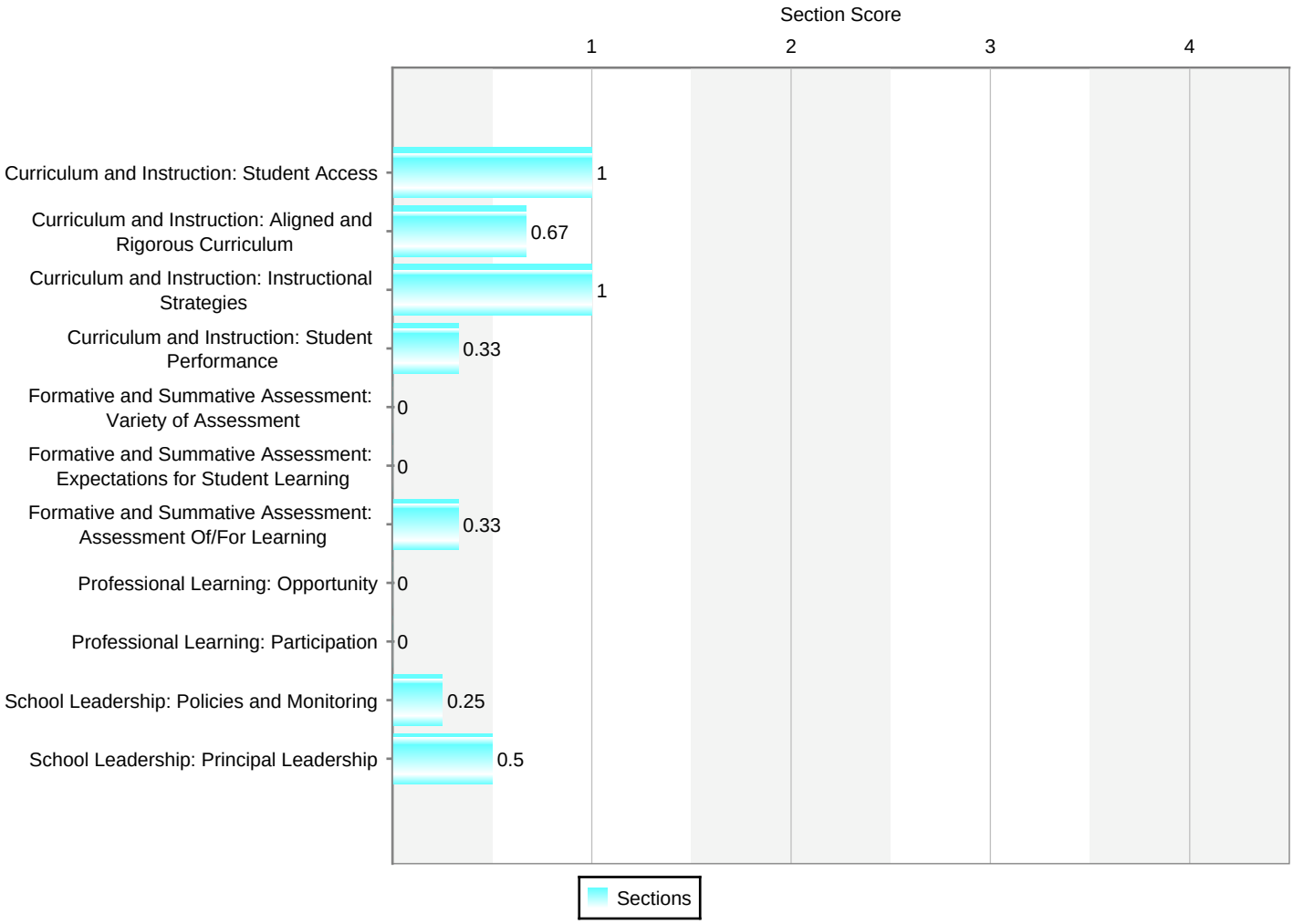
Report Summary

Scores By Section



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Program Review: K-3

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Introduction

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

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Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum?	Teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum.	Proficient

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

Demonstrator 1A

Grade level planning (Master Schedule)

Grade level RTI Lesson plans

Read to achieve tiered groups

Special ed/Math collab lesson plans

District collaborative science unit

Flex group tiered groups

Team meeting agendas

AimsWeb assessments

Demonstrator 1B

Grade level rubics

Student reflection of learning targets

Technology lesson plan/use

Student self-assessment

Special Ed reading readiness report/use of technology

Special ed online math fact software

iPads for research writing project

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

The master schedule is set to ensure that grade-level teachers have common planning (PLC) at least four days a week. Common planning is used to develop assessments, rubrics, and create plans to implement various strategies.
They also work and plan with RTI group partners (Americorp, interventionists, Read to Achieve teacher) to plan interventions to use during flex time.
Teachers work together across the district to plan collaborative science units. Each grade level develops age appropriate rubrics and self-reflection tools.
Special ed teachers collaborate with general ed teachers to develop individualized education plans for students with special needs.
The master schedule also sets aside one instructional hour per day for rti grouping for language arts and math. No new content is introduced during this time.
Every grade level is provided with extra assistance as well as access to a computer lab to best meet the needs of all students at that grade level.
The students consistently uses technology/instructional resources including Moby Math, Coach Curriculum books, Xtra Math, special ed reading software (Essential Skills). Other technology such as ipads with a variety of instructional apps, SMARTBoards, Document Cameras, student computers used to enhance and differentiate instruction.

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent is the curriculum vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards, including specific pacing recommendations?	The curriculum is vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations.	Proficient

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

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

Demonstrator 2A

Grade level assessments

Flex lesson plans

Learning targets posted in classrooms

Science pacing guides

Lessons plans

Common Core Standards

Demonstrator 2B

Master Schedule/common planning

Grade level schedules/lesson plans

Primary Special Ed schedule

Speech schedule

Americop schedule

Read to Achieve schedule

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

Teachers develop lessons aligned to common core standards required by their grade level. Our content area programs (Math in Focus)

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address the rigor and intent of the standards and include specific pacing guides. However, we do not have pacing guides in the area of reading. The grade-level teachers plan together to ensure that the pacing matches the group of students they are instructing. Learning targets are posted in classrooms and communicated in student friendly language.The master schedule does provide an hour per day for every grade level to work on students' individual needs. The grade level is assigned additional instructors during that time period to work with students (Americorp, Read to Achieve, SLPs and other assistants). The work that is done during this time is progress monitored and adjusted as needed.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers routinely use student-centered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills? To what extent does scaffolding of instruction occur? To what extent do students work in flexible, collaborative groups based on student needs and learning styles?	Teachers routinely use studentcentered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills. Teachers scaffold instruction. Students work in flexible, collaborative groups based on student needs and learning styles.	Proficient

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

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

Demonstrator 3A

Lesson plans including thoughtful ed strategies, leveled readers, graphic organizers, and leveled questions

Activities that address various learning styles (kinesthetic)

Writing rubrics

Ability grouping across grade levels

Demonstrator 3B

Targets posted in student-friendly terminology

Lesson plans address standards and learning targets

Student self-assessments/graphing/tracking progress

Students define learning targets in interactive notebook

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Demonstrator 3C
science units with hands on activities
Reading units integrating social studies with hands on activites, culturally rich
Videos of classroom performance
Integrating writing in math lessons

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

Demonstrator 3A
Lesson plans and activities address various learning styles. Teachers also use various Thoughful ed strategies as well as graphic organizers and leveled readers.
Students are provided with rubrics of academic expectations related to writing and various other areas.
Students are also ability groups across grade levels in the areas of reading and math. Instruction is scaffold based on student needs.
Demonstrator 3B
Learning targets are posted in the classroom and in lesson plans using student friendly terms. Students are involved in learning (interactive standards notebooks) and tracking their progress (graphing, self-reflections) towards reaching mastery of learning targets.
Demonstrator 3C
Teachers develop science units that incorporate hands on learning activities. Reading units integrate social studies and culturally rich activities. Students also create videos to demonstrate learning through music. Math activities incorporate creative writing to define skills. Students are engaged in cross-curricular activities (ie: while studying the Native American culture in 3rd grade Social Studies, the students make Native American masks in Art, study the percussion instruments in Music and learn a Native American dance in PE).

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

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

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
c)	To what extent does highly effective instruction include tiered services that provide research-based intervention to increase student achievement, is research-based, aligned to standards as well as across tiers, and accessible to all students?	Highly effective instruction includes tiered services that provide intervention to increase student achievement, is research based, aligned to standards as well as across tiers, and accessible to all students.	Proficient

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

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

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

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

Demonstrator 4-A

RTI lesson plans

RTI data - AimsWeb, STAR, behavior

RTI Protocol and Implementation Guide

Demonstrator 4-B

RTI organizational chart

STAR growth data

RTI meeting notes

Demonstrator 4-C

RTI lesson plans

RTI schedules

RTI tiered groups

Demonstrator 4-D

RTI tiered groups/meeting notes

RTI progress monitoring

PBIS minutes

PBIS graphs

Demonstrator 4-E

Universal screening schedules for Aimsweb & STAR

STAR data

AIMsWeb data

RTI organizational data chart

RTI meeting notes

Special ed annual review graph

Special ed progress monitoring data

Program Review Committee Mtg agendas

Demonstrator 4-F

emails to parent

parent teacher conference schedule

RtI letter

Parent/teacher conference notes

Special Ed progress report

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Speech parent contact log
RTI student progress update letter
Check and connect sheets
PBIS minutes

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

Demonstrator 4A
We have a very comprehensive district-wide RTI system with a RTI coordinator. An RTI protocol and implementation guide have been developed and are used to implement RTI services. A PBIS committee is in place to set behavior expectations school wide as well as monitor progress and discuss individual student behavior needs.
Demonstrator 4B
STAR, AIMSWEB, and the Brigance are used as universal screeners as well as ongoing progress of intervention services. Monthly RTI meetings are held to discuss student tier placement, progress monitoring results, and changes in interventions and tier placements.
Demonstrator 4C
RTI lesson plans are developed to meet student needs based on progress data. RTI schedules ensure that each student is provided with an extra hour of instruction at their individual level. Monthly meetings are held to discuss students' progress and progression through tiers.
Demonstrator 4D
RTI team meets monthly to discuss student academic progress and placement in tiered services. PBIS meets monthly to discuss behavior needs, review behavior progress data, and referrals for interventions.
Demonstrator 4E
Progress monitoring data (STAR, AimsWeb) is used to determine student's progression through tiers and referral needs for special education services.
Demonstrator 4F
Parents are notified by letter of progress and changes of student placement for RTI services. Parents are provided with student progress during parent/teacher conferences, progress notes, report cards, and daily behavior notes (check and connect). Teachers also communicate with parents through email regarding student progress and behavior needs.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.5

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

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

Demonstrator 1A

Lesson Plans

Writing formative assessment (KDAP graphic organizer)

Marker boards

Leveled prompt graphic organizer (Writing summaires)

Academic games

Pretest

Student work

Checklists

PLC meetings

Common planning time

Demonstrator 1 B

STAR math/reading growth reports

Reading and math summative assessments

Reading skills informational report

Phonics screener

Brigance report

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

Demonstrator 1A

Teachers use formative assessments such as graphic organizers, pretests, daily flashbacks, checklists to monitor and guide instruction. Teachers use PLC's and common planning to allign common assessments.

Demonstrator 1B

Teachers use screening tools such as the Brigance (kg), AimsWeb, and STAR data to gather data on student progress. Instruction is adjusted based on student progress. Summative assessments assure that students meet mastery of standards.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
b)	To what extent do teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work?	Teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student 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.

Demonstrator 2A

Standards Based Report card narratives

Parent/Teacher Conferences

Assessment reflection sheet with student written learning targets/self-reflection

Student profile sheets

Classroom Newsletters/assignment sheets/student written targets

Take home folders

Demonstrator2B

Extended response rubric with feedback

Assessment reflection

Reteaching lesson plans

Corrective feedback of student work

Student conferencing

Scored rubrics

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

Demonstrator 2A

Students and families are provided with learning targets through report card narratives, student assessment reflections, student profile sheets of mastery of learning targets, and classroom homework/newsletters. Parents are also updated through parent/teacher conferences. Students take home information/classwork daily in their "Take Home Folder."

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Demonstrator 2B

Students are provided feedback on mastery of the learning targets through scored rubrics, corrective feedback on student work, and assessment reflections. Teachers develop lessons to reteach targets not yet mastered by students.

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Professional Learning: Opportunities

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

Overall Rating: 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 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.

Opportunities A

PD plans

CSIP

Opportunities B

Accelerated Reader 360 training

Kansas Writing training

Teahcer PD hours spreadsheet

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Effective teaching training
Handwriting without Tears
Components of Literacy
PBIS Meeting Notes
Learning Walk Schedule
Student Engagement/Questioning PD

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

Opportunities A
The Professional Development Plan is tied to the CSIP and addresses needs in writing, parent involvement, and the Professional Growth and Effeciveness System (PGES).
Opportunities B
Individual teachers have received additional training in intensive writing interventions (Kansas Writing), effective teaching strategies, student engagement, Handwriting without Tears, and components of literacy. Teachers have received student engagement/questioning PD and participated in learning walks. PBIS team meets monthly to discuss individual student behaviors, interventions, and needs of the school.

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Professional Learning: Participation

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

Overall Rating: 2.0

	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 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.

Participation A

Program Review agnedas and minutes

PBIS Minutes

Participation B

Author visit - Michael Finklea and Natalie Wade

Career Day

Fire Safety Presentation

Peer observation training

Shelter in Place

Early Release Days

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Grade-level Meetings
RTI Monthly Meetings
Health Dept Classroom Visits
Public Library- Field trips and Loan of Novel Sets
FRC Advisory Council Meeting Agendas
Child Watch Schedule
Delta Project
Family Resource Center Advisory Meetings

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

Participation A
The principal, along with grade level teachers in all grades, including K-3, meet monthly with the RTI coordinator to review student progress monitoring and interventions. The principal and teachers meet for monthly team meetings to discuss teaching strategies and data. The PBIS committee meets to discuss individual student behavior needs, interventions, and progress as well as overall needs of school. They also review school wide behavior data.
Participation B
The school works with the Health Department to bring age-appropriate programs to the classroom (ie: dental hygiene). Students take a field trip in the spring to the local public library for them to explain all the offerings, especially for the summer. The library also loans the school novel sets, bought after consulting with the school about their needs. The Marshall County Library also provides presentations such as Storybook characters.
Child Watch brings a program about personal safety to all classrooms.
Family Resource Center works with the school and Rotary Club to help provide clothing and other needed personal items. The FRC also provides weekend snack packs to over 70 students.
In addition to tending to personal needs, the FRC also works with the school to increase parent involvement with Dad's and Donuts, Moms and Muffins, Fancy Nancy Tea Party and setting up at our Book Fairs and family reading night.
The mayor of Calvert City works with the school to promote environmental awareness - Go Green project Some local service agencies provide presentations such as fire safety and shelter in place. TVA and River Discovery collaborate to present information on our rivers' history and energy through sign language and story telling.

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the School leadership/SBDM committee continually monitor the availability of resources in an effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program?	School leadership/SBDM committee continually monitors the availability of resources in an effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the SBDM committee establish and enact a process to, at least annually, analyze data related to the implementation and impact of policies and practices specifically for the K-3 program?	SBDM committee establishes and enacts a process to at least annually analyze data related to the implementation and impact of policies and practices specifically for the K-3 program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership communicate with parents and community about the K-3 program?	School council/leadership communicates with parents and community frequently about the K-3 program.	Proficient

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

Demonstrator 1 A

SBDM Minutes

SBDM Budget

Americorp grant

Read to Achieve Grant

Demonstrator 1 B

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Primary Program Policy
Leadership survey
School climate survey
SBDM minutes
Demonstrator 1 C
Parent/Teacher Conferences
Report Cards
STAR Parent Reports
School Website
School Facebook page
Demonstrator 1 D
Primary Program policy
SBDM Policies

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

The master schedule and budget that is approved by the SBDM Council provides the time and resources needed to support a very effective Primary Program. Funding from Americorp grant and RTA grant ensure that students are receiving RTI interventions and intensive interventions for students with significant reading delays.
During the 2013-2014 school year, SBDM developed a Primary Program policy concerning curriculum, instruction, and retention.
Newsletters are sent home monthly about school happenings, meetings and other information including the primary program. The SBDM also reviews leadership survey data as well as school climate survey data.
During the 2013-2014 school year, a Parent Involvement Committee was developed and approved by SBDM.
The school uses the local newspaper, Facebook page, school website, and feedback from teachers to communicate with parents and the community. The website also contains parent information about suggested websites, homework and other issues. Parent/teacher conferences are held to explain student progress. Parents are given report cards and progress reports quarterly as well as STAR Parent reports.

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the principal work collaboratively with teachers to define, support, and continuously improve the K-3 program? To what extent does the principal regularly facilitate K-3 team meetings in order to monitor and support all K-3 program efforts?	The principal works collaboratively with teachers to define, support, and continuously improve the K-3 program. The principal regularly facilitates K-3 team meetings in order to monitor and support all K-3 program efforts.	Proficient

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

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

Grade-level Team Meetings

Master Schedule

PD Plan approved by SBDM/PD Logs

Teacher Placement including Americorp and Title I

RTI Meetings

CHETL

PGES observations/1-2-1 conferences with teachers

Staff meeting agendas

Student rating sheets

Brigance

CASC

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

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Teacher placement is deliberate to ensure teacher leadership and expertise at every grade. Instructional materials and other resources are discussed before purchasing to guarantee the purchase will enhance student learning at high levels. RTI meetings and grade level meeting look at student progress data charts and make adjustments to instructional practices and placement during flex to make sure all students' needs are being met. The principal facilitates discussions and training on best teaching practices based on Charlotte Danielson's Framework. Staff meetings are held as well as 1-2-1 teacher conferences. Each teacher is observed at least twice yearly. The principal also communicates/provides teachers with best practice teaching strategies frequently.

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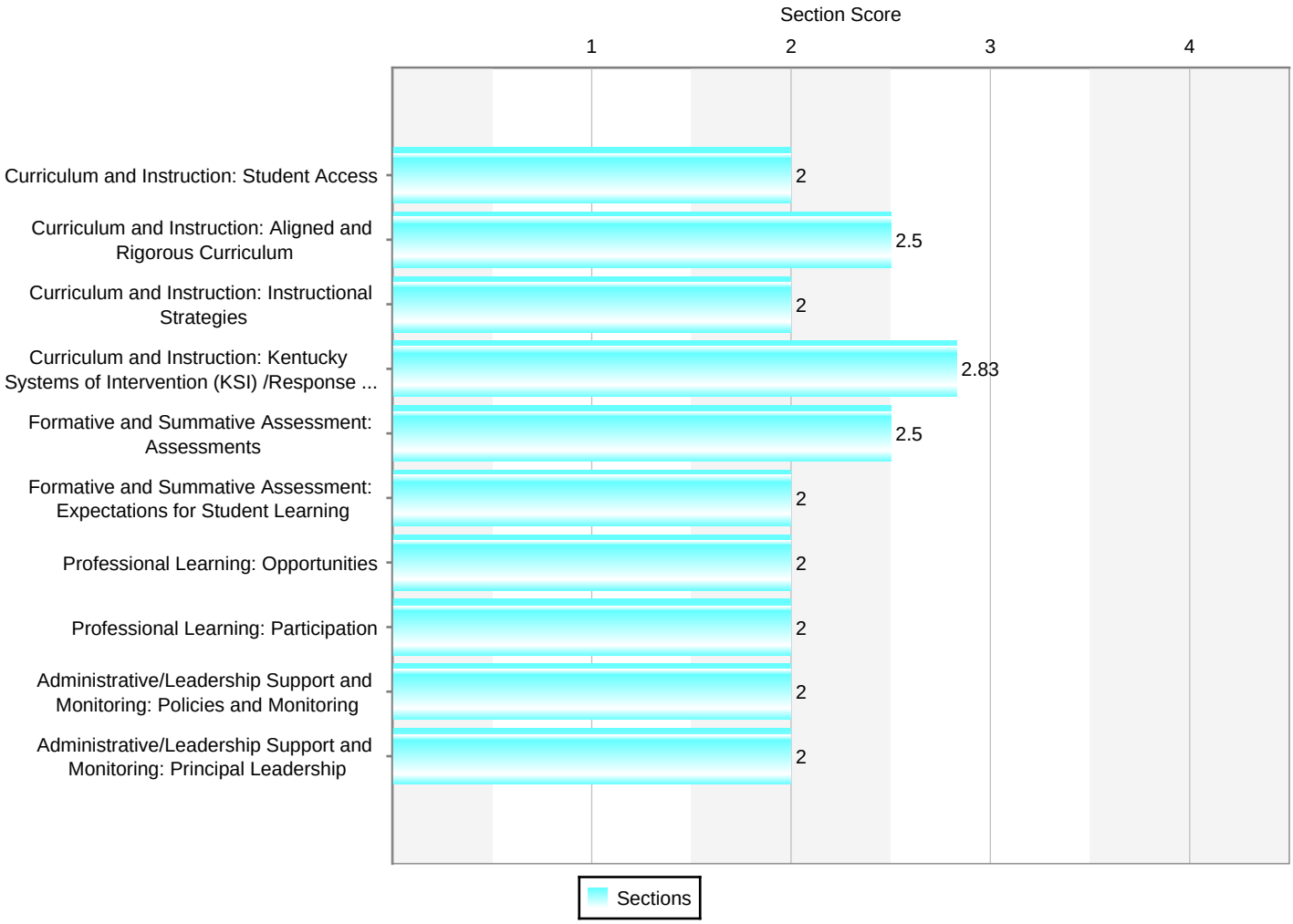
Report Summary

Scores By Section



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