



# **KDE Program Review Report for Schools**

**Central Elementary School**

**Marshall County**

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## **Introduction**

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

# **Program Review: Arts and Humanities**

## **Introduction**

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

## Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

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

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

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

Master Schedule

Lesson Plans

Common planning periods

Curriculum Maps

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

disciplines. The art and music curriculum maps show how this time us used to allow students to create, perform, and respond to the arts.

## 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: 2.4

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Academic Standards?	Teachers responsible for teaching the arts regularly collaborate to ensure that curriculum is aligned vertically and horizontally with the Kentucky Academic Standards.	Distinguished

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the arts curriculum includes the study of representative and exemplary works of dance, music, theatre and visual arts from a variety of artists, cultural traditions and historical periods?	The school-wide curriculum includes the study of representative exemplary works, artists, cultural traditions, and historical periods for each arts discipline to show natural connections.	Distinguished

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

National Standards are used

Tests of terminology over elements of art, music, dance, and drama

"Sound" unit aligned with Science standard

Historical Events: Renaissance dance, Colonial Day, Native American/African Masks

Famous Artists

Various assessments

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

Agendas of multiple meetings have been recorded to show ideas and actions that the art teachers use to ensure curriculum is rigorous and aligned to standards. Our school wide writing plan uses ELA standards and the specials classes to compose literary pieces in the arts. Cross curricular connections are often made between the arts and other content areas. The included lesson plans show performances in core classrooms that demonstrate drama elements and musical activities are used to teach literary devices and other common core concepts. Exemplary works of the arts have been provided through guest artists, electronic media and teacher demonstration. Various performances and written assessments are used to evaluate student learning and shape fine arts curriculum. Art and Humanities pre- tests and post- test are administered to every grade level each semester. Students also participate in several arts contests and vocal performances.

## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.75

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

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

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

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

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

Christmas Programs

Talent Show

Use of Recorders

Guest Artists covering each of the four disciplines

Community and School-Based Art contests

Student work of original melodies

County Wide Art Show

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

All three components of arts study are incorporated and students are exposed and tested in theory, skills, and techniques. Guest artists have been utilized as exemplary models of artistic performances in all four disciplines. Several performances and products have been provided to enhance students' understanding and skill such as the Christmas Program, Talent Show, and local theatre performances. Students also use music and dance elements appropriately by creating original melodies and dances. Original student art works regularly displayed in the halls and entered into local contests.

## Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

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

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

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

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

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

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

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

Students Art Work

Rhythms

Illustrations of Instrumental Pieces

Melody Compositions

School Contests

School Wide Writing Integration

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

All students are actively engaged in creating, performing, and responding to the arts. They create original work and reflect on their performance or products, as well as responding to performances and products of others.

## 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.**

- Pre and post tests on all four arts disciplines
- 4th grade pentatonic scale assessment
- 2nd grade unit comprehensive assessment
- 4th grade form quiz and dance elements assessments
- Lesson Plans with formative self assessments (hold up one to five fingers)
- 5th grade recorders peer assessments

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

Formative and summative assessments are used on a regular basis to accurately measure student understanding of specific concepts but are rarely used to change instructional practices.

Students occasionally participate in peer reviews, but are guided by then teacher to offer critique and feedback.

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units?	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 use clearly defined rubrics or scoring guides but do not share them with students.	Needs Improvement

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

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

- Lesson Plans using videos, recordings, and live examples
- Extensive professional development on goal setting
- Create and share rubrics with students but not with student input
- Arts Toolkit

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

Students are encouraged through exemplar/models within the KET Arts Toolkit, guest artists, and other recordings to complete appropriate art work. Rubrics are clearly defined and rigorous, but students do not have input in creating scoring guides or rubrics. Teachers have participated in goal setting professional development opportunities and create attainable learning targets.

## Formative and Summative Assessment: Assessment for Learning

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

Overall Rating: 1.5

	Statement or Question	Response	Rating
a)	To what extent do teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources on their performances/products so students may strengthen their future performance/products?	Teachers provide limited documented feedback to students on performances/products.	Needs Improvement

	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.**

Student work

Recorder Karate

3rd Grade Opinion Writing Place

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

Feedback on student products and performances is limited to verbal comments and is undocumented. Opinion pieces critique musical performances on a basic level.

### Professional Learning: Opportunity

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

Overall Rating: 1.5

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	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 are limited, do not focus on research/evidence based practices that support teacher PGPs.	Needs Improvement

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

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

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

Master Schedule

Email documentation of collaboration of A&H teachers with academic core teachers for performances

PD360

MSU Summer PD Opportunities

KMEA Conference

PGP

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

Professional Development Action Plan is developed through individual PG with the principal. Few content specific PD opportunities are available both within and outside of the district. School data guides professional development through grade level meetings. A& H teachers collaborate with academic core teachers as shown through the master schedule, emails, and faculty meeting agendas.

### Professional Learning: Participation

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

Overall Rating: 1.5

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

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

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

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have limited contact with external partners.	Needs Improvement

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

- E-mails among teachers
- Involved in A&H PD plan
- Head of A&H committee
- Faculty presentation powerpoint and agenda

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

A&H teachers collaborate with members of Program Reviews Committee in the building and with A&H teachers across the district. A&H

teachers provide limited PD opportunities for arts integration and do not participate in content-specific PD often.

## 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: 2.43

	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 establish policies to ensure that arts concepts are taught throughout the school and across the curriculum.	Needs Improvement

	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 participate in and provide input into the school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

	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 collaborates with Arts teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.	Distinguished

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

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

CES Finance Powerpoint

email correspondance

Master Schedule

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

Art teachers have input in budgeting for materials, space, equipment, technology and are assigned equitable class sizes with protected time allocated in the schedule as compared to all others teachers in the building. Teachers are given opportunity at the end of the year to propose changes to the budget for resources and materials. Allocation of funds are shared with the staff in a finance powerpoint.

## 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: 0.67

	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 does not evaluate nor reflect on the impact of arts instructional practices.	No implementation

	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 rarely provides communication with parents and community about arts programs.	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.**

Faculty meeting/Arts Enhancement Presentation

A&H Newsletter

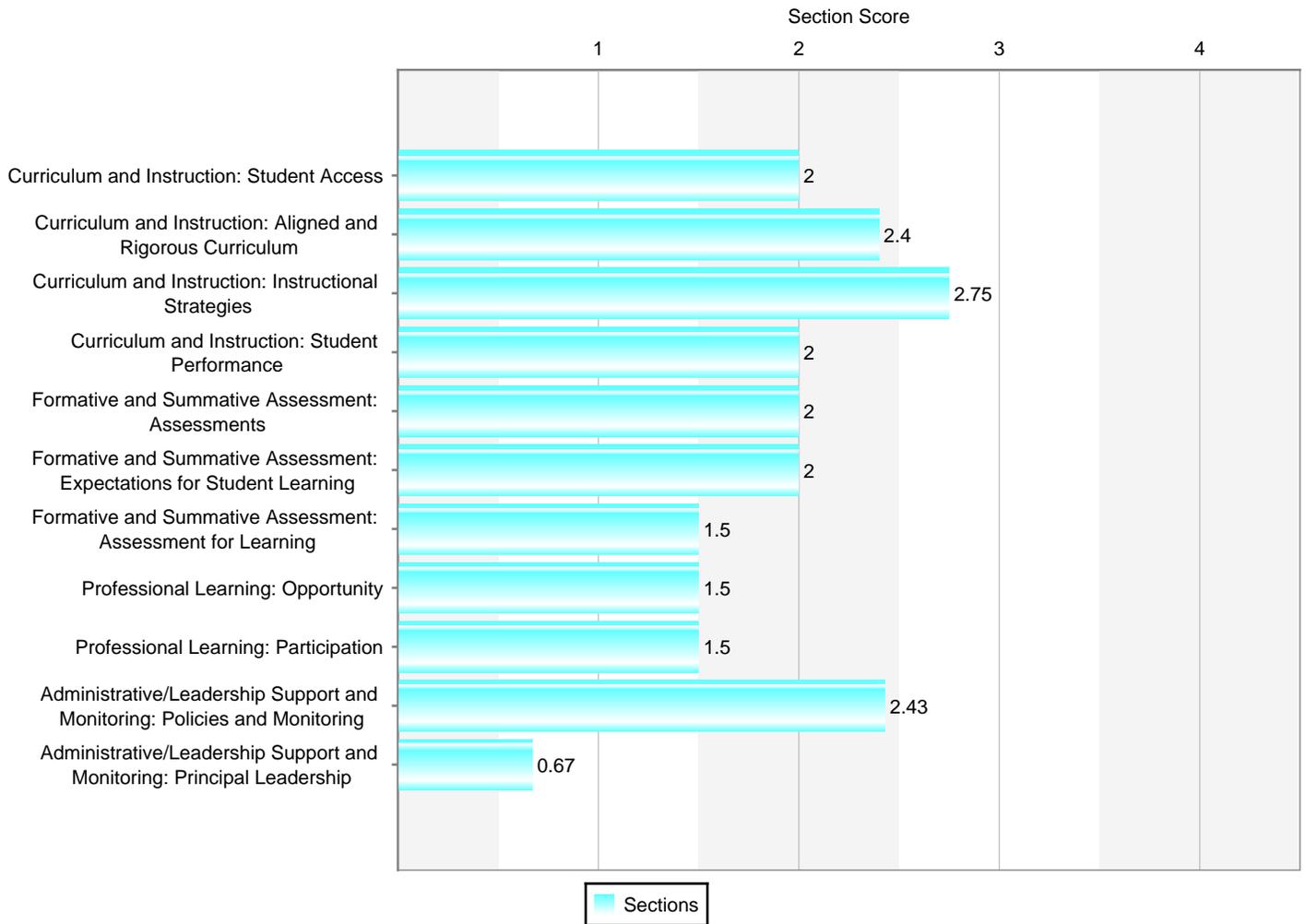
One to One teacher evaluation

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

The principal plays a small role in all aspects of the A&H program. Each year principal evaluates all arts teachers based on the 11 professional standards. The principal allocated time during faculty meeting for presentation of arts integration. Communication with parents and community about arts and humanities program is provided through enrichment newsletter.

## Report Summary

### Scores By Section



# **Program Review: Practical Living/Career Studies**

## **Introduction**

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

## Curriculum and Instruction: Health Education

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

Overall Rating: 2.2

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Academic Standards for PL/CS?	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 annual instruction in all health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).	Distinguished

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

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

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

Growing up classes (Marshall County Health Department)  
Life Skills Classes (MC Health Dept.)  
DARE Program.  
FRYSC programs.  
UK Dental Health Program  
Hats for Heart  
Team Ultra.  
Snack Pack program.  
FAST Program for Boys.  
Girls Night Out  
Wellness Committee  
CARDIAC Program  
Speakers on various Health and Physical Fitness Topics throughout the year  
Anti Bullying Program Lesson Plans  
Healthy Choices encourage by cafeteria  
Daily Recess  
4-H  
BMI, Hts & Weights in PE class  
Build-A-Bed support  
Child Watch Program

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

Health Education curriculum is addressed in PE as well as core classrooms. Parts of the health curriculum are addressed through various means using the school nurse, Family Resource Center, PE/Health Teacher, and leaders from the county health department, and school guidance counselor. We formed a Health Committee with teachers, teacher's aide, nurse, PE/Health teacher, and School Administrators.

## Curriculum and Instruction: Physical Education

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

Overall Rating: 1.8

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee is in place but is not used to inform instructional practices and/or increase physical activity opportunities within the school environment.(Districts and/or schools are required to do annual reports on physical activity environments in compliance with KRS 158.856 and 160.345).	Needs Improvement

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

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

Differentiated Learning (FMD students and others)

Lesson Plans

Rubrics

Skill Tests

Written Tests

Project WILD

Elks Hoop Shoot

Wellness Committee

Presidential Fitness

Daily Physical Activity built into schedule (recess)

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

Physical education curriculum is taught in a class setting to each grade level. Lesson plans and assessments provide evidence that the activities and instruction are tied to PE standards. Instruction contains some differentiation between groups of students. Wellness committee has been formed and next year will be utilized in contributing to curriculum planning. Physical activity is not limited to the classroom setting but is incorporated daily into the master schedule.

## Curriculum and Instruction: Consumerism

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

Overall Rating: 1.86

	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?	There is limited use of technology in the delivery of the consumerism curriculum.	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.**

Fundraising tied to Economics

Economic Lesson Plans

MAP assessment for real-world problem solving

3rd grade consumerism unit

Math in Focus - real-world problem solving

CFSB Sponsorship

Career Week

Book Fair/Book Orders

Ag Day

Brain Pop

iPads

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

The economic units are taught along with fundraisers connected to consumerism at each grade level. Student assignments are connected to consumerism throughout grade levels and the school year. Local businesses support consumerism instruction.

**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?	Not Applicable - Elementary & Middle	N/A

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

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

# KDE Program Review Report for Schools

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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.**

Math In Focus - real-world problem solving;

Guest speakers

Student Council

Team Ultra

Canned Food Drive

Polar Plunge

Lesson Plans

DARE

KYSaves Booklet

Marshall County Ag Day

Career Week

WKYCTC Visit

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

Students are exposed to Career education through guest speakers, research, presentations, powerpoints, and field trips. Group participation, problem solving and goal setting are regularly utilized in classroom instruction. Schoolwide fundraising is connected to classroom curriculum when applicable. Schoolwide fundraising for community projects is also addressed in classroom curriculum.

**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.

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.

Not Applicable

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

Not Applicable

## 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.**

Skills Tests

Written Tests

Presidential Challenge

Lesson Plans

PE & PL/CS Assessments

Guidance Lessons

Star testing

School Safety Survey

MobyMax

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

Assessments are provided within Lesson Plans, Presidential Fitness testing, guidance lessons and PE & PL/CS instruction.

## 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.**

Presidential Challenge

Rubrics

Powerpoints

A&H Newsletters

PD Plans

PD360

on demand writing

Parent Portal

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

Teachers use rubrics to assess student performance as needed and provide consistent and timely feedback

## 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.**

Master Schedule

District-wide PL/CS professional development

Program Review Committee Meetings & Audit

PD 360

PD Plans

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

Teachers have access to PLCS professional development opportunities through PD 360. Time is allocated in the master schedule and the district schedule for teachers to collaborate and exchange ideas about the PL/CS curriculum. PLCS curriculum and time for development is linked to the school's comprehensive improvement plan.

### 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.

Attend all PD's.

District Teacher Workdays

Professional Development Plan

Data Analysis

## KDE Program Review Report for Schools

Central Elementary School

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Program Review Committee Meetings

Membership in Professional organizations (KLA, NASPE, KMEA)

PD 360

Rotary Club

KY Opry - evacuation drill

Team Ultra/Health Dept

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

PLC's give all PL/CS teachers access to collaboration and professional development

## 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: 2.33

	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 enlists program area teacher leaders to collaborate, evaluate and reflect on the impact of the PLCS instructional practices on overall student achievement in the school.	Proficient

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

# KDE Program Review Report for Schools

Central Elementary School

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

	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.**

Powerpoints

SBDM

Master Schedule

Wellness Committee

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

SBDM approves master schedule that allows for equitable planning time and case loads for PL/CS teachers. Teachers are given an opportunity at the end of each year to make additions to the school budget. The wellness policy is in the SBDM and next year it will be included in the CSIP.

## 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.**

Parent e-mails about upcoming events and programs

Team Meetings

Program Review committee leaders

Presentations at Staff Meetings

Open House

Newsletters

Parent Email from Principal

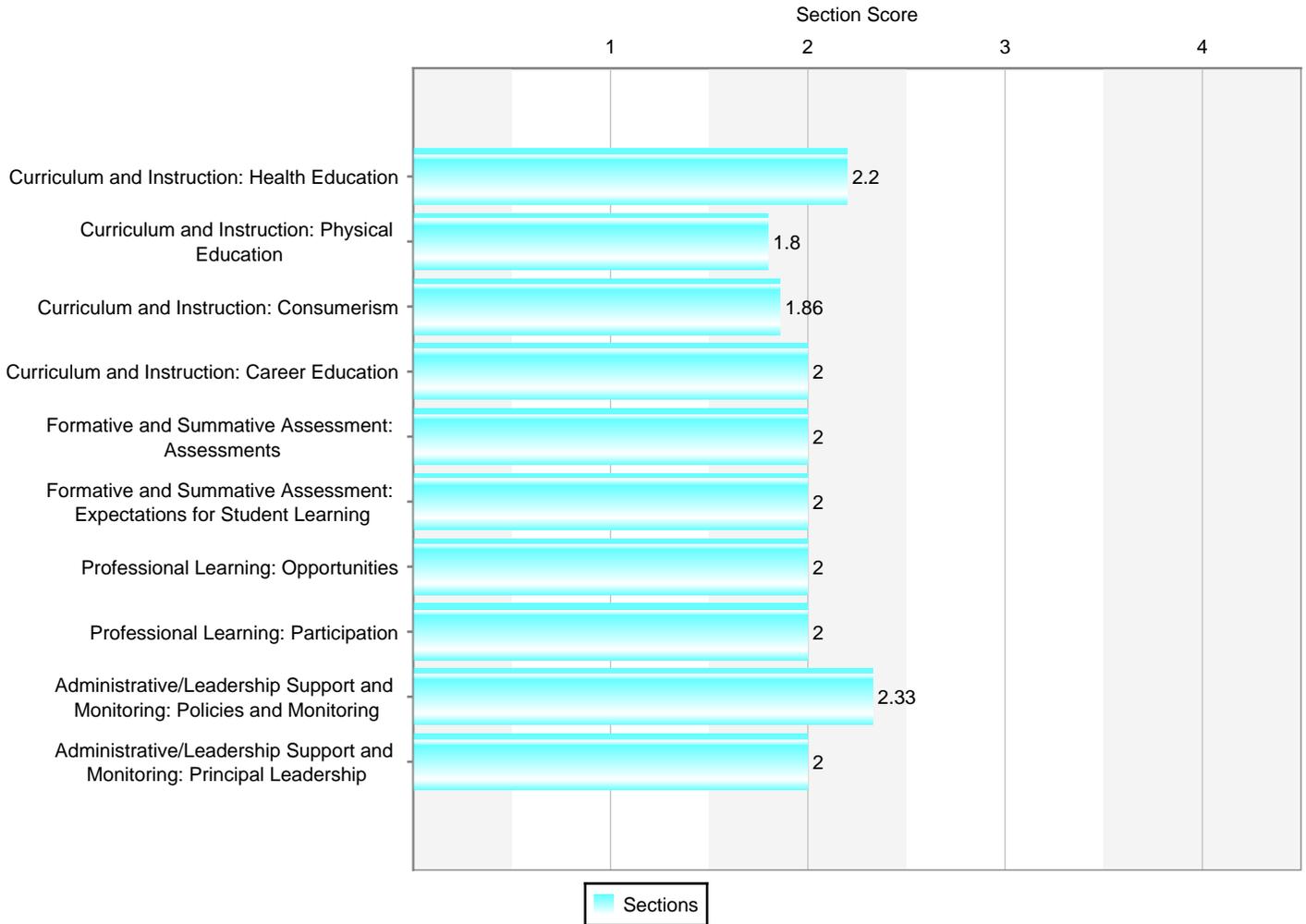
**The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator**

PL/CS has opportunities to collaborate with other instructional practices and the principal communicates with parents about PLCS program and initiates professional learning reading the PLCS program. The Principal create the school's professional development plan based on input from teachers' professional growth plans and approval by SBDM members.



## Report Summary

### Scores By Section



# **Program Review: Writing**

## **Introduction**

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

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

## Curriculum and Instruction: Student Access

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

Overall Rating: 2.67

	Statement or Question	Response	Rating
a)	To what extent do students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas?	Students 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 strategically plan for and use a variety of equipment/technological tools and materials designed to meet and enhance their individual needs.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students?	Students use differentiated strategies in self-directed learning demonstrating personalized learning of complex processes, concepts and principles of literacy.	Distinguished

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

School-wide writing plan

Lesson Plans

STAR test

Flexible grouping

Presentations

iPads

RTI interventions

On-demand scrimmages tests with student choice of prompts

Specials writing plan with writing pieces

Grade level writing folders

Differentiated instruction in writing

Centers

Student lead discussions

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

Our students are exposed and have access to a variety of writing instruction across content area in which all students are engaged in writing. There are also multiple opportunities for learning in literacy. Differentiated instruction and flexible grouping is used when teaching writing. Each grade level is responsible for the three types of writing as stated in the ELA common core standards. Writing is also used as a scaffolding tool in other content areas (science, social studies, practical living and arts and humanities) to reinforce content and promote high levels of learning.

## 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: 2.8

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

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

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

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

	Statement or Question	Response	Rating
e)	To what extent does the curriculum provide opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences?	Curriculum provides opportunities for students to actively use knowledge as it is being learned through applying the skills of critical thinking, problem solving and creativity to content knowledge and collaborating and communicating locally and/or globally.	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.

iPads

Open computer labs

Powerpoints

Common Core Standards

Lesson plans

Student research examples

Writing displays across grade levels

Open library for research and informational texts

Writing across all disciplines

Writing in all genres at each grade level (informational, narrative, opinion)

Writing to explain and/or persuade to real-life situation

Teaching a variety of modes of writing (letter form, email, article, etc.)

Students explore career/vocational threads to explore opportunities for career paths

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

The curriculum is aligned vertically and horizontally to the KCAS for Language Arts. The writing curriculum integrates the strands of literacy across content areas for students to research, organize, and communicate the information they learn. Technology is a tool to access, manage, integrate and create information. Communications portfolios demonstrates integration of writing and communication across contents over time and the curriculum provides access and opportunities for 21st century learning. Students are taught and expected to use a variety of modes and genres of writing at each grade level. School Writing Plan is aligned to Common Core Standards and establishes expectations at each grade level and in each content area. The Writing Plan is monitored to ensure implementation with fidelity. Students can clearly distinguish between the proficiency levels. Our library is accessible to all students throughout the entire school day through our open library schedule. Librarian collaborates with classroom teachers. iPads are accessible to students in the classroom. Students are given opportunity to explore different career options through writing.

## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.83

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

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

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

	Statement or Question	Response	Rating
d)	To what extent do students integrate what is learned when using technology with what they learn offline to develop understanding and communication?	Students demonstrate their media literacy by integrating what is learned when using technology with what they learn offline, making global connections, creating and collaborating.	Distinguished

	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 take part in sustained engagement and collaboration with teachers, peers, and outside experts to design literacy projects, ask questions and refine literacy products.	Distinguished

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

School Web Page

iPad presentations

Common Core speaking and listening in lesson plans

Students' journals

Student research examples

Systematic vertical and horizontal writing plan that includes all content areas including Practical Living and Arts and Humanities

Peer reviewing and peer editing

Teacher and student modeling

Graphic organizers

Student understanding of expectations of proficiency levels

Student writing rubrics for self-reflection and assessing

Writing portfolios by genres

Powerpoint presentation

Student presentation notes to support speaking and listening standards

Lucy Caulkings "Units of Study" kits in each grade level and used as a resource to support writing plan

Common Core "Writing to Text" books

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

Direct instruction, models, and demonstrations help students apply content knowledge. Various opportunities to practice and display communication skills. Utilizing technology to access information and create products to communicate with stakeholders. Students communicate through using appropriate audience, form and purpose. Real-life connections through various forms of writing at each grade level. Stakeholder access to student writing through our writing bulletin board and social media. Common Core Writing to Text books purchased for all teachers at each grade level to incorporate passage-based writing using all genres of writing. The tie between non-fiction and informational writing was strengthened through student-choice of text. Students responded to informational text in all grade levels. Access to our open library allowed for free choice on non-fiction material. Flexible learning groups are used to enhance learning. Systematic plan that is vertically and horizontally aligned to Common Core Standards. Plan included all content areas including Arts and Humanities and Practical Living. School-wide process for on-demand and paragraph writing.

## 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: 2.25

	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 create works of quality and substance that are used as models to inform others' work.	Distinguished

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

Rubrics

Peer review rubrics

Special group/individual projects

Lesson Plans

Student regularly and systematically peer review as well as self-assess

Students create research-based presentations in a variety of forms (speeches, ppt, performances and projects/demonstrations)

Systematic writing in all content areas including Arts and Humanities and Practical Living

Students have a clear understanding of expectations for proficiency

Peer modeling of proficient/distinguished writing

Student scoring of writing pieces/samples

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

Students craft communications distinctive to specific disciplines and purposes, respect cultural differences and build on ideas of others. Students work with peers and teachers to problem solve and develop products. Students created written responses to reflect upon and form opinions about the diverse cultures. Students refer to works of quality and substance as models to inform their work. Students are exposed to a variety of cultural and global perspectives through classroom instruction and guest speakers. Students respond through writing and presentations as a result to these diverse cultural experiences. Student have a clear understanding of expectations for proficiency through teacher and peer modeling. Students regularly peer review, score, discuss and self-assess in writing.

## 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: 3.0

	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 in a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas, and monitor the impact on student learning over time.	Distinguished

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

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

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

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

Writing samples

Teacher feedback samples

Formal peer review of writing products

Lesson plans

Student reflection/revisions

Peer Review rubrics

Pre-assessment of writing ability to measure growth in writing

Formative assessments

Student narratives, opinion pieces, information text for on-demand writings

Self-assessment

Students have clear understanding of proficiency through teacher and peer modeling and familiarity with writing rubrics

On-demand scrimmage testing with student choice followed up with peer review, self-assessment and teacher feedback

Formative and summative assessments in content areas include opportunity for student to respond in essay/narrative form

Writing portfolios

Lucy Caulkins "Units of Study" kit resources

Writing to Text books at each grade level

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

School writing plan is aligned to Common Core Standards. The writing plan is a systematic process that is horizontally and vertically aligned, and is applied to all content areas. There is a school-wide process for on-demand and paragraph writing that focuses on each grade level's standards. School-wide writing portfolios for accountability to the writing plan and writing standards. Evidence of each type of writing at each grade level and differentiation are documented in our writing portfolios. Students use peer feedback to improve and make changes to their writing. Peer reviews allow for self-growth, student-directed learning, and feedback. Formative and summative assessments include opportunities for students to respond to content in all modes (narrative, opinion and informational) for authentic learning experiences. Students have clear understanding of expectations for proficiency as learned through peer and teacher conferencing and familiarity with writing rubrics.

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 3.0

	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 use expectations for their work to guide the development of their personalized learning plan and receive/ provide feedback using standard specific language.	Distinguished

	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?	Students regularly set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback, and assessment evidence.	Distinguished

	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 ongoing self-assessment, using a variety of methods designed to support different learning styles, to monitor progress toward meeting writing and communication goals.	Distinguished

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

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

Rubrics

Lesson plans

Teacher scoring guides

Student scoring guides

Collaborative scoring guides created by teacher and students

Standards driven rubrics

Students have a clear understanding of proficiency through classroom discussions, peer review and modeling

Students set individual goals based on writing rubrics and teacher conferencing

Learning targets are posted as they apply to forms and genres of writing and the Common Core Writing Standards

Student examples of proficient/distinguished writing

Peer editing using rubrics

One on one conferences

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

Students have clear understanding of proficiency for writing and all writing and communications goals are standards-based. Teachers utilize learning targets for student understanding. Teachers utilize peer and teacher conferencing as it applies to writing. Peer editing/reviewing is used regularly. Students are expected to reflect and revise writing to reach proficiency. Rubrics are standards-based and are developed with student input. Teacher and peer modeling is used to improve writing skills. Goal setting for writing is used to motivate and show continuous progress.

## Professional Learning: Opportunity

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

Overall Rating: 3.0

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

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

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

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

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

PD logs and agendas

CSIP

Master Schedule

District PLC's

School Writing Plan

Purchase of Lucy Caulkins Units of Study

Western KY Co-OP opportunities

Host to outside districts to share writing plan and strategies for teaching ELA and writing standards

Collaboration between elementary and middle school through writing PD

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

Writing Plan created by a committee representative of faculty and based upon data and needs assessment. Writing is part of our CSIP. Fifty minutes of common planning time each day allows for planning and collaborative development of writing implementation. Grade levels share writing pieces driven by their grade level standards. Classroom teachers collaborate with special area teachers to incorporate all content areas, including Arts and Humanities and PL/VS to fulfill the requirements of writing across all content areas. Writing committee meets to assess our writing needs and evaluate the implementation of our school-wide writing plan. This allows for revisions to writing plan in order to strengthen our writing plan. Writing bulletin board fosters the accountability of our writing program.

### Professional Learning: Participation

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

Overall Rating: 2.25

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

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

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

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers 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.**

Data Analysis

PLC's

Writing Committee

Grade level planning

PD logs

Teach the teacher models for PD

Progression of writing standards is evident in writing portfolios and writing bulletin board

school-wide system for written response to text

Training provided by Western KY Co-Op

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

Writing plan includes expectations for extended response and short answer which provides a school-wide structure for responding to content specific information. Writing committee reviews and ensures writing is done across all grade levels and includes all modes of writing specific to the writing standards. Administration reviews writing pieces to ensure writing standards are taught with frequency and fidelity. Collaboration with external partners has ensured PBL project writings on a variety of topics.

## 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: 2.5

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

	Statement or Question	Response	Rating
b)	To what extent does the school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing?	School council/leadership and teachers 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 assignment of staff are made based on needs of students, teacher certification and other data (e.g., ILP) and teacher professional development experience (e.g., participation in National Writing Project ).	Distinguished

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

Writing Policy

Standards Based Writing Kits

School-wide writing program

Vertical and school wide planning meetings

SBDM agendas include progress of writing and writing plan

Writing committee has representation from each grade level

Grade level schedule includes literacy block inclusive of writing standards

Writing Bulletin board monitored by administration

Writing portfolios for each grade level

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

SBDM adopted school-wide Writing Policy created by writing committee which includes representation from each grade level. Special area teachers have accountability to the writing plan. Progress toward writing and implementation of writing plan is reported to SBDM as seen through agendas. Grade level schedules reflect literacy block to include writing. Evidence of writing growth can be seen monthly through our school writing bulletin board. Writing portfolios are kept at each grade level and show evidence of the 3 modes of writing being taught at each grade level.

## 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: 3.0

	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 and staff collaboratively evaluate and reflect on the impact of the writing instructional practices on overall student achievement.	Distinguished

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

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate with parents and the community about the writing program?	A variety of sources, including technology and media resources, are regularly used to communicate current information about writing programs with parents and community.	Distinguished

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

Writing Committee

School Website

Facebook school page

School Marquee

SBDM meeting agendas

Master Schedule

Principal a member of writing committee

Writing Program Review and Common Core Writing standards used to drive our writing instruction

Principal provides release time for writing committee to meet, review, and collaborate

Principal solicits input on budget

Principal responsible for collection of writing bulletin board

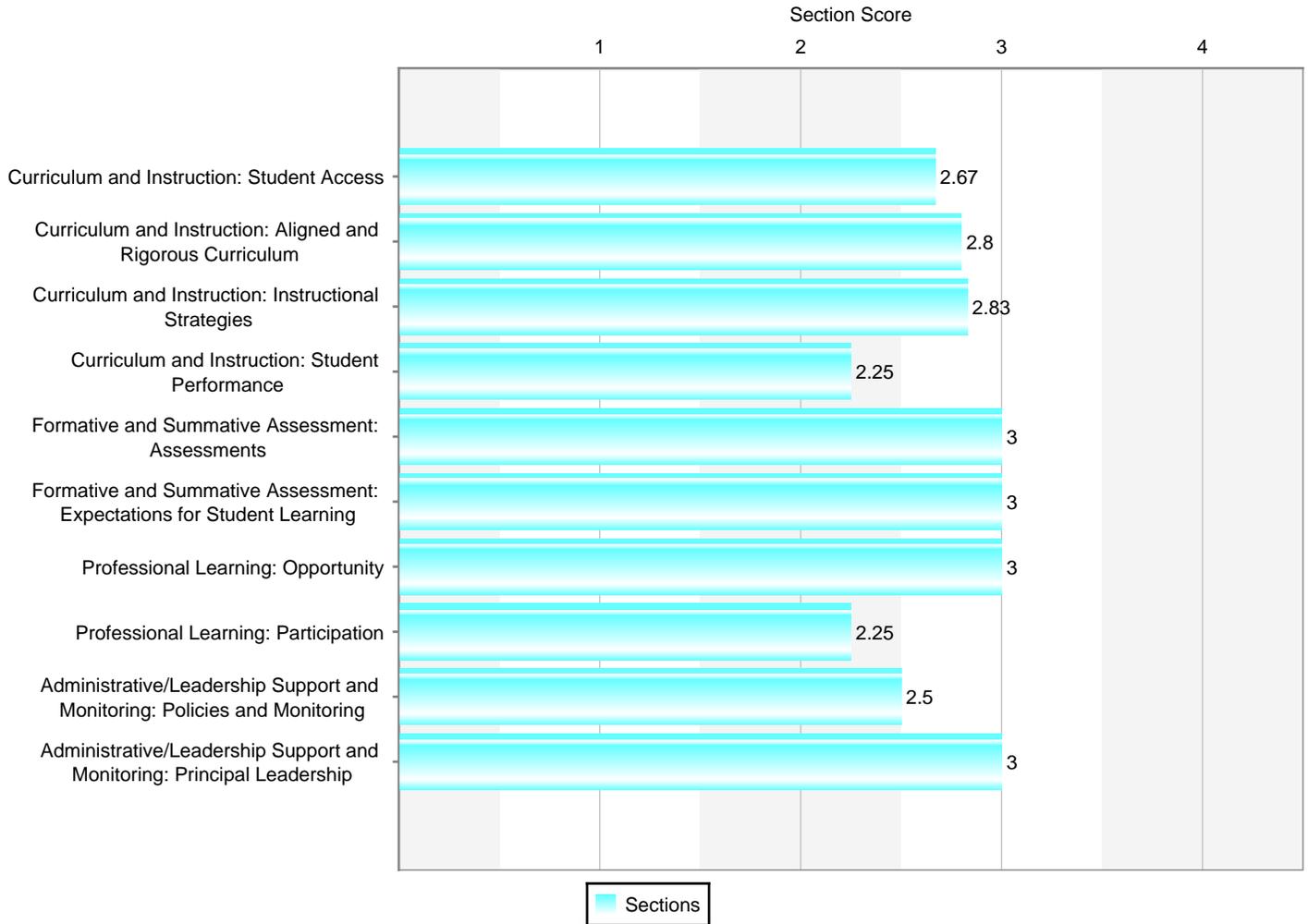
Family Resource Center monthly newsletter

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

Guidelines for writing are met and supported through appropriate budget for trainings, resources, scheduling and staffing. School-wide writings are discussed at SBDM meetings, school marquee and other forms of communication. Release time provided for writing committee to meet and review progress of writing plan. Vertical collaboration time is provided to ensure writing plan and standards are taught with frequency and fidelity across all grade levels and special areas as facilitated by principal. Writing portfolios are collected to show evidence of writing throughout all grade levels and all modes of writing. Principal guides special area teachers to insure content areas of Arts and Humanities & PL/VS are included in writing plan.

## Report Summary

### Scores By Section



## Program Review: Next Step Diagnostic

## **Introduction**

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

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

## **In-Depth Review**

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

**Response:**

- Arts and Humanities
- Practical Living/Career Studies
- Writing
- K-3

## Arts and Humanities Program Review

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

The areas of strength are student products and performances in the visual and musical arts. There are numerous contests, shows, and enrichment activities that allow students to display their talents in these 2 areas.

**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.**

Incorporating more dance and drama into the curriculum, along with scheduling outside artists in visual, drama, and dance to provide exemplary models

SMART goals

student generated rubrics

documented feedback

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

Scheduling local guests artists. Increase more PD opportunities by creating Arts and Humanities PD plan.

Continue to integrated Arts into the classroom curriculum. Adding a vocabulary element for the building. Showcasing student work throughout the building. Meet with A&H committee regarding implementation of SMART goals, student generated rubrics and methods to document feedback.

## 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 physical education program includes the Presidential Challenge, Jump Rope for Heart, and numerous other inventive and challenging programs such as Team Ultra after school. These programs continue through the years.

**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.**

Health Committee having a more active role in the building and incorporating more health education within the curriculum. Include more consumerism in math classes along with having a Career Day for all students to attend. Career guest speakers throughout the year for all students. Share cross curricular evidence form with core teachers.

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

Implement an enhanced health education program that ensures exposure to all health education content areas. Identify state and national career standards and develop a process to implement along with a Career Day that all students have access to attending. 4th grade implements Health and Consumerism with guest speakers and 5th grade will continue attending WKCTC field trip.

## 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?**

A school-wide writing plan is in place that is standards driven and includes expectations for each grade level, including special area teachers. Writing folders insure differentiated instruction in writing in all grade levels and abilities. All grade levels are taught the three modes of writing (narrative, opinion and informational) in all grade levels along with a school-wide system for short answer and extended response. Writing bulletin board displays distinguished writing and provides a visual progression of the writing standards from one grade level to the next. Monthly these students are recognized to the student body as STAR Writers. Grade level are required to tie each piece to a mode of writing and writing standards as evident in the writing descriptions and monitored by principal. STAR writers and are recognized in the building as well as on social media.

**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.**

More authentic global connections need to be made by the students. More teachers need to be members of professional organizations to stay abreast to current writing strategies and professional development. Continue to add more student-choice in writing prompts, assignments, types of writing and products. Authentic global learning integrated to the classroom curriculum.

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

Professional development plan for next school year in writing. A writing committee has been established with representation from each grade level. The writing plan is aligned with the common core standards for writing across all content areas and all grade levels. Writing committee will continue to meet to insure writing plan is implemented with fidelity and writing standards are taught at each grade level. We need to allow students more choice for authentic writing experiences in a variety of genres. Writing bulletin board will remain as a means to share writing with stakeholders and ensure all grade levels are accountable to the writing plan. Writing portfolios at each grade that are specific to the three modes of writing will be reviewed by writing committee to ensure writing plan is being implemented with fidelity. Teachers will join professional writing organizations and seek opportunities for continuous progress in writing

## **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?**

The master schedule allows for common planning and collaboration for all areas. Our Response to Intervention is data driven and there are monthly meetings to discuss each student's progress who is in the program. The implementation of the Open Library has dramatically increased the volume of students participating in the Accelerated Reader program along with an increase in reading literacy. Our schoolwide system of communication to parents provides detailed standards based reporting throughout the school year. Schoolwide implementation of PBL projects provide opportunities for application level assignments which are derived from standards.

**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.**

Involve students more in defining and writing learning targets. Encourage more individual/group goal setting.

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

Increase awareness of the significance of goal setting and writing learning targets.

## **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?**

Not applicable

**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.**

Not applicable

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

Not applicable

## Report Summary

### Scores By Section

Section Score

1

2

3

4

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# Program Review: Global Competency/World Language

## **Introduction**

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

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

**Curriculum and Instruction: Student Access**

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

Overall Rating: 0.0

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

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

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

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

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.



## Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 0.0

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

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

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

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

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.

## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 0.25

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

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

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

	Statement or Question	Response	Rating
d)	To what extent are students engaged in age- and proficiency level- appropriate activities designed to learn and build Global Competency and World Languages skills?	Age- and proficiency level- appropriate activities are 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.**

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.



## Curriculum and Instruction: Student Performance

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

Overall Rating: 0.0

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

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

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

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

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.



## Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 0.0

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

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

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 0.0

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

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

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

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.

## Formative and Summative Assessment: Assessment Of/For Learning

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

Overall Rating: 0.0

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

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

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

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

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.

### 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: 1.75

	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 provides limited access to job embedded professional learning opportunities to only a few teachers.	Needs Improvement

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

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

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.



### Professional Learning: Participation

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

Overall Rating: 1.0

	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 participate in content-specific professional learning opportunities based on analysis of school and student data; but there is no evidence of implementation or a change in practice as a result of the professional learning.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities but do not actively participate to address issues related to instructional practices, data analysis and improving student achievement.	Needs Improvement

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

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have limited contact with external partners.	Needs Improvement

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

We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.

### School Leadership: Policies and Monitoring

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

Overall Rating: 0.0

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

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

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

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

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

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

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

# KDE Program Review Report for Schools

Central Elementary School

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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 have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.

### School Leadership: Principal Leadership

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

Overall Rating: 0.0

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

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

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

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

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

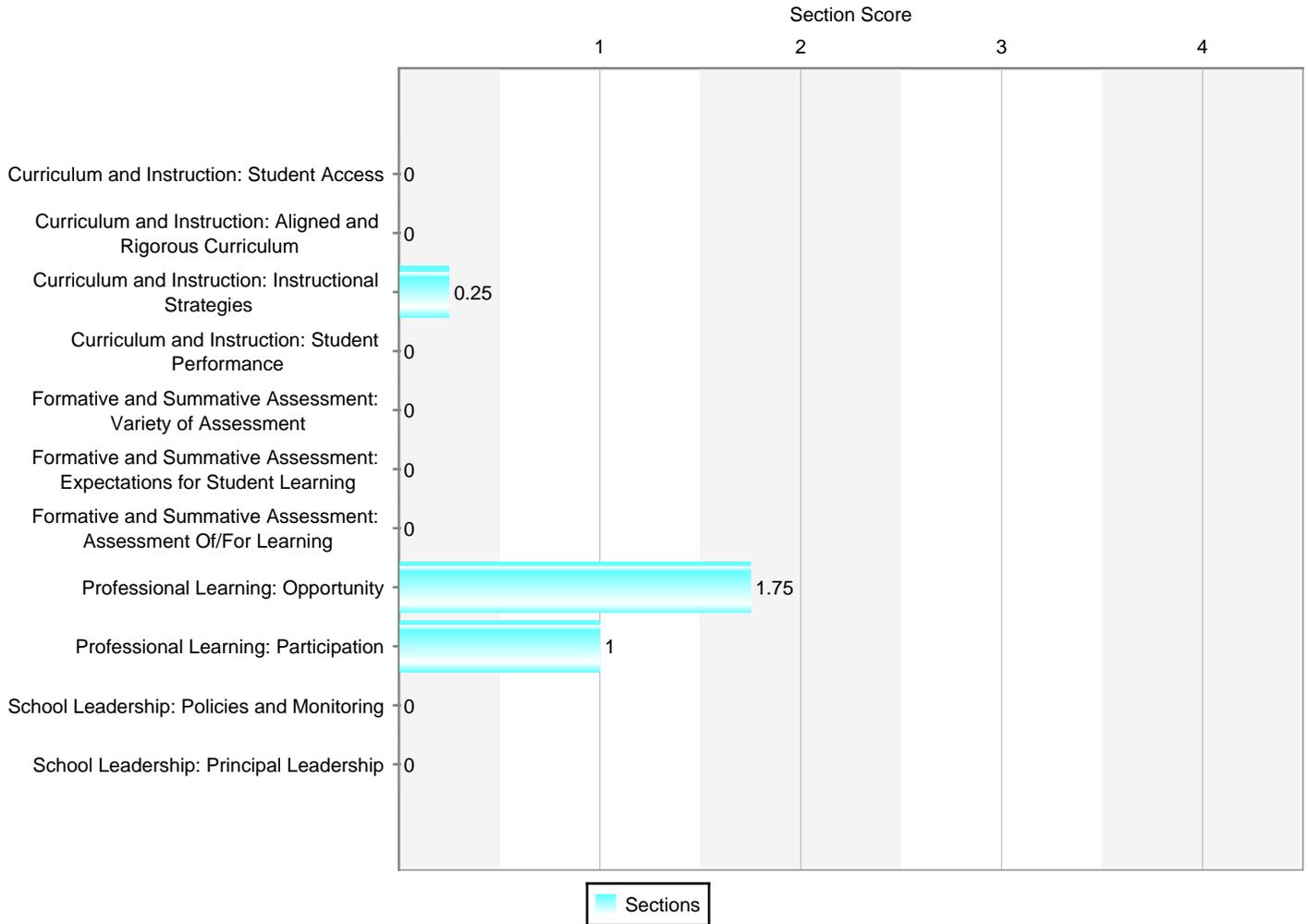
We have not implemented a structured world language curriculum at this time.

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

We have not implemented a structured world language curriculum at this time.

## Report Summary

### Scores By Section



# **Program Review: K-3**

## **Introduction**

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

### Curriculum and Instruction: Student Access

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

Overall Rating: 3.0

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

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

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

- PLC's
- Master Schedule
- Common Planning
- Parent volunteer
- Flex plans
- Student Feedback/Rubrics
- IEP equipment
- Engineering Fair
- CFSB
- iPads
- Promethean Board
- Purchase of math materials and manipulatives
- STAR and AR goal setting tools
- Standards-based grading allows opportunity for mastery
- Rubrics
- teacher conferencing
- partner with West KY Co-Op for training and support

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

Each grade has common planning to meet and discuss and design a plan for individualized needs. PLC's, RTI, and Growth meetings allow us to revise students goals to enhance growth. Goal setting tools are used as feedback for students to improve. Flexible grouping allows us to also meet individual needs of students. Collaboration with outside agencies such as CFSB and West KY Co-Op provide training and support for teachers. Standards-based grading allows for opportunity for mastery of standards.

## Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 3.0

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

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

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

Standards tracking

Standards binder

Flex groups/RTI

Schedules

Lesson Plans

Standards-based grading

Standards-based report cards are directly aligned to the Common Core Standards

Integration of 21st Century Skills

Project Based Learning (PBL)

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

Lesson plans show alignment to state and national standards with a focus on 21st century skills. Flex time and common planning time, along with aides schedules are built in to further address student learning. All students are tracked according to each standard. Standards-based grading and report cards ensure assessments are aligned to the standards. Students are given opportunity for mastery and report cards are aligned directly to the standards. Cross curricular development of standards is enhanced by the application of Project Based Learning.



## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.67

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

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

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

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

Project Based Learning

Lesson plans

Flex plans

Goal setting tools

Rubrics

Economic units

Projects in our specials area were planned to be culturally diverse

Cross Curricular writing activities

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

Lesson plans show evidence of highly effective, student-centered, research and project based strategies that promote 21st Century Skills. Master schedule allows for flexible grouping to enhance students various learning styles and needs. Students are able to track their training through daily learning targets and student tracking systems. Student goal-setting occurs in all grade levels.

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

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

Overall Rating: 3.0

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

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

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

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

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

# KDE Program Review Report for Schools

Central Elementary School

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

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

RTI monthly meeting  
PBIS school wide  
Social learning groups  
Individual behavior plan  
Graphed behavior data  
Collaboration with district behavior interventionist  
AIMS/STAR data  
Parent Survey  
Parent/Teacher conference  
Flex grouping  
Data charts  
Guideline tiers based on data  
Rtl parent progress reports  
Rtl progress monitoring graphs consistent school-wide and analyzed monthly  
Reading Recovery  
AmeriCorps

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

RTI letters and data tools are established to make decisions on individual student needs. MAP and AimsWeb are administered to determine student intervention services. RTI and progress monitoring data demonstrate tiered services provided to maximize student achievement based on research based strategies across all tiers to meet individual needs. RTI team members meet monthly to discuss academic and behavioral needs. The team reports progress and needs with RTI parent letters and quarterly progress reports are sent home to parents. Progress monitor data drives instruction and is completed on a routine schedule. Progress monitoring graphs are consistent school-wide and analyzed monthly. Rtl referral checklists are in place to ensure the Rtl process has been completely utilized before a special ed referral is made.

## Formative and Summative Assessment: Assessments

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

Overall Rating: 3.0

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

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

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

- Monthly meetings
- Data charts
- Assessments aligned to standards (binders)
- Common planning
- Universal screenings and progress monitoring (Aims and STAR)
- Progress monitoring graphs are consistent school-wide and analyzed monthly
- Rtl progress reports sent home regularly to parents
- Lesson Plans
- Individual Student Screeners (K-BIT, language)

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

Multiple types of assessments over each standard are embedded in day to day/week to week informal and formal assessment to monitor progress and drive discussion. These multiple assessments are demonstrators of student understanding of learning targets that reflect on instruction and to make adjustments for learning. Rtl progress monitoring occurs consistently and data is analyzed monthly using progress monitoring graphs



## 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: 3.0

	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 guidance with descriptive and clear models of the intended targets to be mastered to enable students to define the clear criteria for their success.	Distinguished

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

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

Standards-Based Report Cards

Standards assessment

2 Parent/Teacher conferences

Rtl progress notes sent to parents

Flexible grouping

Designated Rtl time

Rtl graphs used to show progress to parents during parent meetings/conferences

STAR and AR goal setting

Daily student agenda notes

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

Standards-Based Report Cards provide guidance for families and students with clearly defined rationale for each student's understanding of each standard. All assessments correspond with the standards. Two parent/teacher conferences were conducted this school year. Rtl progress notes sent home quarterly and Rtl progress graphs are used to show progress during parent conferences.



## Professional Learning: Opportunities

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

Overall Rating: 3.0

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

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

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

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

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

CSIP

SBDM minutes

Opportunities for Literacy Trainings through West KY Co-Op

PD Plan

Differentiated PD opportunities

District walk-throughs

Schoolwide book studies

PBL trainings

21st Century Skills trainings

Opportunities for personalized learning trainings

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

PD plan is linked to CSIP and appropriate for K-3 instruction. Professional Development choices are based on research, self-reflection, and student data opportunities for Literacy Training conducted by the West KY Co-OP. PD provided for PBL, 21st Century skills, and personalized learning trainings.

### 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: 3.0

	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?	Teachers consistently participate in on-going content-specific professional learning opportunities based on analysis of school and student data. Necessary adjustment to the professional learning result in increased teacher effectiveness and student learning.	Distinguished

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

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

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

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

Attendance at all monthly RTI meetings

District PLC team

Keep data charts

Analyze data

West KY Co-Op conducts literacy training as seen in our PD Plan

Guest speakers throughout the community in the arts and health/practical living were utilized

SBDM Meetings

PTO meetings

Enhanced grade level collaboration with community stakeholders through Project Based Learning

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

Teachers and administrators actively participate in learning communities using research based K-3 practices. Teachers collaborate with community members in economics, the arts and health/practical living and grade level PBL. West KY Co-Op provide opportunities for literacy training for all teachers.

## Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 3.0

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

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

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

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

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

SBDM policies & revisions

Website and Facebook page

RTI letters

Parent e-mail distribution list (schoolwide and individual classroom)

Student voice survey

Annual parent survey

STAR, Rtl, KREP data are analyzed at SBDM meetings on a regular basis as seen through SBDM agendas

Principal Survey

Schoolwide one call system (phone notification)

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

Principal and SBDM policies regarding expectations are established and maintained to promote best practice with numerous outlets of communication. Parent Survey and Principal Survey are utilized for decision-making and goal setting for school. STAR, Rtl, KREP data analyzed regularly at SBDM meetings as seen through SBDM agendas.

## Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 3.0

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

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

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

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

- PD log
- Standards-Based reporting
- PBIS rewards
- Committees
- Literacy Training Opportunities
- PGES
- District PLC leader
- Teacher leaders conduct PD

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

The principal makes staffing assignments and decisions based upon student needs and empowers others through committees. Teacher leaders facilitate PD for faculty. Monthly PBIS committee meetings where behavioral data is analyzed and school-wide behavioral system decisions are made by committee. Monthly meeting are held and attended by principal to determine student placement within flexible grouping.

## Report Summary

### Scores By Section

