



# **KDE Program Review Report for Schools**

**Marshall County High School**

**Marshall County**

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## **Introduction**

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

# **Program Review: Arts and Humanities**

## **Introduction**

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



**Curriculum and Instruction: Student Access**

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

Overall Rating: 3.0

|    | Statement or Question   | Response  | Rating        |
|----|---|---|---------------|
| a) | To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines? | The arts program offers individual students the opportunity to develop their own talents in the artistic processes of creating, performing and responding to the arts with the support of teachers, beyond the regular classroom. | Distinguished |

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| b) | To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Academic Standards? | Arts teachers collaborate (K-12) to ensure that curriculum is vertically aligned for discipline-based instructional program in each arts discipline. •Elementary: All students have an average of 150 minutes per week of regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KAS. •Middle School: All students have regularly- scheduled discipline-based, arts courses in each of the four art forms yearly which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. •High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized and scaffolded arts course in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement. | Distinguished |

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

A. SBDM Curriculum Policy: Meeting Agendas and Minutes

Documentation of participation in State and/or National Sanctioned Events: KMEA, KYAEA, KTA, KYACDA, KAHPERD, VSA KY, etc. and other regional, district, and local arts events.

Curriculum committee agendas, meeting schedules, minutes, etc.

Guest artists such as Tandy Leathers and Tim Bertram in Visual Arts, 4 Dance Choreographers in Dance/Movement, Steve DeMoss/LJ

Grandstaff - guitar class guests artists

Art Appreciation teachers meet to discuss rotation schedules, grading policies, etc.

Dance class creates group dances using specific dance forms

Memphis College of Art guest speaker in Visual Arts class

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In visual arts class, students are given a genre and skillset and then they develop their own artwork. Part of this process is reviewing and explaining the project.

AP Art students do thematic portfolios of 12 pieces of original artwork.

B. PD opportunities to align curriculum with middle and elementary schools

Professional resource materials

High School and Middle School band directors meet for curriculum alignment

Documentation of participation in State and/or National Sanctioned Events: KMEA, KYAEA, KTA, KYACDA, KAHPERD, VSA KY, etc. and other regional, district, and local arts events.

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

A. We scored ourselves Distinguished because our students have the opportunity to take elective courses in the Fine Arts field. All students are required to participate in an Arts Appreciation class as a graduation requirement.

B. We scored ourselves Distinguished because our teachers emerge themselves in professional development that in turn provides opportunities for our students. The students that participate in Arts-related classes fulfill their Arts requirement for graduation.

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

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

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

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

A. Arts courses including history and appreciation of visual and performing arts for minimum graduation requirements field trips, etc.

Arts teachers collaborate in PD meetings and TWDs (Teacher Work Days) to make sure that all national standards and state guidelines are

being met.

B.and D. In addition to other areas of arts, Dance and Movement class is open to any student - 2nd year to offer.

Specialization of one or more art forms as indicated in student ILPs.

C. Many of the Fine Arts teachers also teach in other areas, such as English and Social Studies. This provides for a natural integration with literature and history class content. An example of this is 9th grade English classes. When studying Romeo and Juliet, students write an art analysis of how a Renaissance painting shows the views and opinions seen in the play. History is a primary component of arts appreciation rotation classes and its concern to the arts of the time period. A PD was held on August 5, 2014 by the Arts/Humanities teachers to share their curriculum need with other content areas. There was a followup meeting in January, 2015. A new Arts Curriculum Pathway was added 2014-2015.

D. Posters and Powerpoints are used in Arts classes to show connections. Other content classes focus on the culture of particular time periods, thus including works of art, dance, music, and drama. The Arts Appreciation class teaches by genre by time periods, connecting cultural traditions and historical periods. The Dance and Movement class uses the video series, "Dance Through the Ages" to show dance changes throughout time. Drama classes show professional videos such as DOUBT to learn characterization, and LES MISERABLES to teach how to use songs to develop plots, etc. Band and choir classes listen to professional musicians via a computer/digital format, lesson plans across the curriculum shown on our share drive.

E. In choir, videos of professional vocalists are viewed. Much of the choir's repertoire is written by classic composers such as Mozart, Bach, Brahms, etc.

Digital, audio, photographic, and video evidence of student performances and exhibits, etc.

Because many of the arts are performance based, daily rehearsals act as formative assessments, with students getting correction and ideas on how to improve. The Visual Arts projects are based on the National Core but the projects change to meet student need. They also see master art and are presented with a rubric of skill sets that they then try to master. Our music classes listen to professional recordings of pieces they are to perform, critique the recording, and then attempt to meet the standard of the professionals. After competition in KMEA marching band competitions, our Movement class listens to audio tapes and reads score sheets. Class is then adjusted based on this criteria.

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

A. We scored ourselves Distinguished because our Fine Arts teachers meet on a regular basis to discuss the Arts Appreciation course. They also develop ways to have the students create, perform, and respond to the Arts.

B. We scored ourselves Proficient because we are continuously adding courses that try to fulfill individual requirements for students to take a broad range of Art classes.

C. We scored ourselves Distinguished because our non Arts teachers have access to Arts artifacts and vice-versa to include Arts within core classes.

D. We scored ourselves Proficient because we give the students access to Art works via technology such as the computer and internet.

E. We scored ourselves Proficient because the Arts courses continuously evaluate performances via recordings and visual media.

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

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

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

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| d) | To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day? | The arts curriculum is enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day. | Proficient |

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

A. Lesson plans and Audio/Video recordings of student performances show instruction for peer review.

Examples of creating, performing, and responding can be found on our Share Drive and our school website.

B. We provide videos, websites, powerpoints, etc. of artistic examples for our students. We have them critique work of their classmates and offer suggestions for improvements (i.e. theatre scene rubric - peer review)

Visual arts teachers use the internet for students to view famous works of art. Drama shows professional productions, and Choir views professional vocalists as well as performs music written by classic composers.

C. Our Visual Art students have their work displayed throughout the school and in other schools in our district. They are also encouraged to participate in contests throughout the year. Examples are Yeiser and Murray State University, 4 Rivers, and various online contests. Our Visual Art students are taught theory through historical references. All projects learned are based on something historical. Students are

shown the skill set and their projects are based on that skillset. Our vocal and instrumental programs participate in Solo/Ensemble, All-District and All-State. All music programs participate in KMEA Performance Assessments in the spring of each year where students are assessed using rubrics. Our band also competes in 5-7 marching competitions per year. All music students are assessed with rubrics when checking parts and sight reading. They also assess their own performances through recordings. Our dance students are assessed on an end-of-course dance.

D. Choir is having a guest artist do a master class with the choir. Band brings in MSU professors. Dance Movement class has 4 guest artists/choreographers on a regular basis, and our Visual Arts class uses Tandy Leather, Tim Bertram, and Memphis School of Art. Visual Art - Zen Tangled presentation by Stephanie Buchanan. Paducah School of Art - 3D Printer Demonstration and discussion of arts colleges. Drama - Shakespeare festival at Murray State. Jazzband - Southern Illinois University Jazz festival. choir - visits by Murray State University musicians.

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

- A. We scored ourselves Distinguished because we systematically incorporate creating, performing, and responding to the arts.
- B. We scored ourselves Distinguished because teachers provide models of exemplary artistic performances and products.
- C. We scored ourselves Distinguished because teachers ensure students create artworks by applying artistic theory, skills, and technology.
- D. We scored ourselves Proficient because we have limited collaboration with guest artists.

## 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: 2.33

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

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| b) | To what extent do students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance? | Students 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}? | School arts programs and individual students routinely participate in grade level appropriate juried events, exhibitions, contests, performances. Performance assessment events are used as tools for reflection and review, and used adjust and improve the school instructional program. | Distinguished |

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be

**common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

A and B. Band and choir concerts, school plays, art displays

Choir has Fall, Christmas, and Spring concerts, participate in KMEA sanctioned events.

Drama's spring play was You Can't Take it With You. They alternate years of a drama with a musical.

Band has fall and spring concerts and provisional jazz solos.

MCCHS gives students 2 opportunities per year to perform at our Talent Show. Dance, Drama, Video making, Classical, Jazz, Rock, and Vocal music are all included. Jazz band - improvisation

Students regularly critique their own work and the work of their classmates (written and oral), and they respond to professional examples of work in all arts areas. This is done often through video or audio performances.

Visual Art shows pictures of master artwork, explores the artist's technique and then recreate the technique. In the visual arts rotation of Arts Appreciation, students do 2 projects per semester. Examples are Pointillism, Cubism, and Water Color

Drama II and III also have a showcase of original works performed for the public. Drama classes are constantly creating and performing and then being critiqued by teacher and classmates. Examples are when they create Greek Tragedies, Avant Garde Fairy Tales, and Musicals.

B. Drama - students work in groups to create pieces independently. Acting I and II students create a showcase of original work in May.

Choir - students complete competition projects performed for the public.

C. Rubrics are often used to critique work. These are documented in teacher lesson plans. AP Art students must develop a portfolio of 12 original art pieces that they must critique and explain to their peers, showing how the standards have been met, etc. Drama - students analyze and evaluate their own and other students' work. They also use problem solving and creative skills when they work in groups to create pieces. Visual Art - students critique their own work and each others' work. AP students present project ideas to the class and get feedback.

D. After performance assessments, the choir does an informal assessment through class discussion. They also critique other choirs at Performance Assessments by filling out an observation packet and listening guide. The dance students respond to videos with a viewing guide. Band listens to and critiques their performances. Visual Art - students create artwork based on viewings of an internet workshop led by a leading artist. Drama - students watch live productions and write critiques. Choir - students watch professional choral performances on DVD and internet and discuss and write reflections.

E. Using teacher and peer critiques, students become more self-sufficient in creating their product/performance. Students submit art to contests such as Yeiser, MSU, Women's VFW, Paducah Arts Commission Photography Contest, etc. Our speech team participates in dramatic interpretation, humorous interpretation, duo improvisation, and oratory. A few drama and visual art students initiate projects. Choir - students do a Project Based Learning assignment in the Spring where students will arrange and conduct the Spring social.

F. Band and choir have competitions, Performance Assessments, All-District, All-State, Solo/Ensemble, and Governor's School for the Arts. Choir had 3 students participate in the KMEA All-State Choir in February. Band had 9 students participate in the 1st District All District Band in January, and had 23 students participate in the 1st District Solo and Ensemble festival in January. Choir also had 2 students participate in the ACDA National Honor choir in February. Visual Art students are encouraged to enter online and local contests - Yeiser, Murray State, 4 Rivers, etc. 2 students' work was chosen for the juried Yeiser competition. This year the art students entered the Vans Custom Culture contest for a chance to win money for our arts program. They also entered the Save The Frogs art contest.

Our speech team participates in juried events 7-8 times per year, including state-level competition. Ballots are used to inform the score and educate students and coaches in areas for improvement.

Choir sings on the court square at various times of the year and also have 1st district, all-district, and state performances.

Band has a full marching season and 1st district, all-district, and state performances. Scores from previous years, as well as feedback, are used to improve performances. Visual Art - Art Exhibition Creativity Connects the World by Crayola and Benton Women's club student art



contest.

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

- A. We scored ourselves Distinguished because students are actively engaged in creating, performing, and responding to the arts. They are encouraged to showcase their talents and skills.
- B. We scored ourselves Proficient because students identify a purpose and generate original artwork or performances that are expressive with teacher guidance. Many students are involved in more than one area of the arts.
- C. We scored ourselves Proficient because students use creative, evaluative, analytical, and problem solving skills in reflecting on artistic performances and products.
- D. We scored ourselves Proficient because students use written and verbal communications to objectively reflect on performances.
- E. We scored ourselves Proficient because students demonstrate the ability to become self-sufficient in creating or performing.
- F. We scored ourselves Distinguished because our students participate in juried events, exhibitions, contests, and performances.

## 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: 2.5

|    | 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 KAS and inform instruction in the classroom leading to student improvement. | Distinguished |

|    | 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.**

A. Nationally normed, professionally prepared, state or teacher prepared end of course exams, portfolio reviews, solo or group performances, critiques, etc. Formally adjudicated performance events and art exhibits, evaluation sheets, audio/video.

B. Band and Choir use audio and video recordings from one competition/performance to the next to assess what improvements need to be made. One part in choir (soprano, alto, bass, tenor) will perform and be critiqued by the other sections. This also applies to Band (clarinets, trumpets, flutes, trombones, etc.) Speech students listen to performances and do written critique. Performers then adjust their performance accordingly. Students are asked to reflect after each performance. This includes personal and group reflection. In our visual arts classes, students are asked to write an artist's statement with the presentation of the art. They also do a group critique at the end of each project. AP students are looking for specific criteria. Regular art students used the drawing of a raindrop as a formative assessment using peer review and critique. Dance students developed their own rubrics when critiquing a dance. Dance/Movement students also have peer leaders which rotate constantly. These peers critique the development of skills. Students in Arts Appreciation class develop an art piece based on a Renaissance/Baroque painting, then evaluate each other's interpretations through a question/answer interview.

Visual Art - after student critiques, students have opportunity to alter their artwork. Band - students listen to own performances and write reflections

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

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A. We scored ourselves Distinguished because teachers have knowledge and expertise in their art forms (still actively engaged in the art forms outside of school), so assessments hold high standards. The results in outside competitions demonstrate success in the assessment process.

B. We scored ourselves Proficient because students use peer review in all areas of the arts. Some of these reviews are oral and some are written. These reviews help students improve their performance/project.

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.67

|    | Statement or Question   | Response  | Rating        |
|----|---|---|---------------|
| a) | To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units? | 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 share clearly defined rubrics or scoring guides with students before creating, performing/presenting/producing, responding or connecting assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide. | Proficient |

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

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

A. Lesson plans showing samples of inclusion of exemplary models, documentation of guest artists and performances, and field trips, collection of videos and DVDs in library

B. Although we have improved in this area, we need to continue to work on student-generated rubrics, with students having more input into the development of the rubric. Teachers provide rubrics, students have input into the rubrics. Students have opportunities to provide input for performance rubrics. Visual Art - AP students self assess their AP portfolio in conference with the teacher.

C. AP Art students set SMART goals with their portfolios. All other Arts students (including Arts Appreciation) at MCHS with the input of their teachers set individual SMART goals at the beginning of the school year. In Arts Appreciation, pretests were given to be compared to scores on final test. Student goals were based on performance on pretests. They talked about Literacy Strategies mixed with 21st Century Skills that would work in a variety of situations. The teachers kept these goals and refer to them. Some posted the goals in the classrooms. All teachers were trained in setting student SMART goals at PD.

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

A. We scored ourselves Distinguished because by exposing our students to exemplary examples of art challenges them, raises their awareness, and improves the level of work they achieve,.

B. We scored ourselves Proficient because we are continuing to work on student input into the teacher-provided rubrics. Where much of the assessment has been oral assessment in the past, teachers are working constantly with providing students with written student feedback.

C. We scored ourselves Distinguished because teachers help students write individual SMART goals each year through the use of pre-post tests.

## 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: 3.0

|    | Statement or Question   | Response  | Rating        |
|----|---|---|---------------|
| a) | To what extent do teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources on their performances/products so students may strengthen their future performance/products? | Students are very clear on their progress and capabilities in the arts, and are carefully guided by documented individual plans based on feedback (from staff, professional, peers, etc.) as to next steps in their progress. | Distinguished |

|    | 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 purposely use the language of the arts in critiquing and evaluating performances. They further make recommendation on how those products or performances can be more effective as is grade level and age appropriate. | 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.**

A. Band, choir, speech participants receive written feedback from adjudicators. They get ballot sheets in speech, audio tapes and scoresheets in band, Band and choir receive specific feedback or rubrics from adjudicators. Band uses a computer program called Smart Music. Students play into the computer and the program gives them a critique of the tone, playing ability, notes missed, etc. Students in both band and choir use playing test or part check rubrics. Art shows usually do not (acceptance to shows indicates positive feedback.) However, teachers and students do provide feedback. Drama students get constant feedback both from the teacher and their peers every time they create and perform. Dance/Movement students get feedback from teacher and peers.

B. Students have a working vocabulary in their art forms that they use in discussion and critique. This is documented in teacher lessonplans.

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

A. We scored ourselves Distinguished because art by nature is performance based, so our students have constant verbal feedback on performance/products. This feedback may be from the teacher, from peers, or from judges.

B. We scored ourselves Distinguished because students are able to have knowledgeable and informed discussions and evaluations of the art forms.



## Professional Learning: Opportunity

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

Overall Rating: 2.5

|    | 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 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 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 provide opportunities and allocate time for teachers to collaborate and exchange ideas? | The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities. | Distinguished |

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

A. Teachers complete self-reflection at start of year - they meet with supervisor and develop PGPs based on self-reflection. Teachers are periodically observed and meet with supervisor to monitor progress. The teachers' PGP shows desire to grow in their areas. The PD Action plan is in our CSIP and is monitored and updated regularly.

B. Administrators allow teachers to attend professional learning opportunities, often with some financial assistance. administrators ask teachers to justify the need to attend the opportunities (explain how they are evidence/research-based practices.)



C. Administrators ask for feedback about PD and try to plan PD that will best help teachers. Emails about PD opportunities are shared with teachers.

D. Some natural collaboration takes place because some of our Arts teachers also teach English or Social Studies. A professional development plan was implemented in 2014-2015 so that our Arts teachers could collaborate with other content areas. August 5, 2014 and January 5, 2015 days were devoted to this cause. Some instructors have common planning, and humanities PLC groups are given time to meet on teacher work days. A majority of faculty meetings involve time for arts/humanities teachers to meet with core teachers one to one. This is often done in monthly faculty meetings by planning blocks.

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

A. We scored ourselves Proficient because teachers in the Arts Department have the desire to grow within individualized art forms.

B. We scored ourselves Proficient because information is sent to the Arts Department from the principal and the curriculum coach that encourage job-embedded professional learning.

C. We scored ourselves Distinguished because all teachers at MCHS have had in-depth instruction through Silver and Strong's Thoughtful Education curriculum. Teachers are encouraged to use research-based strategies.

D. We scored ourselves Distinguished because time is provided for Humanities teachers to collaborate with both each other and with other content areas through program developed PD sessions in August and January provides opportunity for collaboration and the exchange of ideas.

## Professional Learning: Participation

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

Overall Rating: 2.25

|    | 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? | Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction. | Proficient |

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

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

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

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

A. Teachers have some opportunities for content-specific professional learning but there are limitations to this in western Kentucky TWD (Teacher Work Days) meetings, Program Review discussions, drama teacher attended a 2-week PALA workshop.

Arts teacher attended an online art conference during the summer. Program Review scores/data and classroom assessment data are used for PD purposes. KMEA conference. Music teachers attend summer, fall, and spring conferences. Teachers also participate in online workshops for PD when student need warrants something we cannot get in any other way.

B. Fine Arts teachers are in a PLC which meets on Teacher Work Days, after school, and during planning.

C. Speech coach is in National Forensic League, is a qualified speech judge, and coaches our academic team.

Our band directors are very involved in KMEA, is certified as a KMEA judge, serving as 1st District jazz chairperson and concert band coordinator. Our choir teacher serves as performance assessment manager for 1st district KMEA and is president elect. He serves as vocal

director for Youth On Stage for the Marshall County Arts Commission and is music minister at his church. Our drama teacher is past president of Playhouse in the Park in Murray, KY. Our teachers belong to KAEA, KEA, NAEA, KMEA, ACDA, and KTA. Many of our teachers were chosen to serve in the PGES Peer Observation Group. They also receive constant information from the state through LisServes. Teachers lead PD for school district and first district KMEA.

D. We collaborate with the community, Marshall County Arts Council, through art shows and designing sets for the local council. We are asked to perform in the community for various holidays/events, etc. Community art shows, Public performances, Individual Professional Growth Plans

One of our visual art teachers has led 2 PDs on Using Photoshop with Videos in the Classroom.

The entire faculty has been involved in Arts PD for the past 2 years..

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

A. We scored ourselves Distinguished because our Fine Arts teachers attend PDs both locally and on the state level.

B. We scored ourselves Proficient because PLC's meet on Teacher Work Days to work on content, Program Review, etc. Data from the post test in Arts Appreciation is used to re-evaluate curriculum.

C. We scored ourselves Distinguished because our Arts department teachers are leaders locally both in and out of school, many of them chosen to serve as the PGES Peer Observation Group. They also receive constant information from the state through ListServes. Teachers led PD for district and first district KMEA.

D. We scored ourselves Proficient because our teachers have been instrumental in implementing programs with the new Marshall County Arts Commission.

## 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: 2.71

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

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| b) | To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive instruction in the Arts disciplines? | Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the needs of students in the arts. | Distinguished |

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

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

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

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| f) | To what extent does the principal and Arts teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs? | The principal 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 made based on data from the ILP, student need and interests and community needs. | 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.**

A. Achievement in the Arts program is reported in the school report card.

Morning/Afternoon announcements and emails sent by the principal recognize student achievements in the arts.

Achievements are published in the local paper.

English classes incorporate art samples in their study of literature.

B. School master schedule shows the depth and breadth of Fine Arts classes at MCHS. Many arts opportunities are offered after school as well.

C. All teachers have the opportunity to ask administration for budget, SBDM has an open policy, and an art teacher is on SBDM. Agenda for Principal/Dept Chair meeting to plan departmental budget

D. Master schedule shows that arts teachers have manageable class loads and excellent facilities.

E. Our teaching schedules (including planning) - arts classes are equal to others in time allotted. Po's are available.

F. Professional resources are provided to all arts faculty, and our facilities are excellent.

G. Decisions about Arts curriculum is based on student NEED by offering a wide variety of arts classes. Student course map. ILP Career Pathways in Vocal music, Instrumental Music, Visual Art, and Drama

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

A. We scored ourselves Proficient because our principal continually informs our SBDM of what is happening in the Fine Arts department. Plans are being made for the PD for the 2016-2017 school year.

B. We scored ourselves Distinguished because protected time is allotted so that students can receive instruction in more than one are of the fine arts.

C. We scored ourselves Proficient because our principal has an open door policy about the budget.

D. We scored ourselves Distinguished because our facilities are excellent, especially in comparison to other districts.

E and F. We scored ourselves Distinguished because the administration works together to sure shared teachers have travel time and planning time.

G. We scored ourselves Distinguished because each year the arts staff is asked to submit requests for new classes.

## Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

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

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

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

- A. School budget, schedule of events, student achievement, teacher work days.
- B. The principal has each teacher fill out a Resource and Equipment Inventory each year to be sure each arts program has what it needs. She encourages arts teachers to attend PD that will enhance the arts.
- C. The principal designated our curriculum coach to publish a quarterly newsletter to all parents emphasizing the Program Review areas, including Fine Arts. We have added a Fine Arts page to the school website where arts teachers take pictures of students creating, performing, and evaluating the arts. Our principal also generates a "Good News" report to our SBDM monthly. This is also posted on our school website. A principal is constantly tweeting on Twitter about accomplishments in the Fine Arts program at MCHS. Our principal has implemented a Facebook Page as well. Teachers are also encouraged to use IC Messenger.

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

## KDE Program Review Report for Schools

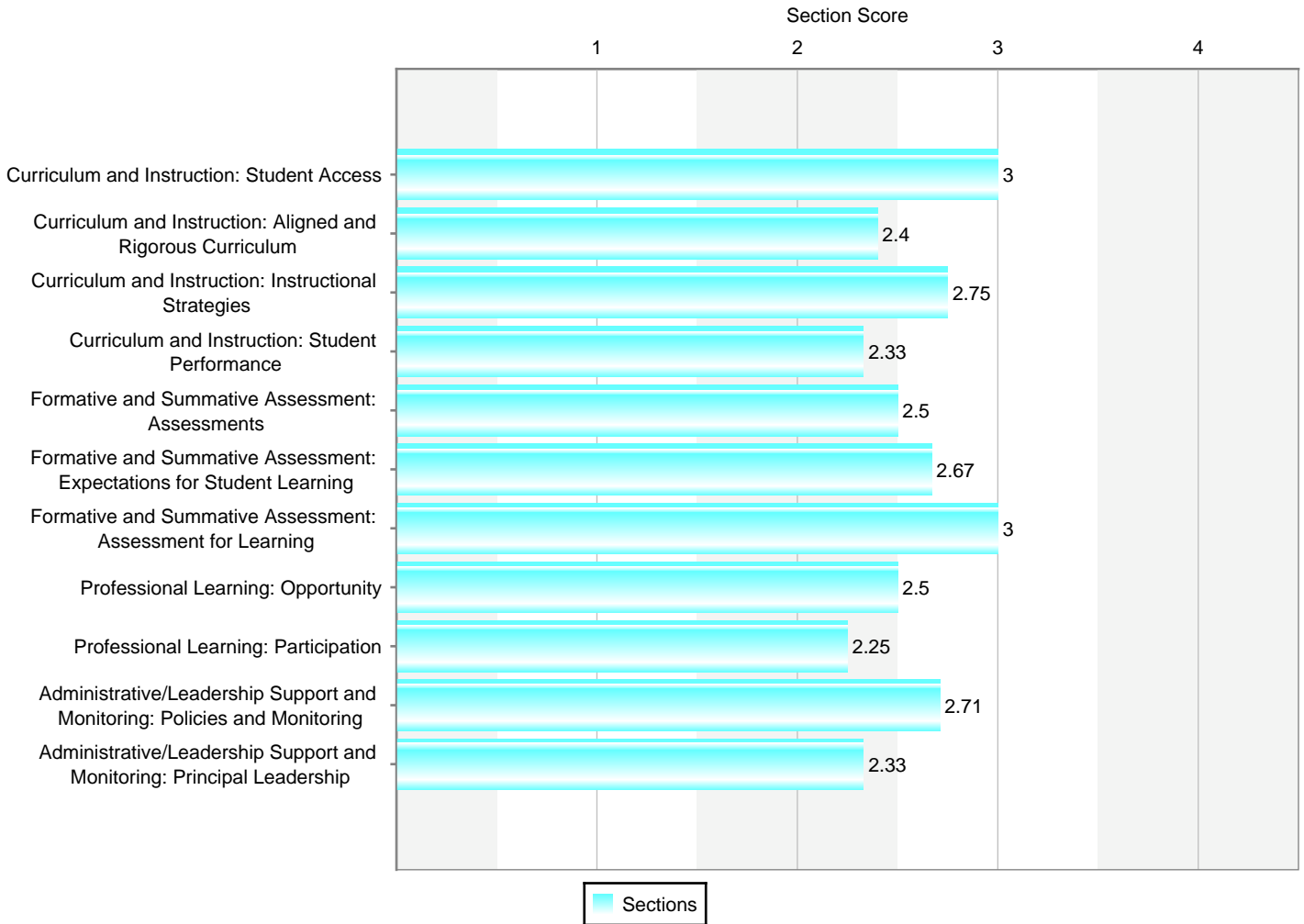
Marshall County High School

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- A. We scored ourselves Proficient because our principal meets with the Fine Arts teachers on a regular basis do be sure that our students' needs are being met.
- B. We scored ourselves Proficient because the principal or designee attends concerts, teacher work days, etc.
- C. We scored ourselves Distinguished because the principal provides information about upcoming events through Good News to SBDM, announcements, social media, and quarterly 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: 2.6

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| a) | To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Academic Standards for PL/CS? | The K-12 health education curriculum utilizes CDC's Health Education Curriculum Analysis Tool (HECAT) to develop a K-12 (district and/or school) scope and sequence as part of a comprehensive health education program that is aligned to the KAS for Practical Living. | Distinguished |

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

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

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| d) | To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment? | A Coordinated School Health Committee 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 content of the health education curriculum is frequently integrated into all content areas to meet the health and safety needs of all students. | 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.**

A. Health Education teachers use Common core standards and National Standards.

Jamie Sparks from KDE conducted a one day HECAT training in our county to align K-12 curriculum. B. All 9th graders are required to take a health class. Our Master schedule shows this.

C. Lesson plans document that classes have guest speakers on sex, drugs and alcohol, bullying - HOPE clinic, Purchase Area SexualAssault Center, County Attorney, Reducing the Risk. Each group establishes lesson plans. All students have lessons on bullying and suicide prevention, drug/alcohol abuse, and anger management annually in our Advisor/Advisee classes, shown through the AA calendar sent out by Mr. Terry. Ellen Walsh with 4 Rivers Behavioral Health sets up during lunches and provides informaiton on alcohol, STD's, drug and tobacco use, suicide prevention, and violence prevention. Our FCCLA chapter sponsors a health fair every year accessible to every student. We have educational posters in the hallways on health areas such as alcohol, drugs, tobacco, and diseases.

D. We established a Coordinated School Health Committee (CSHC) which meets quarterly. They keep minutes of these meetings.

They report to our SBDM council, as shown in the SBDM minutes.

They started a walking program before/after school.

They implemented a survey to all MCHS students and data is being used to update the H/PE programs.

E. Cooperative projects, course alignments, course syllabi, PD on August 5, 2014 and Teacher Work Day, January 5, 2015. Results arelocated on Teacher Share Drive. Also our school has a bullying presentation that is shown school wide during our ME time. We also have a health fair, Green Dot training, and FCCLA Stop the Violence week. Suicide prevention, bullying, agner management, etc. have also been taught through ME (Marshals Excel) time.

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

A. We scored ourselves Distinguished because we use Common core standards and national health standards to develop the current curriculum,

B. We scored ourselves Proficient because all 9th graders are required to take Health to graduate. Our master schedule is reflective of this.

C. We scored ourselves Distinguished because we document in our lesson plans that that we have guest speakers on sex, drugs, alcohol, tobacco, bullying, social media responsibility, Various groups teach individual classes and also setup during lunches for all students. We spend time in Advisor/Advisee educating students in these areas annually.

D. We scored ourselves Proficient because we have established a Coordinated School Health Committee which meets quarterly. We received money from Baptist Health for implementing this committee 2 years in a row. We report to our SBDM, offer a walking program in the school and a fitness club after school twice a week. We also incorporate a survey to all MCHS students to keep our statistics as up to date as possible to ensure we are meeting the needs of our students..

E. We scored ourselves Distinguished because of documentation on cooperative projects, course alignments, and course syllabi. The implementations of these are located on our Teacher Share Dive for access on bullying, anger management, suicide prevention, etc. Our FCCLA chapter has a school-wide health fair and Stop the Violence week. We are also a part of Green Dot, a program to help stop any type of violence on our campus..

## Curriculum and Instruction: Physical Education

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

Overall Rating: 2.2

|    | Statement or Question  | Response  | Rating        |
|----|--|---|---------------|
| a) | To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Academic Standards for PLCS? | The physical education curriculum utilizes CDC's Physical Education Curriculum Analysis Tool (PECAT) to develop a K-12 (district and/or school) scope and sequence; as part of a comprehensive physical education program that is aligned to the KCS for practical living; adequate instructional time is regularly planned within the school calendar. | Distinguished |

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

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be

**common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

- A. PE (all 9th graders), advanced PE (available to all 10-12 students) weights and conditioning (available to all students 10-12). Jamie Sparks from KDE conducted a one day training for all of our PE teachers to align the PE curriculum K-12, Master schedule
- B. All freshmen must have 1/2 credit of PE to graduate. Master schedule - freshman PE and electives - advanced PE and Weight Lifting, BFS (Bigger, Faster, Stronger) to document data for student growth, time trials for mile run, course guides, syllabi of classes
- C. Goals are set, and fitness training. Teachers have lesson plans to show differentiated instruction in both Physical Education classes and in Weight-lifting and conditioning classes, Emails to teachers, announcements to students about walking opportunities before/after school. D. Established a CSHC, meeting 4 times, minutes submitted to SBDM. On January 6, 2015, the school implemented an open gym policy that allows students to walk in the gym from the time they enter the building in the morning until 1st block begins. Teachers supervise this activity. On , T. Th afternoon from 3-4. Ms. Gideon supervises. This information was sent to teachers and was announced by our principal. Posters were added to each hallway. The committee then implemented a school survey and is working on results.
- E. A Professional Development plan was implemented in the 2014-2015 school year to allow the Physical Education teachers to share instructional needs with content area teachers.

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

- A. We scored ourselves Distinguished because we use the PECAT to help develop our PE curriculum, along with the National PE Standards.
- B. We scored ourselves Proficient because all students are required to have 1/2 credit in PE to graduate.. The master schedule reflects more offerings in advanced PE for other students, grade 10-12. CourseGuides, Syllabi
- C. We scored ourselves Proficient because students set fitness goals and are given opportunities to meet these goals through fitness testing and BFS program..
- D. We scored ourselves Proficient because we have formed a Consolidated School Health Committee that meets quarterly.
- E. We scored ourselves Proficient because PD plan was implemented in 2014-15 to share instructional needs with other content area teachers. Examples of this are on our teacher share drive.

## Curriculum and Instruction: Consumerism

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

Overall Rating: 2.71

|    | Statement or Question   | Response  | Rating        |
|----|---|---|---------------|
| a) | To what extent does the school ensure the consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge? | Consumerism curriculum is rigorous, aligned to state and national standards, meets the needs of diverse learners, and includes the integration of 21st Century Skills and Knowledge. The curriculum includes embedded, authentic, student centered performance tasks. | Distinguished |

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

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| c) | To what extent does the school ensure the consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources (i.e., guest speakers, judges, etc.)? | Consumerism curriculum is connected to business and industry and local business and industry partners are utilized both within and outside the school to provide educational opportunities beyond the classroom. | Distinguished |

|    | Statement or Question   | Response  | Rating        |
|----|---|---|---------------|
| d) | To what extent does the school ensure students routinely engage in grade level appropriate financial decision making? | Students routinely engage in grade level appropriate financial decision making and demonstrate these skills through real-world entrepreneurial experiences, school-based enterprises, and/or work based learning. | Distinguished |

|    | 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 |

# KDE Program Review Report for Schools

Marshall County High School

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

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

A Relationship class - Everfi through 1st KY Bank

Personal Finance - Dave Ramsey

All PLCS classes have a poster of 21st century skills posted in their classrooms and are using checklists to mark off when skills are taught.

All teachers were trained on how to incorporate 21st century skills during planning block faculty meetings.

Student-operated student bank

Civics class planned and implemented Financial Seminar for the public at the public library

B. Banking and Financial services with CFSB

Real World Publishing, Foods and Nutrition - food budget and meal planning, Greenhouse - planning, production, and sales, Floral Design, FBLA, FFA, FCCLA, Financial Seminar, Project-Based Learning Summer Training for teachers

C. Child Care Services I and II operate a preschool and collaborate with local daycares, Star Bank partnership with CFSB to run a studentbank, Advisory committees in each department that are connected to local business, Co-op, Clinicals at local hospital and doctor's offices through health careers and use of newspapers for study of Obama Care, insurance, etc. Ag department greenhouse that runs a business of growing, selling, etc. PLCS classes also have guest speakers from local businesses, including CFSB, Edward Jones, Marshall County Court System, Marshall County School District, Marshall County Sheriff's Department, Greenhouse - class worked with Lincoln Martin, the Ag Extension Agent and University of Kentucky research center helped identify and control pests, Marshall County Co-op and local florists were contacted and bought remainder of inventory. Sports Marketing - Jeremy Rose speaks about how marketing relates to various careers. Students taking trip to

Opryland Hotel to see "Behind the House." Other connections are made through Darren Rovell, ABC/ESPN Sports Marketing executive on Twitter; Visual Communications develop commercials for WPSD as well as local district schools, Financial Seminar

D. Real world publishing designs fliers, brochures, invoices, business cards, etc. for local businesses, Financial Services - STAR Bank, Visual Communications, Carpentry, FFA entrepreneur category in regional, state, and national competitions, print media (ad and yearbook sales), GEAR UP KY teacher, Jaime Brooks teaches Dave Ramsey's personal finance to all freshmen, Greenhouse sets up a business for plants grown by students. Print Media sells pages of yearbook to parents; APlus Certification built computer servers for our technical center. E.

Personal finance, Introduction to Business, Financial Services, Greenhouse, Ag Power Machine. Tech center classes are required to show consumerism lessons for their program review. Lesson plans document use of math skills needed for cost of materials, labor, etc. on the job.

F. A professional development plan was implemented for the 2014-2015 year with PD on Aug. 5, 2014, and follow up on January 5, 2015. Results are on Teacher Share Drive. Examples of this are all 9th graders are taught by our Gear Up instructor to manage finances, etc. Health Science classes cover principles of insurance and changes in insurance. Business department runs the MHCS Star Bank and also provides Dave Ramsey personal finance in business, while Family and Consumer Science discuss personal finance for families.

G. Program Guide, Financial Services - banking all on computer, Personal Finance - calculations, Sports and Entertainment Marketing - Amortization tables, video and photo editing software, Health Careers I students complete budgets for their career choice and manage a household income. Business classes used Dave Ramsey DVD series, Photoshop, Microsoft Office, various websites and YouTube videos. Greenhouse - internet research to help customers, brochures, etc.; Print Media uses Photoshop to create advertisements to be sold.



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

- A. We scored ourselves Distinguished because our PLCS curriculum was developed using tasks that include 21st century skills.
- B. We scored ourselves Distinguished because students use real world skills to perform course objectives/21st century skills that include creating products for individuals and the community,
- C. We scored ourselves Distinguished because we have a Real World Publishing class operating within our school. We also have advisory committee meetings to meet with outside businesses and industry. Students in the Civics class worked with banks and investment firms in the community to plan the Financial Seminar.
- D. We scored ourselves Distinguished because our PLCS is developed to allow students opportunities to practice real world financial decisions.
- E. We scored ourselves Proficient because our PLCS curriculum incorporates reading and math to solve real world problems in a variety of settings, doing skills such as compiling statements for items sold, controlling inventory, making loans and savings accounts, making change, etc.
- F. We scored ourselves Proficient because we have had 2 PDs within the last school year that discussed teaching consumerism. PLCS teachers led a PD on August 5 where Consumerism was a focused topic. They shared units, suggestions for content teachers, etc. A follow up was held at Teacher Work Day on Jan. 5 and teachers added materials to the Teacher Share Drive.
- G. We scored ourselves Distinguished because our curriculum has been developed using technology to engage both students and teachers.

## Curriculum and Instruction: Career Education

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

Overall Rating: 2.88

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| a) | To what extent does the school ensure the career education is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge? | Career education is rigorous, aligned to state and national standards, meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge. The curriculum includes embedded, authentic, student centered performance tasks. | Distinguished |

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

|    | Statement or Question  | Response   | Rating        |
|----|--|--|---------------|
| c) | To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs? | Career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs and are also utilized as resources (i.e. guest speakers, judges, etc.) both within and outside the school and classroom. | Distinguished |

|    | 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 and apply these concepts through real-world entrepreneurial experiences, school based enterprises, and/or work based learning. | Distinguished |

|    | Statement or Question   | Response  | Rating        |
|----|---|---|---------------|
| e) | To what extent does the school ensure students apply academic skills such as math and reading to solve real world problems related to career education? | Students apply academic skills such as math and reading to solving real world problems related to career education. Technical math and reading are integrated across the school curriculum in all classrooms. | Distinguished |

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

# KDE Program Review Report for Schools

Marshall County High School

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

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

## A. 21st century chart and checklists

Financial Services - OOH, Career Interest Inventories, resumes, career portfolios; Childcare Services I and II; Business Management; Intro to Business; Sports Marketing. Tech center teachers follow Office of Career and Technical Education guidelines.

B. Financial Services - interview with CFSB for STAR bank positions; Digital Literacy - computer program, analyze information;

Childcare Services I and II - mentoring, Orientation to Early Childhood tests taken by students; Greenhouse - marketing, cost analysis and profit margins, shop and lab work, production and repair of projects, equipment repair; Real world publishing - producing professional documents;

Health Careers - career fair, charting of vitals, co-ops, Medicaid Nurse Aid Certification; Adobe Certification with Photoshop; KOSSA testing.

Leadership dynamics class sets up shadow days with businesses and medical offices., Co-op experiences; Industry Certifications, WorkKeys, KOSSA

C. Advisory committees for every area meet 2 times per year, real job interviews, guest speakers from CFSB, Edward Jones, MC CourtSystem, MC Board of Education, MC Sheriff's Department, etc., judges for Star Events, The online Occupational Outlook Handbook is used consistently to show the 5 year outlook of careers, FCS classes also use the Marshall County Tourism office and MC Chamber of Commerce to gauge the needs of the area; Childcare - get interviews from local childcare directors for actual jobs; Health Careers -

Director of Nurses from local Nursing Homes speak to students about job availabilities and are interviewed; IT classes - Murray State University telecommunications systems manager/lecturer Wes Spencer and John Vos, director of information technology program at WKCTC talk to students about job opportunities. IT and Health Careers- our teachers are adjunct for the WKCTC IT department. Tech Center advisory committees provide input to assist in work-based learning, curriculum, and planning to enhance student opportunities. They also use career pathways to show student progression in each program by meetings with student, teacher, and counselor. They also have agreements with post secondary. Mentors (including business partners and coop students) speak to students. We also have dual credit classes with WKCTC, Yearbook students sell ads and market them, Junior Achievement Academy grant from board office

D. Financial Services - open and operate STAR Bank; RWP creates and sells professional documents. Media classes design and sell ads. Tech center classes use on-the-job training daily when fixing cars for the public, painting, refinishing, building houses, and fabrication with welding.

E. Accounting, Financial Services, Personal Finance - loans, interest, financial statements, budgets, simulations, credit and debit cards; Child Care Services - day care rations, pre-school servings and meal plans, room square footage; Parenting Child Development - budgets and

necessities; Foods and Nutrition - articles/current events, recipe conversions; Greenhouse - square footage, cost analysis; Health Careers medical conversions, drug calculations, Animal Science - acreage, food rations, weening weights. Tech center Perkins Performance monies are based partially on math scores and reading scores of tech students.

F. ILPs, Tech center programs and competitions, Operation Preparation, Advisory/Advisee, COMPASS labs. Craig Dickerson from WKCTC in Tech classes, . PLCS teachers led a PD on August 5 where Careers was a focused topic. They shared units, suggestions for content teachers, etc A follow up was held at Teacher Work Day on Jan. 5 and teachers added materials to the Teacher Share Drive, Career Day by senior guidance counselor, Skills USA Construction Day, Leadership Day Nov. 3 at MSU, Ron Mann from Nashville Auto Diesel College. English teachers also invite career speakers related to novels they are teaching as evidenced in the newsletter.

G. ILPs, online Occupational Handbook, Microsoft Office for resumes and cover letters, DVDs, YouTube for Interviewing skills, internet research, Dave Ramsey DVDs. - all in related areas.

H. FCCLA - Regional/State/National STAR Event competitions, Stop the Violence, Student Body Health, Focus on Children, FBLA - Toys for Tots, Powder Puff Football, Regional/State/National competitions in Job Interviews, Impromptu Speaking, Business Management, Marketing, etc.

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

A. We scored ourselves Distinguished because all classes follow the 21st century skills chart and checklists. Course grades and curriculum are developed using state standards - these PLCS courses are reflected in the courses offered on the MCHS master schedule which is available online.

B. We scored ourselves Distinguished because classes contain real-world experiences. Our students are able to obtain industry certification. Work Keys and KOSSA.

C. We scored ourselves Distinguished because teachers and classes develop relationships with businesses in an effort to create partnerships to foster career education.

D. We scored ourselves Distinguished because courses are developed to provide students opportunities for real-world experience through STAR Bank, RWP, Advanced Child Care, etc.

E. We scored ourselves Distinguished because all teachers incorporate real-world applications as part of their classroom requirements.

F. We scored ourselves Proficient because ILPs are incorporated with all students. All teachers document evidence of PLCS and careers on a share drive that is also incorporated into the total school curriculum.

G. We scored ourselves Distinguished because school purchases and promotes technology through co-op department and TSA organization as well as the district and school-wide technology plan.

H. We scored ourselves Distinguished because we have student organizations that are active in service organizations throughout the school and community. Students are trained and prepped for regional, state, and national competitive events within those organizations.

### Curriculum and Instruction: ILP

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

Overall Rating: 2.8

|    | Statement or Question   | Response  | Rating        |
|----|---|---|---------------|
| a) | To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents? Is a process in place to ensure that parents have received access information for the ILP? | ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. Parents receive access information for the ILP, while school and community trainings are also provided for teachers and parents regarding the integration of the ILP tool. | Distinguished |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| b) | To what extent does the school ensure students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP? | Students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP. | Proficient |

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| c) | To what extent does the school ensure an advising program is in place and includes components of the ILP? | Multiple advising programs are in place and include components of the ILP, as well as regular meetings between students and college / career advisers. | Distinguished |

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| d) | To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP? | A formalized plan is in place and included in the CSIP to monitor the completion of the ILP at both the school and district levels and includes at least bi-annual check points. | Distinguished |

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| e) | To what extent does the school ensure at the high school level, all students select and note in their ILP at least 4 courses related to their career major and one of the state's 14 Career Clusters? | 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, with opportunities to earn AP, dual and articulated credit, as well as industry-recognized certifications. | 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.

atspring open houses, quarterly newsletter, article in newspaper, spot on WCBL, local radio station, ILP link for parents and for students on school website. Each level guidance counselor sends out ILP information in their monthly newsletters. Our 9th grade counselor has a formalized school plan.

B. Formative assessment developed by departments in PLCs, common assessments, ACT Quality Core End of Course assessments, EXPLORE and PLAN tests, and ACT test scores are all used to schedule students. ILP update training annually for faculty and staff, guidance counselor designated to be in charge of ILPs. All counselors conduct class visits to update ILP at the beginning of the year. EPAS and KPREP downloaded into ILP by state, students 9-12 updating, revising ILP in English classes using KPREP and EPAS data, counselor inserted individual intervention plans based on EPAS data for grades 9 and 12 through Read 180, ALEKS Math, and Math/English, Transitional Courses. The Advisor-Advisee teachers monitor this.

C. Operation Preparation, individual counseling by guidance counselor with all 10th graders based on PLAN scores each year, Gear-Up career advising monthly with all freshmen, Senior counselor has numerous college/career events throughout year. Our 12th grade counselor has multiple opportunities to incorporate ILP and other opportunities for careers.

D. ILP is being included in CSIP, ILP monitored by Advising Teacher, school-wide ILP monitoring by Ms. Hogancamp, District and School both have formalized ILP plans

E. Students chose core classes and electives based on a primary and secondary career pathway, All students are noting courses related to chosen career and career clusters, as well as any dual or AP classes and Industry Certificates. The dual credit classes are offered both at MCHS in English and Algebra and at our Tech Center - Health Services - MNA100 at WKCTC and Visual Communications 100 at WKCTC. Our 10th grade counselor has created a Career Pathway Class Guide and new Career pathways have been added this school year.

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

A. Our school has rated ourselves Distinguished in the areas of ILP development because of numerous reasons - we have advisor/advisee in grades 6-12, we notify parents of ILP access to student accounts, regular newsletters, radio broadcast information, guidance counselor management of ILP information, and information available to the public on the school's website.-

B. We scored ourselves Proficient in this area because we have regular, Working PLC's, common assessment across grade levels are given, and ACAT scores are used to place students in their schedules, conduct ILP trainings, and counselors do regular updates on ILPs with students to ensure that their information is up to date. Students also revise their ILP information through their scheduled English courses.

C. We scored ourselves Distinguished in this area due to our involvement in Operation Preparation,, Gear Up program, numerous college/career exploration events and visits, career pathway guidance and preparation, and other opportunities to incorporate ILPs in career planning.

D. We have rated ourselves Distinguished in this area because we have incorporated advisor/advisee class time on a weekly basis, ILP monitoring by guidance counselors, the school and district have formalized ILP plans, and incorporation of career pathways.

E. We have rated ourselves Distinguished in this area because we have created career pathways as guides for students in their educational endeavors - electives are based on both primary and secondary career pathways. We also have dual credit, AP credit, and industry certifications. Tara Arnold taught a PD with our PLCs and tech center teachers, Students schedule for classes based on Pathways chosen in ILP.

## Formative and Summative Assessment: Assessments

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

Overall Rating: 2.25

|    | 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? | PLCS assessment measures are responsive to a variety of learning styles and abilities and include performance and project-based measures. | Distinguished |

|    | 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.**

A. Lesson plans, KOSSA and EOC exams, formative and summative assessments for each course tied to KY Core Academic Standards. All teachers were taught how to implement 21st century skills into their classrooms.

Tech centers use information from formative assessments to reteach required content.

B. Rubrics, skills sheets, hands-on projects and testing, posters, Work Keys for bellringers, aligning curricula with KOSSA, FCS classes have food labs, STAR Events using rubrics and project based learning such as National Programs and Review - sold yogurt, coordinated study body health fair, etc., Finance class has STAR Bank which includes teller training, other business classes incorporate Mock Trial, presentations, powerpoint, Weight/Conditioning does verbal assessment in the max lift test, Real World Publishing works for businesses in our community. Floral Design - variety of floral arrangement projects; Childcare I and II, students present and follow through lesson plans for in-school daycare; Web-page Design - develop webpages for MCHS; Visual Communications - create actions in PhotoShop; Health Careers - prepare for health field day and present to a variety of ages,

C. Formative Assessments are ongoing. Teachers use Program Review data to improve instruction and use ILP data. Every teacher has 15 students in an advisory group where they use the ILP to help students identify their career pathway and help them with their preregistration Course Request Form. School accountability - ASVAB, Work Keys, Industry Certificates, KOSSA

Because Weights/Conditioning is a performance-based class, Formative Assessment in Weight/Conditioning is constant - using verbal assessment, photographs of the students' lifting techniques, etc. Floral Design class actually makes a variety of shapes and styles of floral arrangements for assessment. The teacher uses constant feedback, including procedural steps on how to build the design. ILP's are used to guide students in Horticulture pathway. FCS - each student has a career cluster grid that is referred in pre-registration for classes. They also use ILP's for interviews in STAR events. Tech center teachers use Work Keys, KOSSA, and especially Industry Certification results to decide what needs to be changed in their curriculum.

D. Proficiency standards in ag and voc/tech classes, KOSSA, ASVAB, Industry Certificates, safety checks, School Report Card

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

A. We scored ourselves Proficient because PLCS teachers formulate assessments that incorporate 21st century skills that can be seen in lesson plans, KOSSA, and EOC's. By using performance based tasks, all classes require content taught from KCAS standards,

B. We scored ourselves Distinguished because every teacher was trained in PLCS strategies. We use rubrics, skill sheets, hands-on projects, and other Work Keys and KOSSA preparations to enhance PLCS curriculum. Every teacher uses research-based strategies learned through Thoughtful Education.

C. We scored ourselves Proficient because teachers use formative and summative assessment data to guide the instructional activities in all classrooms. Teachers use KOSSA, ASVAB, Industry Certificates, etc. as well as ILP's.

D. We scored ourselves Proficient because we as a school individualize learning requiring proficiency before students progress.



## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

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

|    | Statement or Question  | Response  | Rating        |
|----|--|---|---------------|
| b) | To what extent do PLCS teachers provide consistent and timely feedback to students and parents on student's performance? | PLCS teachers provide consistent, timely and effective feedback to students and parents on student's performance. Feedback is used to plan the student's future educational and career goals. | Distinguished |

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

A. Mid-term grades, nine-week grades, classroom assignments, department developed EOC exams, rubrics, scoring guides, teacher lessonplans

B. Infinite campus parent portal, mid-term grades, nine weeks grades, 4-year plan based on career plans and career pathways, customizedschedules, APEX in-house credit recovery and ESS services before/after school, ILP offered during AA, email and phone calls to parents. Part of the program assessment of the tech center is documentation of parent contact. Parent nights, parent signature on career pathways and on student schedule

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

A. We scored ourselves Proficient because teachers develop rubrics and models to encourage students to perform at their highest level.

B. We scored ourselves Distinguished because the parent portal in IC provides parent feedback on student performance. ILP help is offered during AA with letters sent to parents. Parents are notified as of student class choice, career pathway, etc.

## 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: 2.5

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

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

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

A. PD plan, teachers serving on PD committee, PD action plan included in CSIP. CSIP linked to website Through mini and formal observations and evaluations of PGP and reflection, teachers review and adjust goals for themselves and students.

B. Flexible PD is offered by the administration. Laura Arnold from the Office of CTE conducted a PD helping our teachers know how to align career pathways so that we have completers, etc. Tech center teachers attend seminars and classes annually to stay updated in their areas.

C. State conferences offer program updates, Teacher Work Days, National FFA trainings, summer CTE trainings, summer departmental trainings, data from KOSSA tests used to drive instruction, Thoughtful Education training. Monthly faculty meetings and Project Based

Learning training and implementation

D. Professional Development for 2 years centered around PLCS teachers being given the opportunity to share information with other content teachers. ME (Marshals Excel) time pairs tech teachers with other content teachers as well. PLCs meet to exchange ideas and work on Program Review through teacher work days and faculty meetings.

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

- A. We scored ourselves Distinguished because necessary adjustments are implemented throughout the year to improve students learning.
- B. We scored ourselves Proficient because we feel we can continue to work on having whole school participation to ensure best practices.
- C. We scored ourselves Distinguished because the job imbedded professional development is tailored to meet teachers' individual needs.
- D. We scored ourselves Proficient because of lack of opportunity for all teachers to meet regularly during the school day.

### 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: 2.6

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

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

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

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

|    | 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.

- A. State conferences, data from Program Review. Tech center teachers attend conference sessions on program review, grant writing, etc. CSIP, Growth Plans. Teachers implement what is introduced at these conferences through peer teaching and mentoring of other teachers,
- B. We have PLCS teachers that are part of PLCS, SBDM, School Safety Committee, PBIS, etc. They work together at teacher workdays. Involved with churches, rotary, KATFACS, NBEA, KBEA, coaching, Districts Calendar committee, Search committees, and the others mentioned above, Tech Skills USA, KEA rep
- D. Advisory committees, educational co-op, CFSB, Chamber of Commerce, Backboard Club, etc. Coordinated Schools Health Committee has been formed, Laura Finley from Hope Clinic speaks to all Health classes, Representatives from the MC Health Department do Reducing the Risk training with freshmen, FCS classes work closely with Vicky Wynn, our County Extension Agent; our Business Department works with Amanda Schiedigger from WKCTC, Misty Grebner from Country Chevrolet, and Jeremy Rose and Nancy Adams from CFSB. Horticulture teacher maintains a Pesticide Applicator License which requires continued education hours through Kentucky Department of Agriculture, active association with Murray State University through FFA activities, etc. FCS works with local childcares, health department, and Marcella's kitchen. Health careers collaborates with Red Cross, Kentucky Organ Donation Association, and Ronald McDonald House. In addition, students are weekly involved with local health care facilities.
- E. November 2013 needs were shared with content area teachers. PLCS teachers led a PD where they shared units, suggestions for content teachers, etc. follow up was held at Teacher Work Day on Jan. 5 and teachers added materials to the Teacher Share Drive. All teachers have been introduced to PBL concepts and many are implementing them into their curriculum.

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

- A. We scored ourselves Distinguished because through data, we are helping individual students through our ME time.
- B. We scored ourselves Proficient because teachers are a part of professional organizations and involve advisory councils within their disciplines. By taking leadership roles within MCHS, PLCS teachers have a greater sphere of influence over instructional practices.
- C. We scored ourselves Distinguished because our teachers serve in professional organizations throughout the school and community.
- D. We scored ourselves Distinguished because PLCS teachers are able to build relationships with colleagues and form bonds with community members as well as post-secondary sources. PLCS teachers use their membership on advisory committees and co-ops to enhance PLCS concepts.
- E. We scored ourselves Proficient because all teachers have implemented 21st century skills in the classroom and as part of their assessment.

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

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

Overall Rating: 2.22

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| a) | To what extent does the school councils/leadership ensure that PLCS concepts are taught throughout the school and across the curriculum? | School Council/Leadership 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? | PLCS teachers actively participate in and provide input in planning the annual 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 PLCS teachers are assigned manageable class loads based on course and facilities? | PLCS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building. | Distinguished |

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

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

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

# KDE Program Review Report for Schools

Marshall County High School

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

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

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

- A. Health/PE is required, PLCS courses are reflected in the master schedule.
- B. Master schedule. Our school is contemplating a change to a 7 period day to enhance student choice.
- C. Open SBDM meetings, budget committee, open-door policy with administrators. Principal/Department Chair summer planning meeting.
- D. Staffing allocation is adequate, equipment and facilities are updated and reflect what students encounter in college and technical schools.
- E. AB block schedule provides all teachers with same amount of planning time. Changes are being considered for next school year.
- F. Time and space are allotted for KOSSA testing, courses are listed in master schedule, recruitment for PLCS courses at parent nights inspring, club fairs. PO's are available.
- G. Teachers have input into schedule
- H. We established a CSHC that meets 4 times per year, and each department has an advisory committee that meets 2 times per year, agenda, minutes, etc.
- I. The CSHC has made changes to the wellness policy by implementing walking opportunities before/after school and by doing a school-widesurvey to get student input as to changes needed.

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

- A. We scored ourselves Proficient because PLCS courses are reflected in the courses that are offered in the master schedule that is available online and approved by the SBDM.
- B. We scored ourselves Proficient because this area is continually being revisited.
- C. We scored ourselves Proficient because all meetings are open meetings, and our principal has an open door policy, SBDM minutes reflect committees, etc.

D. We scored ourselves Proficient because class assignments are based on course requests collected from students and compiled by  
SY 2015-2016

guidance counselors. Teachers help students in AA to follow career pathways, etc.

E. We scored ourselves Proficient because PLCS teachers receive same amount of planning time as other teachers because of AB block.

F. We scored ourselves Proficient because PLCS teachers have opportunity to collaborate during summer workdays, teacher workdays. Our facilities are updated regularly.

G. We scored ourselves Proficient because MCHS staffing and schedule is based on student request.

H. We scored ourselves Proficient because we have implemented the CSHC committee, and our advisory Committees have been in affect for many years.

I. We scored ourselves Proficient because The school wellness policy is being revised with help from students. As the committee continues to work with the data, more changes will be made.



## Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

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

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

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

- A. Program review process, faculty meetings, master schedule development, SBDM, department chairs
- B. PLCS teachers attend conferences and share with other teachers, example would be KATE summer conference
- C. Spring parent nights and club fairs. We started a quarterly newsletter to promote PR classes. We also use Twitter, etc. Our principal has a Facebook page. She sends out a monthly "Good News" report that is published on our school website. There is a PLCS page on the school website. Teachers are encouraged to use IC Messenger.

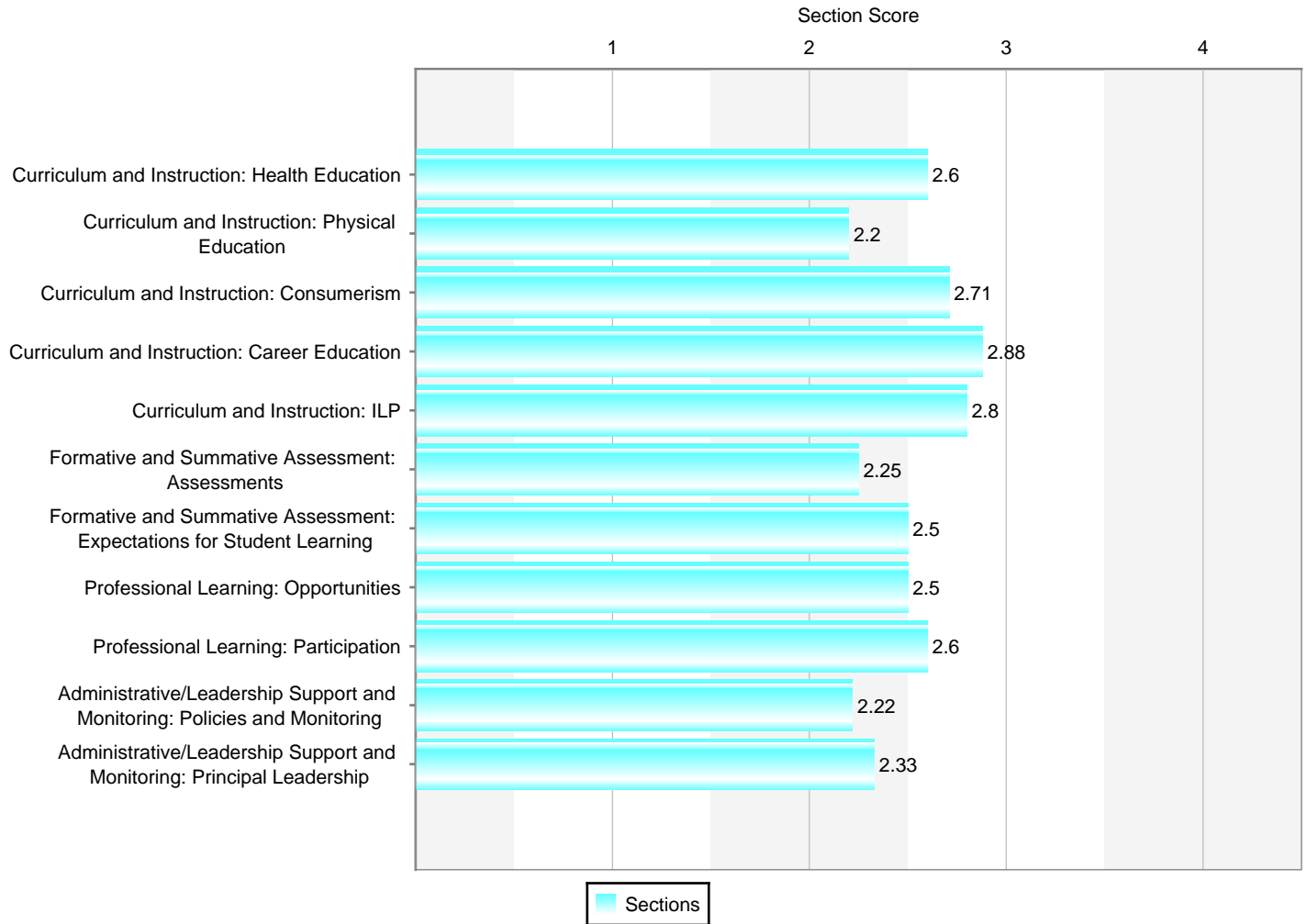
**The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator**

- A. We scored ourselves Proficient because Administrators involve the teachers in all decision making involving PLCS. Faculty members, SBDM, scheduling committee, and departments ensure students can achieve by instilling effective instructional practices.
- B. We scored ourselves Proficient because the principal has set up and is a part of the teacher work days. The Curriculum Coach, appointed by the Principal, designs and Teacher Work Days and participates in meetings.
- C. We scored ourselves Distinguished because the Principal continually provides opportunities for community and stakeholders to

communicate openly about PLCS programs.

## Report Summary

### Scores By Section



# **Program Review: Writing**

## **Introduction**

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

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

## Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| a) | To what extent do students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas? | Students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas. | Proficient |

|    | Statement or Question   | Response  | Rating     |
|----|---|---|------------|
| b) | To what extent do students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments)? | Students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments). | Proficient |

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

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

- A. School Writing Plan: A plan has been implemented across MCHS in all classes other than Arts and Math so that each student does 2 writings in each class - either argumentative or explanatory/informative. School-side Writing rubric: The curriculum coach, with the help of the English Department, developed a writing rubric for both argumentative and informational writing. It was distributed to the entire faculty in November, 2013. It includes rubrics for the students and scoring guides for the teachers, using the terminology of the common core. These writings are then turned in to that teacher's administrator two times per year,
- B. Students have access to 3 computer labs, 2 Netbook carts, 2 laptop carts, and students are allowed to bring their own personal devices for use at school. These materials are used in the implementation of instruction.
- C. Differentiated research-based strategies that are documented in lesson plans are from Laying the Foundation, Thoughtful Ed, Purchase Area Literacy Academy (PALA), Purchase Area Writing Project (PAWP), AP training and forums, etc., Expert 21, Read 180

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

A. We scored ourselves Proficient because of use of common rubrics across the curriculum helps ensure meaningful and consistent instruction in all content areas.

B. We scored ourselves Proficient because students have access to various technology and materials. This technology is used to assist teachers and students meet individual student needs based on areas of weakness, determined by assessment data.

C. We scored ourselves Proficient because we use a wide variety of information about literacy from a variety of sources to help the students at MCHS. They teach the literacy concepts in a variety of styles. See list above.

## Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.0

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| a) | To what extent does the school ensure that the language arts curriculum is aligned vertically and horizontally to the Kentucky Academic Standards for Language Arts? | Curriculum is aligned vertically and horizontally to the Kentucky Academic Standards for Language Arts. | Proficient |

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

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

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

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

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

A. Each grade level has horizontal pacing guides, and vertical pacing guides based on LTF skills are being used at this time. Each teacher is using KCAS as basis for instruction, common assessments, vertical team alignment in progress.

B. Our curriculum coach has had numerous planning block and after school meetings with the faculty to discuss strategies for teaching literacy. Agendas and handouts for the meetings are available. Lesson Plans: Each teacher across the curriculum has documented



how they teach literacy skills. This is found in our share drive. The entire faculty has had training on all strands of literacy. Agenda is available. Teacher leaders who attended the Purchase Area Literacy Academy (PALA) and teachers from Murray State University presented a literacy PD to the entire faculty. Agenda available.

C. Students write and research in other content areas and have access to our Media Center, laptop carts, netbook carts, Wi-Fi, etc. This is documented in lesson plans. Peerceptiv (a peer review computer program) is used by students in the writing process.

D. Student Portfolio: Writing pieces are being developed and sent from the other content areas. These are housed in student portfolios in English teacher classrooms. Content area teachers turn these writings over to their administrator, and then they are given to the English teacher. Students have choice as to research paper topics.

E. Evidence of real-world productivity is seen in yearbook class products, print media class, real-world publishing class, webpage design class, technical classes projects, and particularly in AP classes. ELA classes spend time verifying credibility of sources, correct citing, etc.

Teachers have 21st century skill posters in their classrooms and use check sheets and document when students use 21st century skills.

They were all trained at the beginning of the 2015-2016 school year.

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

A. We scored ourselves Proficient because the use of common assessments and pacing guides based on professional development content creates an inherent alignment of major content covered.

B. We score ourselves Proficient because various teachers integrate strands of literacy in their lesson plans. The curriculum coach continues to provide them with materials, examples, etc. We continue to work in this area.

C. We scored ourselves Proficient because teachers across the curriculum have students research, write, and present information. This is documented in lesson plans and teachers are helped by our media specialist and curriculum coach.

D. We scored ourselves Proficient because all teachers provide a minimum of two writings per year for the writing portfolios with the exception of Arts and Math. Seniors use writings from their 9-12th grades to develop and complete a senior portfolio. These writings are based on choice and student interest.

E. We scored ourselves Proficient because teachers at MCHS have 21st Century Skill posters in their classrooms. Teachers also use check sheets and document when students use 21st Century Skills. The production of brochures, videos, tickets, invoices, fliers, etc. in print media, real-world publishing, and webpage design classes provide students with a variety of 21st century skills learning opportunities that are relevant to the real world.

## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| a) | To what extent do teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives? | Teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives. | Proficient |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| b) | To what extent do students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products? | Students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products. | Proficient |

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

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

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

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

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

- A. Lesson Plans: Students are guided through numerous and varied reading and analytical strategies - both in large groups and in smaller peer-to-peer groups - in an effort to provide them with diverse writing skills they can choose from when developing their own writings. These strategies are through Thoughtful Ed, Laying the Foundation, AP trainings and forums, etc. Examples are available.
- B. Writing Plan and Policy: Since the implementation of new literacy standards for Social Studies, Science, and Career Studies, more students are engaged in research-based writing activities across the curriculum. Many of our classes work with the community and develop products for businesses, schools, etc. These include videos, invoices, brochures, tickets, and flyers, etc.
- C. Students are instructed in and have access to databases, web browsers, and other media literacy materials before and during their research activities, both in ELA classes and across the content.
- D. Students use print and digital sources and strategies in conjunction with their class-based activities to produce research papers and/or speeches. Examples are books, websites, KY Virtual Library, teacher instruction, MLA, etc. Proper citation of sources is required.
- E.. Examples are research papers, argumentative pieces, personal narratives, ODW prompts, editorials, letters, proposals, rhetorical analyses, synthesis essays, etc. They learn to write to a particular audience using the appropriate form and tone for each audience. Speech team oratory requires students to both write and deliver an argumentative speech.
- F. Teachers offer writing contests for bonus, post in a hallway quilt, and post on Young Poet's Anthology website. Teachers also have proficiency walls in classrooms. One teacher wrote elementary versions of Gulliver's Travels and donated them to a local daycare. One teacher had students write odes on grocery bags and then take them back to the grocery. We would like to build on this idea. Around Valentine's day, another teacher had her students write sonnets to adults they admire and deliver them to those people. Many of these sonnets were submitted to churches for use in their bulletins, etc. Another teachers had her students do Renaissance raps. Other teachers submit student writing to contests such as the Murray State University poetry contest. We procured a grant to publish student work in a book and distributed the book to waiting rooms across the county. One teacher has over 20 students participating in the National Poetry Month Daily Challenge. In addition, Project Based Learning has been incorporated to publish a newspaper/website for a selected audience that corresponds to a novel read.

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

- A. We scored ourselves Proficient because student writing feedback and scores have indicated that more students are beginning to use new writing strategies and to self-correct some of their writings before submission; therefore, as teachers are involved in analyzing the data and using the writing strategies regularly in their lessons, the students' skills improve substantially.
- B. We scored ourselves Proficient because we are aligned across the curriculum. Writing strategy units - with essential and rich vocabulary - are being developed and incorporated by all teachers so that students receive consistent teacher and peer feedback for their writings in all classes, thereby strengthening the importance of quality writing and varied skills at all levels and in all subjects. The rubrics and scoring guides for informational and argumentative writing are given to the faculty each year by the curriculum coach.
- C. We scored ourselves Proficient because teachers are using websites and other technology such as data bases and other media literacy materials to enhance student research, writing, and presentations.
- D. We scored ourselves Proficient because in addition to teacher instruction, use of books and magazines in our media center, etc., students have access to and regularly use technology to produce materials and products. AP classes require integration of multiple sources in writing.
- E. We scored ourselves Proficient because students are beginning to find a range of strategies available for their choosing through the writing across the curriculum programs. They have numerous experiences with writing for different audiences (besides the classroom teacher) and writing in various forms for various purposes.
- F. We scored ourselves Proficient because most of our teachers use peer editing and peer revision.. As far as publishing student work, we hang student work in the hall for other students to read, post student work on the school website and teacher websites, etc. We procured a

grant to publish student work in a book and distributed the book to waiting rooms across the county. We are incorporating PBL by having students publish a newspaper/website for a selected audience that corresponds to a novel.

## Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

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

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

|    | Statement or Question  | Response  | Rating        |
|----|--|---|---------------|
| c) | To what extent do students learn and work together with teachers, peers and others, either face to face or virtually, to problem-solve and generate products/outcomes tied to curriculum and learning goals? | Students learn and work together with teachers, peers, and others either face-to face or through the use of a wide variety of online communication tools and environments to problem-solve and generate products, events or presentations with a local and/or global purpose. | Distinguished |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| d) | To what extent do students refer to works of quality and substance as models to inform their work? | Students refer to works of quality and substance as models to inform their work. | Proficient |

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

A. Writing Prompts/Assignments: Students are guided through the components and practice of different writing strategies for different purposes. Student Work Samples: Examples include letters, memos, arguments, editorials, narratives, memoirs, lab reports, poetry, literary analysis, ODW, artifact box, presentations, research papers, speeches, presentations, etc.

B. Because of the limited cultural differences in our student population, students must rely on non-fiction readings and computer searches rather than on real world, face-to-face opportunities for their understanding and appreciation of other cultures. Sophomore literature focuses on cultural studies as well. We have purposefully chosen novels from different cultural areas such as Life of Pi (Middle East), Things Fall Apart (Nigeria), Farewell to Manzanar (Japan), and The Kite Runner (Afghanistan).

C. Students in ELA daily work with peers and teachers on assignments that heighten their understanding of writing examples and strategies.  
 SY 2015-2016

Some students in elective classes also have the opportunities to work with peers and teachers in virtual settings (i.e. Real World Publishing, Engineering, STARS class, and Advanced Tech classes) on assignments that enrich classroom materials and activities. Teachers are also being trained in Edline Blackboard for use with students. Examples in ELA classes include writing a "personal Odyssey", March Madness projects, letters to the local school board about schedule changes, letters to Holocaust survivor families through the Holocaust Museum, National Poetry Month writings on Weebly, and Panel Books.

D. Lesson Plans: Students are provided with multiple exceptional and ordinary pieces of professional and student writing for them to analyze, correct, and emulate. Examples are Modeling the Masters from textbooks, classic novels, AP student anchor texts and AP range finders.

Also examples from Laying the Foundation and Professional magazines and journals. Student Work Samples are available.

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

A. We scored ourselves Proficient because teachers across the curriculum have students craft communications that meet the needs, purposes, and standards for that specific discipline.

B. We scored ourselves Needs Improvement because even though students learn of cultural differences through literature, more cultural programs (assemblies, cultural fairs, speakers of varied cultural groups) need to be researched, designed, and implemented (perhaps in conjunction with Murray State or regional organizations) so that the students can have the real-world interactions that are necessary in our global society. We have, however, purposefully chosen novels from varied cultural areas.

C. We scored ourselves Distinguished because teachers lead students to constructively use more advanced multi-media devices such as Edmodo, Twitter, Blogs, Weebly, Edline, etc. in order to engage students more in real world problem solving and product sharing.

D. We scored ourselves Proficient because students at MCHS are given many opportunities to study quality models through the use of classic novels, exemplary works from our textbooks and the internet, etc. They read classic literary works daily.

## Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| a) | To what extent do teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas? | Teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas. | Proficient |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| b) | To what extent do teachers develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments? | Teachers develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments. | Proficient |

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

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

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

A. Writing Plan and Writing Policy: MCHS implemented a policy through our SMDB that all classes with the exception of Math and Arts would write 2 pieces per year to be submitted to English teachers.

Informational and Argumentative Writing: These pieces focus on argumentative and informative/explanatory writings, using a common rubric - one for each kind of writing. An August PD provided rotational experiences for the teachers - one which focused explicitly on writing. The curriculum coach and the English department collaborated to develop school-wide rubrics which are discussed in planning block faculty meetings.

B. Student work samples: Teachers in ELA classes specifically collect student examples of writing-to-learn pieces, writing-to-demonstrate learning pieces, and writing about real-world issues pieces in individual portfolios.

Common Assessments: ELA department uses Common Formative Assessments based on the KCAS. The faculty uses school-wide rubrics

based on standards in informative and argumentative writing.

C. KCAS Standards: Common Core and Quality Core components and rubrics are incorporated daily into ELA lesson plans and are used as consistent feedback on student writing. Teachers and students also reflect face-to-face and in writing on individual student growth as evidenced in the portfolio. Student work samples available.

D. Daily bellringers and varied class activities such as entrance and exit slips, pop quizzes/reteaching, think/pair/share, scoring own writing using appropriate rubrics, peer scoring with ways to improve, etc. re-enforce the feedback given and allow multiple opportunities for student practice of important skills. Students regularly revise samples of their writing after in-class practices and include multiple drafts in their portfolios to demonstrate improvements and difficulties. Final drafts are generally graded after drafts and revisions are completed.

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

A.. We scored ourselves Proficient because our Writing Teachers work with all content areas to guide with writing strategies. Then all faculty meetings during planning block meetings to discuss and implement writing strategies and feedback responses so that students can continue to hone their writing skills in all classes along consistent lines.

B. We scored ourselves Proficient because more attention has been given to writing across the curriculum so that more time is available for teacher-student and peer-to-peer reflections, modelings, and improvements of writings (language, grammar, spelling, usage) so that students have well-developed writing skills necessary for future studies and/or careers.

C. We scored ourselves Proficient because teachers, peers, and others provide feedback on student writing as a means of improving student work. Each ELA teacher assigns writing workshops in class.

D. We scored ourselves Proficient because we use daily practice and self assessment paired with teacher assessment, to allow for student improvement before summative assessments.



## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| a) | To what extent do students know and understand expectations for their work and receive/provide feedback using standards specific language? | Students know and understand expectations for their work and receive/provide feedback using standards specific language. | Proficient |

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

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

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

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

A. Informative/Argumentative rubrics: School-wide writing and scoring rubric has been implemented, AP rubric, LTF rubric. Teachers have writing conferences with students using the language of the common core to promote improved writing. SMART goals follow pre tests and are changed if needed following formative assessments.

B. Teachers base writing goals on Common Core and Quality Core standards, and rubrics are discussed with students before the initial draft. They also use Laying the Foundation progression chart. KCAS standards, LTF chart

C. Lesson Plans: Students have multiple opportunities for peer revision and editing, writing conferences with peers and teachers, selfassessment through reflection guides, and periodic writing/communication folder self reflection, etc. Peer revision checklists are available

D. We use Common Core and Quality Core models and rubrics as well as Laying the Foundation Skill Progression charts and common andstate test data when teaching essential writing skills. Copies of a variety of these rubrics are available.

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

A. We scored ourselves Proficient because teachers have at their disposal essential standard-specific language to use when communicating their criteria for or feedback on writing activities and projects. That has started with the rubrics and scoring guides provided for all teachers on informational and argumentative writing.

B. We scored ourselves Proficient because ELA uses the LTF Skills Progression Chart that was distributed last year. A monitoring system is now being developed by English department to ensure students are mastering the appropriate writing skills at each grade level.

C. We scored ourselves Proficient because teachers first discuss the components and essential factors of writing assignments and rubrics with students, then allow the student opportunities to make productive suggestions and revisions for individual assignments with the intent that appropriate adjustments based upon student ideas would be considered and implemented.

D. We scored ourselves Proficient because both students and teachers understand and practice self-assessment for all major writing assignments and articulate their findings -whether positive or negative - verbally and implement necessary revisions as needed. Teachers use models as exemplars.

## Professional Learning: Opportunity

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

Overall Rating: 2.5

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

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

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

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

A. CSIP, Teacher PGPs: Our PD is linked to our School Improvement plan and goes through Implementation and Impact (Progress Notes). Our professional growth plans are used as starting points for PD. Our CSIP is linked to our website

B. Multiple opportunities for research-based writing instruction and assessment PD are sent to us via email and brochures each year by our administrators who encourage us to apply and attend as often as we need. The school absorbs the cost. We also have flexible PD hours, literacy sessions with our curriculum coach, etc. TPT's, PBL

C. PD Certificates: All PD offerings are based on research-based practices and yearly target needs. All teachers have been trained in Thoughtful Education strategies, which are research-based. Many teachers have been trained through LTF, PAWP, and PALA. PD Plan

written by principal.

D. School Calendar: Teacher Work Days provide opportunities for writing teachers to meet with other teachers about target needs and expectations. Two days (August and January) were devoted to this. Our school schedule allows for up to 3 English teachers to plan during one block and gives the English Department common non-instructional time during the day. Our school also promotes faculty members visiting other schools to observe and bring back positive ideas for improvement. This year faculty members have visited Franklin Simpson High School in Kentucky and Manor Tech High School in Manor, Texas. Our school has implemented a ME time (Marshals Excel) where all teachers collaborate on work that students need guidance on.

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

A. We scored ourselves Distinguished because our PD is directly linked to student learning and supports writing instruction. Other areas of literacy are also included.

B. We scored ourselves Proficient because although our teachers are involved in a wide variety of PDs, it is not always driven by student data. Our writing teachers have led PD for all teachers, however.

C. We scored ourselves Distinguished because MCHS PD is centered around teacher growth plans and program review data. PD plans are research-based and grounded in essential life skills. PD plans are also chosen based on teacher need.

D. We scored ourselves Proficient because we have allocated time, but not on a daily, weekly, or monthly basis. Our time is on an as-needed basis.

### 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.**

A. EPAS data and EOC data: Using data received from EPAS and EOC assessments as well as from common core course summative assessments given each year, our administrators and teachers develop and implement writing content-specific programs and activities that are the focus of many of our Teacher Work Days. Examples of teachers' professional learning are AP workshops, PAWP, PALA, AP List Serve, LTF.

B. In our TWD (PLC), writing content-specific materials are regularly distributed and discussed. CIITS, ACT and COMPASS method testprep, and practice writing packets for EOC are used to increase student learning.

C. Examples of writing professional organizations that our teachers are involved in are Listserves, PAWP, Discovery Ed training, Kentucky Leadership Network, Breadloaf Teacher Network, PALA, our teachers taught NMSI class for AP, Mock reading and Active reading for AP exams. Our writing teachers are leaders in writing PDs, PLC leaders, and serve as PGES Pilot Peer Observation Committees.

D. Teachers collaborate with our community in many ways that assist our students and their career choices. Examples are Coop of MurrayState University professors, Purchase Area Literacy Academy, Poetry Out Loud, WKMS Youth Radio Project, and NaNoWriMo., guest speakers, Project Based Learning.

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

A. We scored ourselves Distinguished because our PD is based on data that is culled from these assessments. It evolves each year, and we put these skills into practice in the classroom. Our teachers have learned a wide variety of strategies for teaching writing through writing-specific professional development through APworkshops, LTF, Thoughtful Ed, etc.

B. We scored ourselves Proficient because we are continuing to improve in this area, but more experience is needed. Our teachers have become very involved in various professional writing communities and continue to grow in this area. Teachers are also active in ListServs, PAWP, Kentucky Literacy Project, etc. and then share this information with other teachers.

C. We scored ourselves Proficient because we are improving in this area, but we need more experience and time to share with professional peers. In addition to those listed above, our teachers lead writing PD's in our district, are PLC leaders, and serve on the PGES Pilot Peer Observation committee.

D. We scored ourselves Proficient as we have collaborated with community but we can always include more community members in our Project Based Learning curriculum.

## 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: 2.25

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

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

A. Writing Plan and Writing Policy: Rubric and Scoring Guide for Informational and Argumentative writing presented to all faculty in November, 2013. Teachers at MCHS now write a minimum of 2 pieces per year per class. These are then submitted to the administrators and the English teachers. This is monitored by SBDM. The Peer Observer program has been developed at MCHS whereby teachers observe other teachers.

B. Select teachers are members of the budget committee component of the SBDM, all other teachers learn from these members or from SBDM members. Our SBDM meetings are open and representatives are elected by the faculty. SBDM orders books and supplementary materials at the request of teachers along with teachers request for participation in additional PDs.. This is reflected in school budget, SBDM meeting agendas. The principal meets with the department chairs to address budget each year.

C. Our ELA faculty and students have access to 4 full labs and 30 library computers, 3 laptop carts, notebook carts, and a new wireless internet service. Teachers have equitable planning and class time. Our curriculum coach covers literacy standards with non-ELA faculty, Master schedule

D. Highly qualified teachers are teaching in their field according to student literacy needs, and the curriculum coach works on literacy with non-ELA teachers, LEAD reports, Master schedule, teacher certifications

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

A. We scored ourselves Distinguished because school leadership has distributed writing rubrics in an attempt to streamline writing instruction throughout the school. SBDM then passed a policy whereby students write at least 2 pieces in all classes except Math and Arts.

B. We scored ourselves Proficient because teachers are encouraged to ask for any teaching supplies needed, cost of conferences, etc.

C. We scored ourselves Proficient because our schedule allows for equitable class and planning time for all teachers regardless of content area.

D. We scored ourselves Proficient because staff assignments are made in such a way as to ensure that the most highly qualified faculty member is available to meet student literacy needs. A curriculum coach is available to work with non ELA teachers on writing instruction.



## Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| b) | To what extent does the principal initiate and participate in professional learning related to the school's writing program? | The principal initiates and participates in professional learning related to the school's writing program. | Proficient |

|    | Statement or Question   | Response   | Rating        |
|----|---|--|---------------|
| c) | To what extent does the principal communicate with parents and the community about the writing program? | 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.**

A. Writing Plan and Policy: Our principals regularly enlist teachers to evaluate and revise components of our literacy programs.

They encourage both ELA and other content area teachers to attend literacy conferences. Teachers graded their own EOC writing and the results were used to drive instruction for the next year. We post student goals in the classrooms, and determine areas of weakness using COMPASS, ACT, CIITS, and Mock AP exams. The principal meets with department chairs and discuss the needs assessment for changes that need to be made in the CSIP, and has also created opportunities for students to participate in AP level classes, particularly through Advanced KY.

B. Our principals encourage teachers across the curriculum to peer observe and peer teach so that we can be more aware of diverse teaching methods and assessment techniques. She has hired a curriculum coach, Debbie Bushart, that works with other content area teachers. She also participates in and often leads PD activities relative to our school's writing program. She also meets with department chairs annually to plan budget and meets with teachers during PLC time.

C. Our principals regularly communicate with parents through emails, telephone calls, etc. During the 2013-2014 school year, our principal designated our curriculum coach to develop a quarterly newsletter to all MCHS parents highlighting Program Review classes, stressing the importance of writing. She writes monthly "Good News" reports that are published on our school website. Student accomplishments are sent regularly through Twitter. A Facebook page, Marshall County High School, has also been implemented. Guidance counselors write monthly newsletters posting writing contests, scholarship opportunities (some requiring essays), and other classroom/testing news. Many teachers now use the Remind App to communicate with students and parents. Administrators provided

postcards for teacher use. Most of these are being sent home as positive reinforcement. These resources are available.

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

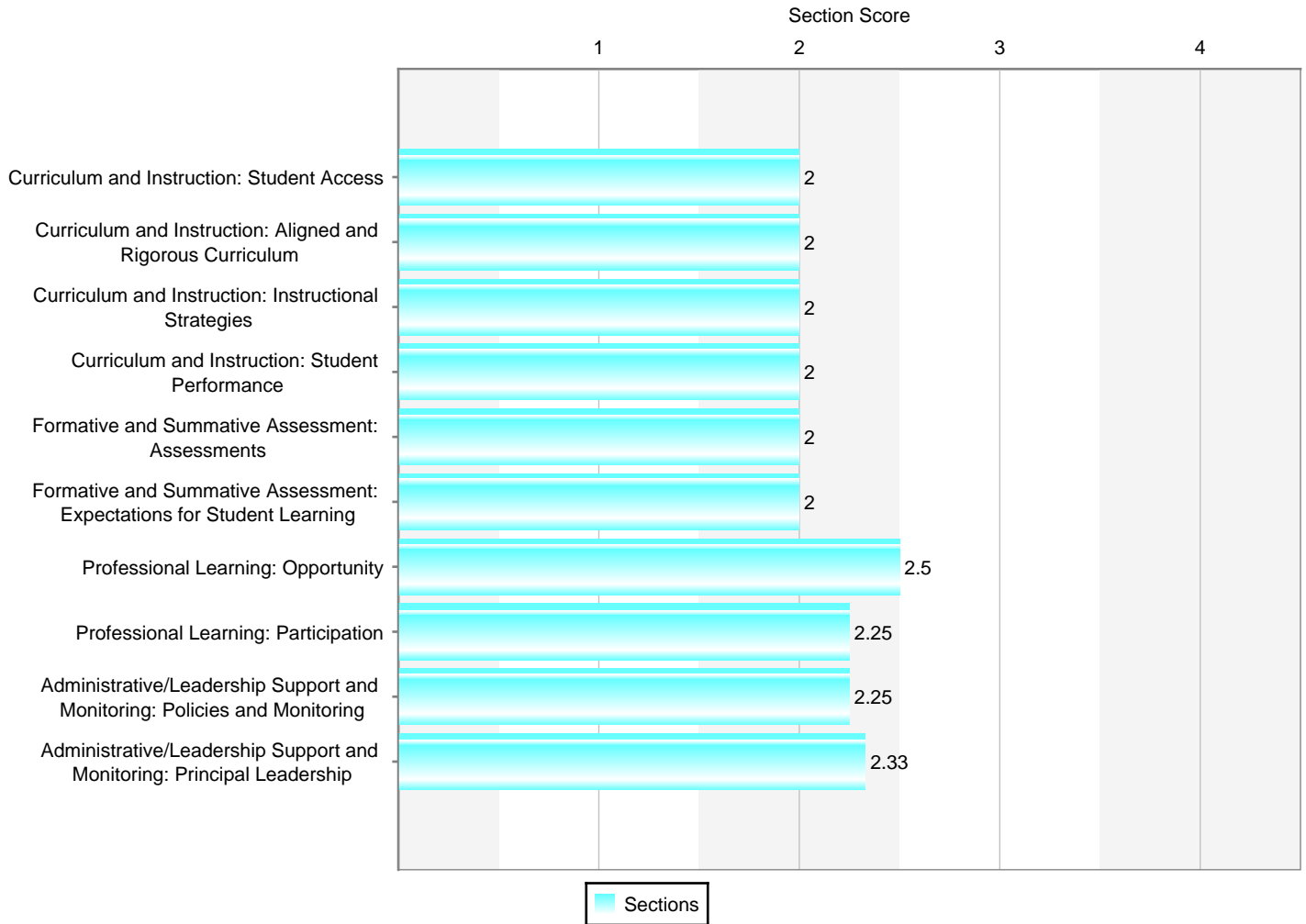
A. We scored ourselves Proficient because though the development of the writing program is evident in the English Department and is well developed under our principal's leadership, it could be further encouraged school wide. She has initiated Advanced KY, added AP courses, given students opportunities and funds to take Mock AP exams and study sessions, and sent teachers to LTF and AP training.

B. We scored ourselves Proficient because this area still needs improvement.. Our principal encourages and helps develop much of the content of our PLCs and PD time, but she is not as available for the revision and implementation of the material that is developed.

C. We scored ourselves Distinguished because parent communication is varied and consistent. Our principal is responsible for and has pioneered the usage of many of these tools such as the MCHS Twitter and Facebook pages, the quarterly newsletter, etc.

## Report Summary

### Scores By Section



# **Program Review: Next Step Diagnostic**

## **Introduction**

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

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

## **In-Depth Review**

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

**Response:**

- Arts and Humanities
- Practical Living/Career Studies
- Writing
- Global Competency/World Languages

## **Arts and Humanities Program Review**

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

1. We offer Arts/Humanities to every students at MCHS, and all three areas of arts (creating, performing, and responding) are emphasized.
2. Teachers use formative and summative assessments regularly to improve instruction.
3. Our teachers are very involved in arts-related activities at the local and state level.

**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.**

1. Our teachers continue to have students have input into rubrics.
2. Teachers are working on incorporating guests artists.
3. Arts teachers continue to encourage teachers across the curriculum to incorporate arts content.

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

Continue to add programs to the arts curriculum. Strengthen the ones already in place. Encourage career pathways in the arts.

## **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?**

1. Implementation and promotion of career pathways.
2. One-to-one student scheduling.
3. Teaching of 21st century skills.
4. Business partners for PL/CS teachers.

**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.**

1. Continue to work on the before/after school walking program for students.
2. Continue to advise students both in advisory groups and in one-to-one scheduling.

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

1. Continue to improve the Coordinated School Health committee meetings.
2. Continue to improve the Advisor/Advisee meetings.



## **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?**

1. School writing plan was updated and implemented.
2. Teachers have implemented formative and summative assessment to enhance student learning.

**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.**

1. 21st century skills are being used in the writing classroom, but this area will continue to be a focus.
2. Teachers will continue to help students with peer editing and peer revision.

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

The school will continue to work to help students develop a respect for cultural differences and to work effectively with people from a range of social and cultural backgrounds.

## **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?**

Not applicable.

**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.**

Not applicable.

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

Not applicable.

## **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?**

1. Teachers have changed classroom practices to incorporate more target language instruction.
2. Teachers have met with other content teachers to help them to incorporate foreign language and global competency skills.

**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.**

1. World language teachers will continue to work to use the language taught as the target language of instruction.
2. Teachers will continue to find avenues for students to use the world language outside of class.

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

MCHS will work with the world language teachers to find content-specific professional learning opportunities.

## 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: 2.33

|    | 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 consistently provides opportunities for all students to learn and build global competency skills (e.g., instruction and authentic experiences in a range of global cultures in multiple content areas) and benchmarked proficiency skills in more than one world language. | Distinguished |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| b) | To what extent does the school provide opportunities for students to learn and build global competency skills in various content areas (including world languages) and benchmarked proficiency skills in a world language by interacting (virtually or face to face) with native or near native speakers (in addition to the World Languages teacher), and accessing authentic cultural materials. | The school provides opportunities for most students to learn and build global competency skills and benchmarked proficiency skills in one world language, through interacting with native or near native speakers, and accessing authentic cultural materials. | Proficient |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| c) | To what extent does the school promote, encourage and recognize students to find opportunities outside of school to learn and build global competency skills in the various content areas (including World Languages) and benchmarked proficiency skills in a world language, recognizing the achievement of these skills? | The school promotes and encourages students to find opportunities outside of school to learn and build on global competency skills in multiple content areas, and benchmarked proficiency skills in one world language, formally recognizing the achievement of these skills in different ways (e.g., performance-based credit). | Proficient |

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

A) Distinguished

Across the curriculum examples located on MCHS share drive

Student schedule

Karen Gibson - Instructional aide for online classes

Schedule of online classes from KET for German, Latin, and Chinese

Student examples from other classes

B) Proficient

Student trips every other year available with Ms. Lepore and Mrs. Phelps.

MSU International students visited Ms. Phelps classroom and interacted with her students.

Day of the Dead brochure and pictures

Native Spanish-speaking staff member

SKYPE

Textbook CDs and DVDs

Virtual field trips to French countryside and city

PLATO speakers

Que Tal magazines for Spanish students

Teachers visited classrooms of Distinguished Spanish teacher from another district.

Practicum students was native speaker in Spanish.

C) Proficient

French Club

Spanish Club

French Award

Spanish Award

Spanish scholarship to further achievement in language opportunities.

Credit for Spanish I is offered at our Middle School levels.



EHO (educational enhancement opportunities) are offered at MCHS where parents can take students on learning trips to expose students to cultural experiences as excused absences.

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

a. We scored ourselves Distinguished because we offer two world languages with highly qualified teachers in regular classroom settings with additional opportunities to take otherworld language classes through KET online including German, Chinese, and Latin. We have four world language teachers in our faculty teaching fifteen class sections and offering four levels in each language. Students are also able to learn about a variety of global cultures in their world geography, history, English, and fine arts classes.

b. We scored ourselves Proficient. Students occasionally attend native cultural events and are able to interact with a native speaker staff member. Foreign languageteachers are also working to establish virtual communication opportunities through avenues such as Skype and ePals. Interactive tutorial cds are also available for use by world language teachers. In addition, teachers facilitate virtual field trips to culturally appropriate destinations.

c. We scored ourselves Proficient because our school provides all students the opportunity to join world language clubs that meet monthly. Teachers also encourage students to attend cultural and world language events provided by regional universities. Each year awards are given recognizing outstanding achievement in world language.

## Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.0

|    | Statement or Question   | Response  | Rating     |
|----|---|---|------------|
| a) | To what extent does the 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 focuses on communicative proficiency and is aligned to the national and state standards. | Proficient |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| b) | To what extent are the Global Competency/World Languages curriculum designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and provide opportunities for students to learn and practice those skills? | The Global Competency/World Languages curriculum is designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and providing most students with opportunities to learn and practice those skills, in their school and/or local community. | Proficient |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| c) | To what extent does the Global Competency/World Languages curriculum integrate content from other disciplines and align to the Global Competence Matrix/Content-Area Matrices, facilitate natural connections across content areas and build cognitive and literacy skills, language proficiency and interculturality? | The Global Competency/World Languages curriculum integrates content from other disciplines, which facilitates connections across multiple content areas and builds cognitive and literacy skills, language proficiency and interculturality. | Proficient |

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

A) Proficient

Standards based grading

Global Competence Matrices

Proficiency rounds

Examples from across the curriculum found on teacher share drive

Reference teacher lesson plans for standards aligned with National and Kentucky standards.

B) Proficient

21st Century Skills chart provided to all teachers from the curriculum coach and they were trained how to implement these into their curricula.

Real world issues in argumentative writing prompts

Teachers use Google Voice

C) Proficient

Art projects - French Impressionists, collaboration with art classes

History lessons

Culture - holidays

Current events - portfolios

Geography - map tests

MSU sends materials yearly to MCHS about entrance tests to foreign language classes.

Program Review Newsletter communicates curriculum being taught to co teachers.

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

a.

We scored ourselves Proficient because World language teachers use "proficiency rounds" with standards-aligned rubrics to gauge proficiency. ELA, fine arts, math, science, and social studies teachers have been provided with the global competency matrix to ensure that the school curriculum consistently integrates global competency.

b.

We scored ourselves Proficient because all teachers have been provided with a list of 21st century skills. Teachers keep track of their implementation of 21st century skills with a written chart. In world language classes there is a great deal of focus on communication skills, collaboration, and problem solving in everyday lessons. Students also finding and evaluating information and analytical thinking in their informative and argumentative portfolio pieces. Also, numerous projects give students opportunities to create and innovate.

c.

We scored ourselves Proficient because World language teachers intentionally integrate content from multiple disciplines including history, writing, language and mechanics, government and politics, math, art, and life skills. Some teachers work with upper level students to establish world language college plans.

Teachers communicate information about placement tests for college entrance into foreign language classes.

## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 1.75

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

|    | Statement or Question   | Response   | Rating     |
|----|---|--|------------|
| b) | To what extent are students in the World Languages class provided with instruction in the three modes of communication for language learning (interpretive, interpersonal and presentational); and opportunities to communicate in the target language with other individuals (virtually or face to face) in authentic cultural contexts? | Students in the World Languages class are provided with instruction focused on the three modes of communication for language learning (interpretive, interpersonal and presentational); and opportunities to communicate in the target language with other individuals in authentic cultural contexts. | Proficient |

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| c) | To what extent do students have the opportunity to learn and build on cultural and intercultural competencies through engagement, inquiry and reflection during Global Competency and World Languages instruction? | Students have opportunities to learn and build on cultural and intercultural competencies through engagement, inquiry and reflection during Global Competency and World Languages instruction through authentic cultural materials. | Proficient |

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

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

A) Needs Improvement

Instructional videos

Directions are given in target language

Dialogues, Reading Passages, etc.

B) Proficient

skits

performance assessments

dialogues

reading passages

writing tasks

interview activities

Lessons aligned with communicative standards

Have interacted with Middle School classes via SKYPE

C) Proficient

student choice in lessons

students set individual goals for themselves

class goals

topics and opportunities provided in outside classes such as Pablo Neruda poetry, Mexican Revolution unit in history class, Spanish choir music, etc.

Tutoring offered in Spanish provides opportunities for test revision and reflection on growth.

Portfolios about Spanish immigration are on teacher share drive

Checklist of standards which students reflect on to evaluate and reflect on their learning and mastery of skills.

D) Proficient

student choice in lessons

students set individual SMART goals for themselves

class goals

independent study students choose their own activities for each unit

allowing students to redo assignments when proficiency targets are not met

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

a. We scored ourselves Needs Improvement because teachers speak in the target language with frequent English translations. World language teachers use instructional videos with instruction in the target language. Reading passages and questions are in Spanish as well as instructions in the upper levels. At this time we offer only beginning level Spanish 1 and 2 for immersion is not as feasible.

b. We scored ourselves Proficient because teachers regularly provide students with opportunities to communicate interpretively through reading passages and writing prompts,interpersonally through dialogues and interview activities, and presentationally through skits and performance assessments.

c. We scored ourselves Proficient because teachers provide opportunities for inquiry in world language classes through student choice in research projects. Teachers engagestudents by asking them to set individual and class SMART goals and reflect on their continuing progress. Some teachers then provide reward days for reaching goals. Teachers have students reflect on mastery of standards on standards-based assessments. World languages are regularly and intentionally integrated into other content areas through poems, music, etc.

d. We scored ourselves Proficient because teachers allow students choice to meet individual needs and preferences. One teacher allows students to reassess until they meet mastery of each standard. Another teacher asks students to consider their own personal learning style in order to determine the best method for vocabulary learning. Students are encouraged to use multiple methods of study, including technological resources, in order to meet their individual needs.

## Curriculum and Instruction: Student Performance

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

Overall Rating: 1.67

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| a) | To what extent and how do students demonstrate growth in the achievement of proficiency in the three modes of communication for language learning: interpretive (reading and listening), interpersonal (communication) and presentational (speaking and writing)? (This growth must be demonstrated through assessments that are aligned to the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency). | Students demonstrate consistent growth in the achievement of proficiency in the three modes of communication for language learning. | Proficient |

|    | 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 benchmarked growth in World Languages intercultural competencies and Global Competency skills. | Proficient |

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

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

A) Proficient

comparison of pretest and posttests and analyzing reading, writing, listening and speaking data

In class proficiency rounds to check the four areas of communication

B) Proficient



Social norms are consistently addressed in language classes (personal space, time, etc)

Language norms are consistently addressed in language classes (formal v. informal) Culture is consistently tested in French

Culture is tested in Spanish in each culture unit

Use standards checklist to help facilitate benchmark growth

C) Needs Improvement

French field trip for French meal

Students use twitter and compose tweets in target language

Spanish field trip to Nashville for Day of the Dead

2 Spanish movies per semester are shown at MSU Cinema International

Quizlet Ap

Fliers are presented that encourage cultural activities at MSU

Upper level students are going to the middle schools to help with their Spanish I class.

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

a. We scored ourselves Proficient because Pre and post test results demonstrate consistently strong growth in each of the modes of communication.

b. We scored ourselves Proficient because World language teachers routinely assess cultural knowledge in their perspective target cultures. Teachers address cultural norms in language and usage--for example, teachers instruct students in formal and informal modes of communication.

c. We scored ourselves Need Improvement because students are regularly encouraged to interact with native speakers for personal enjoyment, but not specifically for community service or career development. While students are encouraged, students are not generally held accountable for such interaction.



## 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: 2.0

|    | 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 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. All assessments demonstrate sound design principles including assessment methods that match learning targets, representative sampling of learning targets, high quality tasks and scoring guides, free from bias and designed so students can self-assess and set goals for further learning. | Proficient |

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

A) Proficient

charts of standards and dates of completion

standards based learning targets are posted daily for students to see

quizzes show if students are ready to move and allow for self-reflection

commenting on individual student grades in Infinite Campus

communicative competencies are regularly assessed to monitor growth

global competencies are regularly tested in French and in Spanish culture units

Standards-based quizzes

Proficiency Rounds

group work

peer revisions on portfolios

peer revisions on target language writing assignments

students write answers on the board and correct one another

bellringer

pinatas

Day of the Dead masks

French calendars made as gifts to elementary school students

dialogues

weather reports

dating video

Spanish classes use cultural topics for portfolio pieces

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

a. We score ourselves Proficient because our teachers use formative and summative assessments that are aligned to state and national standards as well as Global competency matrices. Teachers use research-based strategies and assessments to enhance students learning.

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

|    | 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 use (i.e., planning instruction and assessment, providing feedback to students and parents) and share/clarify 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. | Proficient |

|    | 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 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. | Proficient |

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

A) Proficient

standards based learning targets posted daily for students to see

SMART goals set by students for year long growth

SMART goals for each class reviewed each unit

error correction by students

specific feedback

test retakes

test correction form

Marshall Excel (ME) time is used for helping struggling students who are paired with advanced students

B)

student input given on rubric design

rubrics are consistently used

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

a. We scored ourselves Proficient because All teachers consistently post and discuss daily standard-based learning targets. All students set individual and class SMART goals for the year and one teacher sets unit SMART goals with each class. Individual SMART goals are not consistently used. They also have formative and summative assessments that determine proficiency in the three modes of communication as well as global competency. Student feedback on formative assessments is given with specific feedback. Students are able to correct their work and reassess as needed.

b. We scored ourselves Proficient because teachers routinely use standards-based rubrics and scoring guides for presentational and project-based assessments. Rubrics are regularly shared with students before assigning assessments. Teachers sometimes ask for student input in the design of assessment rubrics.

## 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: 1.67

|    | Statement or Question   | Response   | Rating     |
|----|---|--|------------|
| a) | To what extent are students provided with meaningful, relevant and timely feedback that advances their learning of identified targets/objectives? | Students are provided with meaningful, relevant and timely feedback from a variety of sources (e.g., facilitators/teachers, peers, experts, etc.) so they may improve their performance in Global Competency and World Languages skills. | Proficient |

|    | Statement or Question  | Response   | Rating            |
|----|--|--|-------------------|
| b) | To what extent do students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills? | Students self-assess but do not reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills. | Needs Improvement |

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| c) | To what extent does the school document and report student growth based on performance in the Global Competency and World Languages areas? | Student growth in the Global Competency and World Languages areas is documented and reported based on performance expectations aligned to the Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices. | Proficient |

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

A) Proficient

exit slips

assessment data

rubrics

whiteboards

Kahoots online quiz game

self-reflection

peer revisions

teacher feedback

B) Needs Improvement

0-5 chart/hand motions to self-assess understanding

Standards Checklist

C) Proficient

Students use Standards Checklist to self assess

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

a. We scored ourselves Proficient because World language teachers routinely use observation data when students speak in the target language in class. Teachers regularly communicate with students in the target language in order to gauge understanding. Teachers collect, correct, and adjust learning targets and strategies based on written work and other assessments. Teachers provide constant and consistent feedback on spoken language, written language, assessments, both formally and informally, that is timely and documented. Peers are also able to provide feedback in numerous contexts.

B. We scored ourselves Needs Improvement because teachers frequently informally ask students to score their own understanding in language proficiency based on a pre-established scales (hand signals or charts). They date the standards chart when they have mastered the standard.

C) We scored ourselves Proficient because all teachers use up-to-date reporting of data which is available to all administrators. We do proficiency rounds and some standards-based grading.



## Professional Learning: Opportunity

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

Overall Rating: 2.25

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

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

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

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

Demonstrator 1 Opportunity

A) Proficient

individual professional growth plans aligned to CSIP

## KDE Program Review Report for Schools

Marshall County High School

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Meetings with principal throughout year to monitor progress

### B) Proficient

Murray State World Language Department Teacher Workshop

Foreign language teachers presented to faculty about program review

World Language Symposium

MSU College and Career Readiness Summit

### C) Proficient

agendas for world language work days

as a result of 11/12/14 - emails to content level teachers to provide information about world languages and global competencies

World Language Symposium

Middle School/High School workday in Fall 2015

### D) Distinguished

monthly planning block meetings

teacher work days

share drive

Walk throughs during school

PLCs

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

- a. We scored ourselves Proficient because each teacher has an individual professional growth plan (PGP) that is aligned to the Kentucky Framework for Teaching and Learning, but they are not necessarily individualized to match world language and global competency teacher needs.
- b. We scored ourselves Proficient because the school is to provide professional development credit and assistance for world language and global competency professional learning opportunities. However, professional development opportunities in the region are few and far between. Most world language professional learning opportunities are a great distance from our school and would require travel, hotel, and meal expenses. Our teachers are willing to attend, but the opportunities are limited. Occasionally world language in-service meetings are held at a local university and our teachers do attend when possible though connection to research/evidence based practices that will support teacher PGPs in world languages and global competency.
- c. We scored ourselves Proficient because teachers are provided with a world language work day in order to improve global competency instruction throughout the curriculum both in the world language department and in other content areas. Other content teachers are given an opportunity to share their information for including global competency in their instruction.
- d. We scored ourselves Distinguished because administrators hold monthly plan block meetings during which world language teachers can collaborate or exchange ideas with academic core teachers. All teachers are encouraged to share documents and lessons through the teacher share drive to help each other incorporate global competency instruction in their classes.

## 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: 2.0

|    | 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 within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning. | Proficient |

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

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

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

A) Needs Improvement

Murray State World Language Department Teacher Workshop

shared information with colleagues through email

analysis of pre and post-test data

Program Review work days

# KDE Program Review Report for Schools

Marshall County High School

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Walk throughs during school days

MSU teacher workshop at beginning of each school year

Scheduling Data

B) Proficient

collaboration through email

work day meetings

regional share drive from other foreign language teachers in the area

MSU teacher workshop at beginning of each school year

Project Based Learning Training

C) Distinguished

Breadloaf Teacher Network

Purchase Area Writing Project

Purchase Area Literacy Academy

West Kentucky Teacher Alliance - Purchase area collaboration with MSU English professors

ESS coordinator

Youth leader for Methodist Cooperative Ministry

Dance team coach

Foreign language club sponsors

National Board Certified Teacher

business owner of a local music studio

Holocaust Educators Network

PGES Peer Observer

Governor Scholars Program application reviewer

Scholarship committee HOBY

D) Proficient

Spanish III-IV students trip to LBL for Hispanic Heritage month

Murray State student teachers

Murray State practicum students

Receive information through Listservs

work with local chef for French cuisine lesson

collaboration with Engineering Department at WKCTC for French language instruction

French 3/4 students travel to local elementary schools for tutoring

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

a. We scored ourselves Needs Improvement because when available, world language teachers participate in content-specific professional learning opportunities at local universities. Teachers who attend the sessions disseminate the knowledge they have gained through email or faculty meetings, but they often fail to consult school data.

b. We scored ourselves Proficient because world language teachers frequently participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement. Teachers mostly communicate through email, but also through informal discussions between colleagues as well as occasional world language teacher meetings. World language teachers are also part of a regional share drive created for the purpose of sharing resources.

c. We scored ourselves Distinguished because World language teachers exhibit a great deal of leadership in professional organizations, the school and the community. They are members of numerous professional organizations and possess various leadership roles.

d. We scored ourselves Proficient because World language teachers have some contact with external partners. They collaborate with community, business, and postsecondary partners with a focus on language proficiency and global competency. One teacher collaborated

with a local technical college regarding French instruction. She also works with a local chef to provide French cuisine for her French students. The school accepts student teachers and practicum students from the regional university. The French class goes to local elementary school to teachers.

### 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: 2.11

|    | 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 and school councils/leadership implements established policies to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum. | Proficient |

|    | Statement or Question  | Response  | Rating        |
|----|--|---|---------------|
| b) | To what extent is time allocated and protected in the school schedule so that all students can receive instruction in Global Competency and World Languages? | Time in the school schedule is allocated, protected and it extends beyond usual implementation, demonstrating a strong school commitment to the needs of students in the Global Competency and World Languages areas. | Distinguished |

|    | 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) supports a school wide Global Competency/World Languages programs. | Proficient |

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| d) | To what extent does school leadership ensure that World Languages teachers are assigned class loads based on programmatic goals? | World Languages teachers are assigned manageable class loads based on programmatic goals. | Proficient |

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

|    | 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? | School leadership allocates equitable time, appropriate facilities and resources to implement the Global Competency/World Languages program. | Proficient |



# KDE Program Review Report for Schools

Marshall County High School

|    | 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 school leadership hires World Languages teachers according to their established hiring policy. | Proficient |

|    | 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 establishes policies to support student/teacher international travel/exchange, field trips, and community service. | Proficient |

|    | Statement or Question   | Response   | Rating     |
|----|---|--|------------|
| i) | Not applicable to Elementary School - To what extent does district and school leadership establish and implement a policy that assures performance/proficiency based credit for acquiring Global Competency/World Languages skills outside or inside the classroom? - Not Applicable to Elementary School | District and/or school policy for performance/proficiency based credit exists and includes specific guidelines related to the acquisition of Global Competency/World Languages skills outside or inside the classroom. | Proficient |

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

A) Proficient

teacher work day in January 2015

foreign language program review share drive

world language global competencies chart given to content-specific teachers

Addition of middle school classes

B) Distinguished

online classes available for languages not offered in traditional setting

schedules adjusted so more students can take foreign language

independent study classes offered for higher-level classes

After-school tutoring offered

## KDE Program Review Report for Schools

Marshall County High School

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C) Proficient

SBDM open policy

language magazine purchased

Principal/Department chair summer meeting agenda

D) Proficient

schedule has been changed to offer more opportunities to take a language class

independent study available

KET classes available

E) Proficient

Master schedule

F) Proficient

Master schedule - all students have lab access, same class time

G) Proficient

Praxis Exam

Degree in Language

H) Proficient

bi-annual international trip for students with English/Spanish teacher through EF Tours

choir trips abroad

field trips

Spanish teacher went to China for an internship

I) Proficient

credit offered in classroom setting

credit offered through KET online classes

grading scale

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

a. We scored ourselves Proficient because the school employs a curriculum coach who ensures that world language/global competencies are taught across the curriculum. Teachers attended a required professional learning session to discuss incorporating world language/global competencies into their instruction and lessons and resources are shared through a teacher share drive.

b. We scored ourselves Distinguished because in addition to traditional foreign language class scheduling, special accommodations are made for all students to have access to world language and global competency instruction. Independent study classes and online courses are arranged for students with special scheduling needs.

c. We scored ourselves Proficient because opportunities are available to world language teachers to participate in planning the budget. However, currently only school leadership and select teachers plan the annual budget.

d. We scored ourselves Proficient because school leadership/Department Chair adopts some policies on staffing, class offerings, and scheduling. They make special allowances in the schedule (online classes, independent studies) in order for all students to have access to world language instruction. However, this may not be addressed in the school CSIP.

e. We scored ourselves Proficient because leadership hires world language teachers; however, there is no emphasis on hiring international teachers, Fulbright teachers, etc.

f. We scored ourselves Proficient because the school leadership has policies that support teachers in student/teacher international travel and cultural field trips. Field trip and travel policies are in place and school leadership encourages teachers to take advantage of opportunities available.

g. We scored ourselves Proficient because school policies allow students to receive credit for world language proficiency or global competency acquired outside or inside the classroom. Students may receive credit through the traditional classroom setting, online courses, and/or independent studies.

h. We scored ourselves proficient because we promote world language classes through club fairs, scheduling, etc.

i. We scored ourselves proficient because we research different avenues for gaining credit in language.



## 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: 2.5

|    | Statement or Question   | Response  | Rating     |
|----|---|---|------------|
| a) | To what extent does the principal evaluate and reflect on the impact of the Global Competency/World Languages program on overall student achievement? | The principal evaluates and reflects on the impact of the Global Competency/World Languages program on overall student achievement in the school, using feedback from all teachers. | Proficient |

|    | 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 initiates and participates in professional learning based on data related to teaching and learning in the school's Global Competency/World Languages program, and holds expectations for implementation of new learning and evaluation of results. | Distinguished |

|    | 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 creates multiple opportunities annually to engage in dialogue with school, parents and community regarding the Global Competency/World Languages program. Program improvements balance input from stakeholders with current research and evidence-based practices. | Distinguished |

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| d) | To what extent does the principal(s) advocate for the Global Competency/World Languages program? | The principal(s) advocates for the Global Competency/World Languages program as an integral part of student learning. | Proficient |

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

A) Proficient

Teacher work day

Walk throughs

B) Distinguished

## KDE Program Review Report for Schools

Marshall County High School

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World language teacher work day

Curriculum coach working with teachers in program review process

Professional learning days

email collaboration between teacher and curriculum coach

share drive

C) Distinguished

quarterly newsletter to parents about program review from curriculum coach

D) Proficient

master schedule

allowing for work days and professional development

SBDM

master schedule

parental input

student need

F) Proficient

January 2015 work day

Program Review release days

Internal review of Program Review

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

a. We scored ourselves Proficient because the principle enlists a World Language PGES Peer Observer to collaborate, evaluate and reflect

on the impact of world language and global competency instructional practices on overall student achievement in the school.

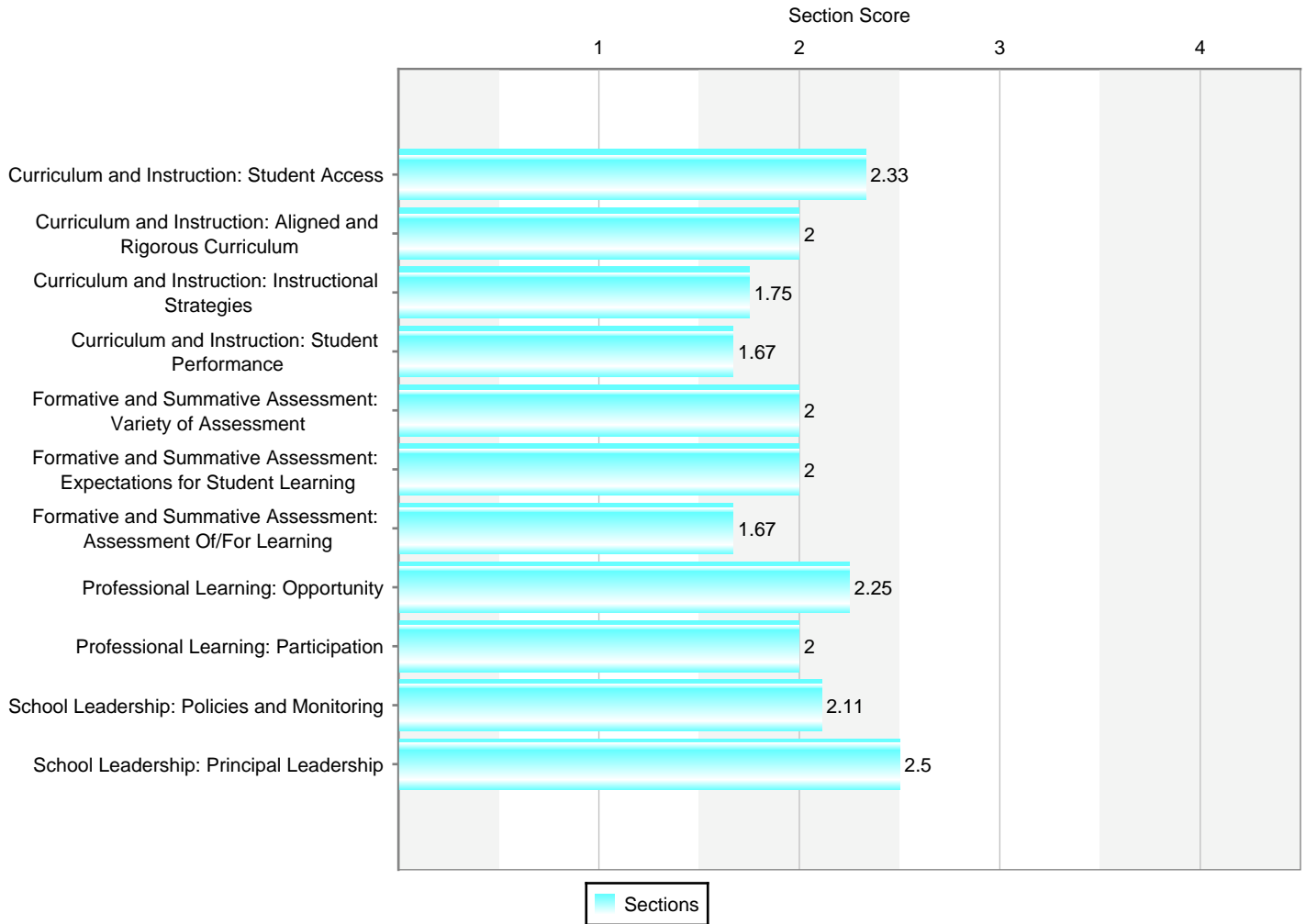
b. We scored ourselves Distinguished because the curriculum coach, hired by the principal, works with all teachers through the program review process to facilitate professional learning regarding the school's world language and global competency programs.

c. We scored ourselves Distinguished because parents receive a quarterly digital newsletter communicating with them about world language and global competency programs.

d. The principal demonstrates awareness of the importance of world language proficiency and global competency through allowing time for world teacher work days and opportunities for world language teachers to share with other faculty members. The principal also employs a facilitator who advocates for world language and global competency across the curriculum. Principals makes decisions based on input from the site-based decision making council (SBDM) which is open to input from all stakeholders including teachers, students, parents, community and business partners.

## Report Summary

### Scores By Section





# Career Advising Diagnostic (required grades 6-12)

## **Introduction**

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

A Comprehensive College and Career Advising Program should:

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

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

### **Role and Responsibilities of a School Counsel Program Advisory Council**

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

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

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

### **References:**

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

## Advising Program

|    | Statement or Question  | Response  | Rating     |
|----|--|---|------------|
| 1. | Advising program is guided by a team comprised of a variety of stakeholders. | Team includes school staff and at least 2 members from the following groups: parents, students, business/community, higher education. | Proficient |

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

|    | Statement or Question  | Response  | Rating        |
|----|--|---|---------------|
| 3. | Every student has a regular and on-going advising relationship with at least one adult in the school building. | Every student is assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals. | Distinguished |

|    | Statement or Question   | Response  | Rating        |
|----|---|---|---------------|
| 4. | Advising program promotes systemic changes within the school. | The advising program services are prioritized through alignment with the school's Comprehensive Improvement Plan. | Distinguished |

|    | Statement or Question  | Response   | Rating     |
|----|--|--|------------|
| 5. | The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents. | <p>Leadership support is limited to school counselors and teachers.</p> <p>School integrates the ILP in 1-3 content areas as a teaching tool.</p> <p>School-Based Decision Making Council adopts a policy for ILP implementation including involving parents in ILP review.</p> <p>Data is collected but not analyzed; no clearly defined criteria are followed.</p> | Proficient |

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

# KDE Program Review Report for Schools

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

|    | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|----|--|---|---------------|
| 8. | Advising program sets goals and implements strategies to address achievement gaps. | The school implements school-wide efforts to encourage all students to reach proficiency. | Proficient    |

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