KDE Program Review Report for

Schools

North Marshall Middle School

Marshall County

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Introduction

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

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Program Review: Arts and Humanities

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Introduction

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

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Curriculum and Instruction: Student Access

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

Overall Rating: 2.5

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

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

a) The Master schedule gives all students access to the Arts & Humanities on a regular basis. Students have classes in both Visual and ArtAppreciation, Band, Music, Drama through the LA classes and Drama club along with Dance in Health and PE. Lesson plans show that all areas cover the required content for each area.All students during the school year are enrolled in fine arts classes in which they are exposed to music, drama and visual arts. All students are evaluated based on performance and or production through both formative and summative assessments, understanding of terms and the creative process of each art form. Students perform through project-based lessons that involve not only understanding technique and style, but also allows them creativity and a time to self-assess their work.
b) The Master schedule provides protected time for discipline-based instruction in each area of the arts. Lesson plans show proof that the specific body of knowledge for each area is covered as outlined in the KCAS.

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

a) Evidence to support the school's level of program implementation are in the forms of photographs and video of band performances, copies of student self-assessments on file and photographs of students performing dramatics and creating visual art. Completed student artwork is also available.a) While the master schedule provides intentionally scheduled time for all students to experience the four disciplines of art, not all areas provide the opportunity of creating and processing outside the classroom. Band provides concerts honor band, district band and quad state. The Drama Club provides the opportunity for students to perform in a play for the public.
b) While the master schedule provides time for all students to create and perform in the four art forms, at this time there is not the scheduled opportunity to allow students the time to specialize in a specific art form.

Both Mrs. Ellis and Mr. Franklin have worked diligently to provide our students new opportunities to perform in each of these areas. Mrs. Ellis has been meeting with area Art Teachers monthly to dialogue about taking our Art program to even higher levels. This year the master schedule has provided the opportunities for students to perform drama presentations for elementary students. Art club has been started and students' work is on display on a greater scale. We have expanded Mr. Franklin's Drama class to both 7th and 8th grade this year. Performing Arts Club prepared and performed Trouble at the Talent Show in cooperation with Market House Theatre. Furthermore, the Performing Arts Club embarked on a fine arts enrichment opportunity by traveling to the Tennessee Performing Arts Center to enjoy Phantom of the Opera. The Art club involves all 3 grade levels of students.

There were 12 NMMS students who participated in the West Kentucky Art Invitational in April. All of our students submitted artworks that were juried! IN addition, we had 9 more students submit juried artworks in the Children's Art Show in Benton, Kentucky in March. Next year, students in Mrs. Ellis' class will be using Google classroom as a digital portfolio to create and organize their work.

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.4

	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?	The arts curriculum encompasses the artistic processes of creating, performing and responding and is fully aligned with the Kentucky Academic Standards.	Proficient

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

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

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

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

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

a) Evidence that supports this level of performance include hard copies of summative assessments that not only include questions regarding various art forms, but historical and cultural significance. Student visual artwork of historical and cultural periods in art history are available as well as photographs of artwork on display in the school. Lesson plans document that the arts curriculum is fully aligned with KCAS.

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b) Lesson plans document the use of Common Core Standards of English/Language Arts. Evidence is shown through student work and performances. Physical examples exist of Visual arts.
c) Lesson plans show that the arts make natural cross-curriculum connections. Math is incorporated through art projects using grids and proportion. All historical and cultural periods are covered across the arts through a variety of art projects, dances and music from those time periods.
d) Arts & Humanities lesson plans are closely aligned with historical content areas of the 6th, 7th , and 8th grad. Hands on projects cover areas such as Latin America, China, Japan, Egypt, Greece, Rome and Early American Art. Lesson plans in dance, music and theater also provide a variety in historical and cultural connections.
e) Lesson plans, rubrics, and various self evaluations assess student work. Students perform in sanctioned events such as quad state, honors band, district band and KASA art contest.

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

a) The identified evidence supports the school's level of implementation by showing examples of varieties of cultures and time periods to which students have exposure. The evidence also indicates the level of depth of student understanding of these cultures and historical periods. While the master schedule provides intentionally scheduled time for all students to experience the four disciplines of art, not all areas provide the opportunity of creating and processing outside the classroom. Band provides concerts honor band, district band and quad state. The Performing Arts Club provides the opportunity for 8th grade students to learn and perform a core content musical for elementary students. The Visual Arts and Dance need to take advantage of opportunities to perform and promote the arts outside the classroom
b) Lesson plans document the use of Common Core Standards of English/Language Arts. Evidence is shown through student work and performances. Physical examples exist of Visual arts. While the master schedule provides time for all students to create and perform in the four art forms, at this time there is not the scheduled opportunity to allow students the time to specialize in a specific art form.
c)Lesson plans show that the arts make natural cross-curriculum connections. Math is incorporated through art projects using grids and proportion. All historical and cultural periods are covered across the arts through a variety of art projects, dances and music from those time periods.
d) Arts & Humanities lesson plans are closely aligned with historical content areas of the 6th, 7th , and 8th grad. Hands on projects coverareas such as Latin America, China, Japan, Egypt, Greece, Rome and Early American Art. Lesson plans in dance, music and theater also provide a variety in historical and cultural connections.
e) Lesson plans, rubrics, and various self evaluations assess student work. Students perform in sanctioned events such as quad state,honors band, district band and KASA art contest

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
b)	To what extent do teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills?	Teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills.	Proficient

	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 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.	Proficient

	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) Evidence that supports this level of performance include hard copies of summative assessments that not only include questions regarding various art forms, but historical and cultural significance. Student visual artwork of historical and cultural periods in art history are available as well as photographs of artwork on display in the school. Lesson plans document that the arts curriculum is fully aligned with KCAS.All three components of arts study are systematically incorporated through activities like Band (quad state, honors band, district band) where students help to create the programs, perform and respond through critiques. Visual and Drama incorporate through productions which involved scenery, acting and critiques.

b) Visual arts provides exemplary artistics products for all projects. Music provides audio examples to enhance the student's understanding. Dance and Drama show video examples to both aide in the instruction and show expectations.

c) Lesson plans provide for the appropriate development of a student's artistic skills through a scaffold type method. As students move through middle school their projects become increasingly more demanding along with the required skills.

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d) Murray State students have performed for band classes as an example of higher levels of performance.

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

a) The identified evidence supports the school's level of implementation by showing examples of varieties of cultures and time periods to which students have exposure. The evidence also indicates the level of depth of student understanding of these cultures and historical periods. All three components of arts study are systematically incorporated through activities like Band (quad state, honors band, district band)
where students help to create the programs, perform and respond through critiques. Visual and Drama incorporate through productions which involved scenery, acting and critiques.
b)Lesson plans document the use of Common Core Standards of English/Language Arts. Evidence is shown through student work and performances. Physical examples exist of Visual arts. Visual arts provides exemplary artistics products for all projects. Music provides audio examples to enhance the student's understanding. Dance and Drama show video examples to both aide in the instruction and show expectations.
c) Lesson plans show that the arts make natural cross-curriculum connections. Math is incorporated through art projects using grids and proportion. All historical and cultural periods are covered across the arts through a variety of art projects, dances and music from those time periods.
d) Arts & Humanities lesson plans are closely aligned with historical content areas of the 6th, 7th , and 8th grad. Hands on projects coverareas such as Latin America, China, Japan, Egypt, Greece, Rome and Early American Art. Lesson plans in dance, music and theater also provide a variety in historical and cultural connections. Murray State students have performed for band classes as an example of higher levels of performance.
e)Lesson plans, rubrics, and various self evaluations assess student work. Students perform in sanctioned events such as quad state,honors band, district band and KASA art contest.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

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

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

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

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

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

	Statement or Question	Response	Rating
f)	To what extent are students supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels}?	Students are supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school.	Proficient

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

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a) Students have the opportunity in Music to perform in a variety of ensembles that are outside the normal schools schedule. Students also have the opportunity to participate in Drama programs for the community. During Music A&H students create and perform original drama skits. In Art, students are consistently creating and responding to a variety of art forms.
b) While lesson plans, rubrics, and examples show that many of the student products are teacher-driven students have the opportunity tocreate individual personal and expressive pieces of art while still following the guidance of the instructor. Students also have the opportunity to create and perform personal drama skits.
c) Lesson plans routinely guide students through their projects while allowing for some creativity. Students are required to make decisions throughout lessons to develop individuality.
d) Students use both group and self critiques to reflect on the arts. Students use the exemplary exhibits to verbally critique their own work.
e) After students are presented with demonstrations and examples, they are able to create and or problem-solve their way to creating or performing.
f) Students had the opportunity to participate in the KASA art contest, band concerts, a variety of musical groups and the drama plays.

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

a) Students in the Visual Arts and Dance will become more actively engaged.
b) Lessons and rubrics are designed to generate more original, expressive student work that work within the curriculum guidelines.
c) Time will be alloted to allow students the freedom to independently use the knowledge and skills they have gained to create unique individual products.
d) Plans will be made to expose the students to exemplary exhibits and performance in all the areas both in school and through field trips. Guidelines will be established to to ensure students reflect objectively.
e) Time will be alloted for students to be completely independent in the creation of their own projects.
f) Mrs. Ellis has been meeting with area Art Teachers monthly to dialogue about taking our Art program to even higher levels. This year the master schedule has provided the opportunities for students to perform drama presentations for elementary students. Art club has been started and students' work is on display on a greater scale. We have expanded Mr. Franklin's Drama class to both 7th and 8th grade this year. Performing Arts Club prepared and performed Trouble at the Talent Show in cooperation with Market House Theatre. Furthermore, the Performing Arts Club embarked on a fine arts enrichment opportunity by traveling to the Tennessee Performing Arts Center to enjoy Phantom of the Opera. The Art club involves all 3 grade levels of students.

There were 12 NMMS students who participated in the West Kentucky Art Invitational in April. All of our students submitted artworks that were juried! IN addition, we had 9 more students submit juried artworks in the Children's Art Show in Benton, Kentucky in March. Next year, students in Mrs. Ellis' class will be using Google classroom as a digital portfolio to create and organize their work.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

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

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

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

a) Evalutions are done through playing tests (music), concert performances, and through performance and written tests in all areas. Rubrics are used in art along with self evaluations to make sure specific concepts are achieved. Students also participate in creating the rubric for art projects in the art classes.

b) Primary review is done as teachers use appropriate rubrics, tests and worksheets to review or assess work. Peer reviews are done in the visual arts classes using art vocabulary for various art projects

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

a) Assessments will be developed to document student improvement.

b) Teachers use on a regular basis appropriate peer review and critique forms to guide students as they evaluate each others work.

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Formative and Summative Assessment: Expectations for Student Learning

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

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

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

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

a) Exemplars and/or models are used in the classroom in all art forms. Models are used to encourage students to attain high levels of workmanship.

b) Rubrics and instructions are given to the students at the beginning of each lesson to define clear, attainable goals. Lessons are appropriate and varied depending on the grade level.

c) While teacher lesson plans and rubrics help to determine the appropriate level of growth at each grade level, students start the 6 week grading period by developing their own SMART goal to attain within that grading period.

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

a) Additional exemplars and models are used from outside sources to expose students to characteristics of rigorous work.

b) More student developed rubrics will be created in all areas of the arts. Student developed rubrics are created for most projects in the visual arts and arts and humanities classes.

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c) SMART goals are used in the school and students are familiar with this process. SMART goals are being developed specifically in the 4 areas of the arts.

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Formative and Summative Assessment: Assessment for Learning

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

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
b)	To what extent do students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate?	Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.	Proficient

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

a) Teachers provide documented feedback on the rubric of most art projects along with the students self-evaluation on a regular basis along with peer critiques so students may improve their work.
b) Students engage in evaluations and critiques by use of rubrics and measuring their work against exemplars. Students also begin each grading period by comparing works of art to establish appropriate levels of exemplar work.

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

a) Teachers engage in a variety of feedback sources so students may strengthen their future performances or products. Students collaborate with teachers to create a rubric to evaluate their own work, their peers' work, as well as exemplar models.
b) Students continue to strengthen their critiquing abilities by reflecting on various levels of work so they can understand what is necessary to accomplish exemplar work.

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Professional Learning: Opportunity

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

Overall Rating: 2.25

	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.

a) PLC reports through the school year discuss instruction. PGP focuses on improvement of teaching methods for the students.

b) PD opportunities are made available through both the principal and Secondary Supervisor.

c) Since PD opportunities are either made available through the principal or Secondary Supervisor, only those PD's that are appropriate are made available. Within county PD's are offered at least once a year so teachers can trade ideas and focus on appropriate lessons for each age group.

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d) Collaboration between Arts & Humanities and core teachers is provided on designated teacher work days.

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

a) CSIP and Professional Learning plan for the school address individual teacher and student needs and allow for growth in those areas. Additions need to be made to the CSIP to include goals for the Arts & Humanities.
b) Arts & Humanities teachers need to take more advantage of the opportunities provided to enhance the growth in instruction for students.
c) Improvement can be made in this area by incorporating more student data

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Professional Learning: Participation

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

Overall Rating: 2.0

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

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

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

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

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

a) PD, PLC, PGP allow teachers to participate in arts-content development.

b) A & H teachers meet in PLC on a weekly basis to discuss instructional issues and practices.

c) Band director is a member of MENC/KMEA, and director of church ensemble. Arts teacher is a member of ADK, KAEA, NAEA, KAGE, and is on the Western Ky Gifted Education Advisory Board, drama teachers is SBDM member

d) A & H teachers collaborate with external partners usually when we have been approached as with the Dickens Christmas. External partners collaborate with our art teacher and students for fundraisers such as Empty Bowls. A portrait artist from the community demonstrated portrait drawing for the 6th, 7th and 8th grade art classes in February.

e) Implementation has occurred in 8th grade in American Art History from Prehistory through the Expansion period with appropriate artists. 7th grade overlaps in the arts with Prehistoric, Egyptian, Greek, Roman,and Medieval time periods. Sixth grade studies artwork from Central and South America and Asia.

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f) July PD offered focus on how to improve A/H program, based on program review results

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

a & b) PD Data will be developed for A/H teachers to evaluate programs. This data will be shared and incorporated school wide.
c) There is a need for all A/H teachers to subscribe to ListServs, professional organizations, etc.
d) A/H teachers will reach out to the community to to become more involved such as the new Children's Art Center, Dickens Christmas,CFSB Student of the Week. Businesses like the library can be contacted to display student work.
e) Social studies teachers include Arts education in their classes. A Fine Arts Festival is incorporated this year with the end of the year Band performance for families and the public

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.57

	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 based on student need and interests.	Proficient

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

a) Curriculum policy provides for arts being taught across the curriculum.
b) The Master schedule and SBDM provides the appropriate time for the Arts.
c) Protected time provided by the Master schedule and SBDM.
d) Arts teachers have access to SBDM meetings and the Principal. The school Secretary also has the ability to advise on the state of the budget.
e) The Master schedule assignes all teachers equitable class loads.
f) The Master schedule provides equal planning for all teachers.
g) A/H teachers have access to the Principal to collaborate and implement necessary recommendations and make material requests whenever necessary.
h) The Master schedule provides appropriate staffing to meet the needs of the students in the arts program.

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

a) PLC's help to implement that arts instructions are taught across the curriculum.
b) After school, community, and state projects could help to meet the extended needs of students.
c) Arts teachers need to think beyond the classroom "space" and utilize the school and the community.
e) Administration has planned a schedule that insures that all students have access to all the Arts & Humanities programs. Arts & Humanities teachers have equitable planning time to ensure decisions are made in the best interest of the students. Class sizes are appropriate and equally distributed across the curriculum. Teachers request any materials needed for their class and 98% of requests are granted.

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.0

	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 frequently provides communication with parents and community about arts programs.	Proficient

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

SBDM minutes
Master schedule
Professional development plan
Tech Home Tuesday
Websites
Facebook and Twitter posts
Concert/Arts display

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

Curriculum policy dictates equitable access to all classes. Flexible PD hours are available so teachers may do content specific PD. All students are provided with A/H curriculum. Achievements in the arts are documented in SBDM minutes in the Good News Report. Tech Home Tuesday has showcased arts classes. Band concert also featured student art show and fine arts festival. Art projects are displayed throughout the school. Artists from the community display and demonstrate various art forms. Students perform dramatic skits, music

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performances on the piano and guitar and dance demonstrations.

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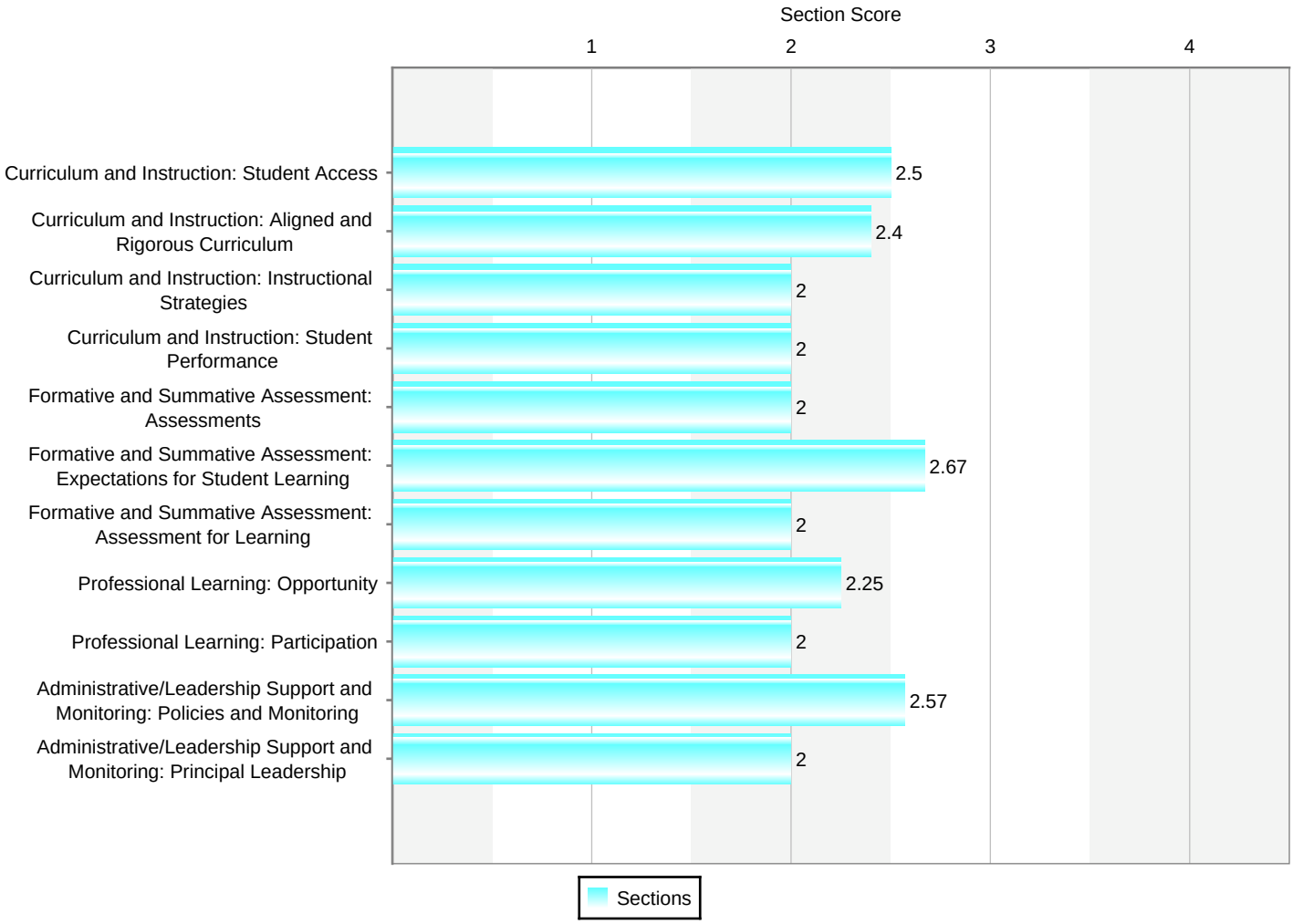
Report Summary

Scores By Section



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Program Review: Practical Living/Career Studies

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Introduction

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

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Curriculum and Instruction: Health Education

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

Overall Rating: 2.4

	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 the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety needs of all students.	Proficient

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

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A.-HECAT and PECAT training at Board office for PE and Health teachers
-K12 scope & Sequence
-Lesson Plans
B.-KY Core aligns with national standards
-Teen Health Book aligns with National Standards
C.-All 6th-8th students have Health/Life Skills class, Ghost Out, Hope Clinic, 4-H "Health Rocks", Life Skills Grant, FRYSC, Red Ribbon Week, Reality Store, , Driving Safety: Seat belts/Distracted driving Program Guest Speakers, STAND-Smart Mouth anti Tobacco program
D.-T-25, House Intramurals, 3-on-3 Basketball, House track competition, A/A Lessons, Welness Committee, Greek Olympics, HERO mission statement includes "Healthy Choices"
E.-Master schedule, Ghost Out, Red Ribbon Week, A/A Bullying Lessons, Driving Safety: Seat belts/Distracted driving Program, Science teachers use food logs, PE-Safety and 1st aid, Anti Bullying lessons during A/A & Social Studies

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

A.) We utilize HECAT training and curriculum from Teen Health book that aligns with state/national standards. Multiple Community leaders visit the PLCS classrooms every 6 weeks.
B.) Students regularly have the opportunity to become health literate by practicing the skills embedded in the NHES. Students regularly participate in Anti-Bullying lesson during Social Studies and A/A. The lessons were created by PLCS teachers from SMMS, BMS< and NMMS.
C.) The curriculum provides learning activities that ensure students receive annual instruction in all health education areas. The master schedule allows for all students to have access to this area.
D.) We have a wellness committee that meets on a regular basis. We also have a House intramurals, 3-on-3 Basketball, House track competition, that encourages student fitness in and outside school.
E.) The health curriculum is integrated and includes frequent opportunities for cross-disciplinary connections. Red Ribbon week, Ghost Out, and A/A lessons are used to promote safety and student health needs throughout the school and in other disciplines. Science classes cover Body Systems and use food logs. Students regularly participate in Anti-Bullying lesson during Social Studies and A/A

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Curriculum and Instruction: Physical Education

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

Overall Rating: 2.2

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Academic Standards for PLCS?	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

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

A.-HECAT and PECAT training at Board office for PE and Health teachers
-K12 scope & Sequence
-Lesson Plans
-KAHPERD emails/Newsletters
B.-KY Academic Core aligns with national standards
-Pre & Post Fitness/Content Tests
-Fitness Assessments/Activity Logs
-Personal FITT plans
-Presidential Fitness Test/Results
C.-IEP-Followed and modified in PE, Lesson Plan, BellRingers, Learning Goal, Activity Fitness Logs
D.-T-25, House Intramurals, 3-on-3 Basketball, House track competition, A/A Lessons, Welness Committee, HERO mission statement includes "Healthy Choices", School Wellness Committee
E.-Greek Olympics,House Intramurals, 3-on-3 Basketball, House track competition, Fit Fridays (FITT Principle), Science Food Logs, Body Systems

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

We use a Pre fitness/content test along with SMART goals for their planned progress. We conduct weekly activity that moves students toward their end goal. We end with Post fitness/content test. We use this information to award students based on The Presidential Fitness Test. School Wellness Committee meets regulary, but needs to create policy that addresses physical fitness goal for all our students. Students participate in daily sports, games, and activities to promote a lifetime of both individual and team sports. Students are assessed on mile time, sit-ups, push-ups, jump rope timesand tracked through fitness logs using SMART goals

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Curriculum and Instruction: Consumerism

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

Overall Rating: 2.29

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

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

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

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

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

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

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

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

A. -Research, design, & estimate residential landscape setting to acheive environmental, social, or aesthetic outcomes
-Textbook: Consumer Education & Economics, Glencoe, Ch1 Consumer Powers & Protection
-Consumer Advocates
-Consumer, worker, citizens
-teens are important
-protection laws
-PowerPoint slides
B. Textbook, CH 10:Banking, goals, saving, spending, assets/liabilities, Check book entries, balance sheet, PowerPoint slides, Table (format rows/columns, merge cells), -Research, design, & estimate residential landscape setting to acheive environmental, social, or aesthetic outcomes/ Analyze & assess occupational skills & requirements needed to obtain employment in an industrial/agricultural setting
C. Textbook, CH 5 Economics: global economy, economy systems, Analyze & assess occupational skills & requirements needed to obtain employment in an industrial/agricultural setting, Operation Preparation
D. Textbook-CH 9 Financial planning, savin/spending, caculate cost/saving per water usage, savings account/interest, How to Spend "inheritance", Estimating job costs of landscape projects
E. Estimating job costs of landscape projects, Math Class-Sales tax, purchases, evaluate prices, Science-Reduce, Reuse, Recycle, Enviroment
G. Consumerism, Grade 6-8 MS word, PowerPoint, Publications, All asignments created with computer applications

Additional Evidence: Reality Store, Junior Achievement, ILP

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

All students receive the consumerism curriculum. Routinely is defined as a 30-day program with specific topics and software per grade level implemented through the use of computer applications. ie. Microsoft Word, PowerPoint, Publisher, MS Excel. Classes go through units on taxes, discounts, check registers, balance sheets, spreadsheets, etc.

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Curriculum and Instruction: Career Education

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

Overall Rating: 2.29

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs?	Not Applicable - Elementary & Middle	N/A

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

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

	Statement or Question	Response	Rating
f)	To what extent does the school ensure information about careers is routinely integrated into the total school curriculum?	Information about careers is routinely integrated into the total school curriculum and cross-curricular teachers collectively create multiple interdisciplinary units of study and projects.	Distinguished

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

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

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

A.) Pacing guide, Operation Prepearation-Student Questions, Career Interviews
B.) Student work (analyzing a career and career presentation) Goal Setting
C.) N/A
D.) Student work, Scavenger Resarch Hunts with Health/Life Skills-Lena Mallory
E.) Reality Store (using income from chosen career to live for a month), Using scale for agriculture design, measurements for woodworking projects
F.) Avisor/Advisee Lessons, Reality Store, Operation Preparation, ILP, research specific careers in industry & agriculture, design a recruiting poster and presentation
G.) Lesson plans, student presentations, students using technology (Career cruising projects using PowerPoint), Use computers, tablets, or personal devices to research careers
H.) Yearbook, Service/Community Learning Projects
Additional Evidence: FRYSC, Discovery Ed, Junior Achievement, 4-H Ag Extension agent - Jump Start curriculum, District sponsored-"College Day"

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

Because of time limitations (30 day courses), a broad overview of self-awareness, basic skills and job seeking skills is implemented. We do intense review of engineering/technology based careers. Science and math classes discuss careers connections and have guest speakers to reinforce those connections. 21st Century Skills are discussed in engineering, science and math classes. Classes involve many performance events that call for student to gather information on career research through reading. Students prepare scripts for their oral presentations based on reading research on careers.

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Curriculum and Instruction: ILP

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents? Is a process is in place to ensure that parents have received access information for the ILP?	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 to inform student career and educational decisions. The intervention planning tool within the ILP is also utilized for students not meeting these benchmarks.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school ensure an advising program is in place and includes components of the ILP?	An advising program is in place and includes components of the ILP.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	A formalized plan is in place to monitor the completion of the ILP.	Proficient

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

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

A.) ILP Parent letter, Student ILP, Open House training-Infinite/Career cruising

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B.) School intervention plans in the ILP, Individual Student Advising Plan

C.) Advisor/Advisee description

D.) CSIP

Further Evidence: the completion reports generated from career cruising, School Website, Explore data integrated into ILP, Operation Preparation, EXPLORE-Parents meet with guidance counselor, Testing data is used to assign classes at Marshall County High School.

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

A.) ILP development begins at the 6th grade level for all students and continues all throughout their middle school career. Parents receive log in information each year and are encouraged to participate in the ILP process.

B.) The KPREP scores are imported into the ILP.

C. & D.) Students have regular, consistent access to multiple forms of guidance via Advisor/Advisee, School Counselor, and Gear-Up

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.25

	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.) Pacing Guide, lesson plans, student work, 21st Century skills (Reading, Math, and Media)

B.) Health Rocks Projects, Fitness Tests, Group/Partner Projects, Lesson plans including individual learning styles

C.) Lesson Plans document differentiation for students

D.) Students set SMART goals based on Pre-test in Health/PE

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

A.) Kentucky Core Academic Standards, 21st Century Skills and Knowledge, and other content standards are used in developing

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formative/summative assessments.

B.) PLCS measures are responsive to a variety of learning styles. Teachrs use the Learning Style Inventory from the ILP. Health teacher uses curriculum and Health Rocks Program and students create PSA's.

C.) The PLCS teachers use data from the summative assessments to guide instruction. Teachers use program revie data to improve instruction.

D.) The PLCS teachers use a variety of assessments to promote individual student growth.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

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

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

A.) Fitness logs, Food Logs, Fitness assessments, Health Rocks student project rubrics, School Wide Theme HERO-Healthy Choices, Excellence in Academics, Responsibility for actions, Others before self - Rewards and vision is based on theme and uses to evaluate student progress

B.) Infinite Campus Parent Portal, Mid-Term reports, 6-week reports, parent messages through infinite campus, Operation Preparation, Student Questions, Career Interviews

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

A.) The PLCS teachers use rubrics to assess student performance. Students have opportunities to assess performances through student created rubrics/Student work/Student models

B.) The teachers provide consistent and timely feedback to studens and parents. The parent portal in Infinite Campus provides feedback on student performance as well as messages that can be sent via Infinite Campus's messaging system. Data is pulled from student's ILP to prepare for Operation Preparation community partners.

We use peer review, student products, and self-assessments in order to inform students in their progress. Parents are informed through a variety of sources like teacher websites, midterm reports, and infinite campus. Students are provided with exemplary models of projects. Students need to have input on rubrics and be more involved on development of rubrics.

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Professional Learning: Opportunities

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

Overall Rating: 2.25

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

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

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

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

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

A.) CSIP

B.) KYSTE Conference, Job embedded Life Skills PD, Novemeber 4 PD Day Shedule, PD 360, HECAT/PECAT workshop

C.) PLC meeting schedule (During planning), Professional Growth Plan

D.) District Calendar, Master schedule, Program Review Committee, Health teachers collaboration across district, PLC schedule, PLC reports

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

A.) Professional development is linked to CSIP
B.) There are a variet of opportunities for PLCS teachers to attend job embedded professional development opportunities. PLCS teachers had the opportunity to attend KYSTE Conference. Teachers also attended professional development on NOV.4th and were allowed to choose topics that related to interests and areas.
C.) PLCS Professional development opportunities focus on best practices. Teachers are allowed opportunities to attend professional development related to their discipline.
D.) The school allocates time for PLCS and academic core teachers to collaborate and exchange ideals during school day in professional learning communities. Teachers collaborate across the district. Teachers collaborate in hteir spare time even if it is not allocated in the schedule.

Teachers are given flexible PD hours to attend content-specific trainings. There is a PLCS goal in the CSIP. Professional learning opportunities are provided- Economics Extravaganza, College and Career Summit, PECAT/HECAT training, etc. PLCS teachers are included in core teachers' weekly PLC reports. Input is sought. Teacher work days allow collaboration between PLCS teachers and core teachers

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Professional Learning: Participation

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

Overall Rating: 2.0

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

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

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

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

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

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

A.) Novemeber 4 PD offerings and agendas- PECAT/HECAT, KYSTE Conference email, Life Skills Training PD, July 15 PD based on Program Review results

B.) Teacher Organization list, District PGES Observation Grant email, Professional Growth Plan, CSIP, PLC reports

C.) Teacher Organization list, PLC reports teacher involvement, SBDM

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D.) Community partners as guest teachers, UK 4-H Agriculture Extension, MC Health Department Guests, Nurses do 1st Aid training, Hope Clinic for 6-8th graders
E.) Some teachers in school receive professional learning opportunities to enhance integration into PLCS concepts but this is an area we will improve upon my opening up more opportunities.
Additional evidence: KY ListServ-email collaboration across the state, District Bullying Curriculum Committee, KEA/MCEA members, Program Review committee, SBDM-PD Plan, Tim Bundren is leader in PGES trainings, SBDM member, peer observations

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

A.) PD was offered to health teachers in the area of Life Skills, as well as PECAT/HECAT training. PE and health teachers attended a pull out day training to work on alignment of curriculum. PD offerings such as Econ Extravanganza, College and Career Summit, etc are offered. PD on July 15 targeted weaknesses as identified by program reviews. November 4 PD offered PE teachers specific content area training.
B.) PLCS teachers take on leadership roles in PLC, SBDM, a trainer in PGES, Peer Observation grant program
C.) PLCS teachers are leaders in professional organizations and in the community. SBDM member, Committee members and group leaders in community churches, Clarks River Refuge Cleanup, Pre engineering coordinator, KEA, Public Utility Committee Calvert City.
D.) PLCS teachers regularly collaborate with community, business, and postsecondary partners. JR achievement, Gear-Up partnering with Murray State for field trip, guest speakers, HOPE Clinc, MC Health,
4-H Ag,
E.) Some teachers in school receive professional learning opportunities to enhance integration into PLCS concepts but this is an area we will improve upon my opening up more opportunities.

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.22

	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?	School leadership and teachers of all departments are invited to participate in planning the annual school budget.	Proficient

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

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

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

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

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

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

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

A.) Program Review Committee meeting agenda, SBDM minutes, SBDM agenda, school master schedule

B.) Teacher Schedule, Master schedule

C.) SBDM Minutes

D.) Teacher Schedule, Master schedule

E.) Master schedule

F.) Program Review Committee meeting agenda, PLC meeting schedule

G.) Explanation of PLCS classes offered, Master schedule

H.) Emails from the school nurse, P.E. Teacher, Principal, & Guidance Counselor,

I.) School wellness policy, District Wellness Policy

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

A.) The SBDM council/leadership monitors and evaluates the teaching of PLCS concepts.

B.) All students receive instruction in all PLCS disciplines.

C.) 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. Teachers fill out budget request and wish list submitted to SBDM council. A PLCS teacher is a member of the SBDM council.

D.) PLCS teachers are assigned equitable class loads based on course and facilities.

E.) Teachers receive equitablle planning time with core areas.

F.) School leadership collaborates with teachers when planning for the implementation of the PLCS programs.

G.) Decisions related to PLCS program staffing are based on student need. Choir, extra Art, and extra P.E. are offered based on student need and student exposure.

H.) The school Coordinated Health Committee

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We have certified/qualified PL/CS teachers that allows us to offer content specific instruction enhanced by excellent facilities to support the PL/CS content areas. All students receive PLCS instruction during their enrichment time. A school wellness committee exists and meets regularly. A wellness policy has been drafted.

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.67

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

	Statement or Question	Response	Rating
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 Committee agenda, PLC Teacher leaders, PLC Teams

B.) PLC meeting schedule, PLC reports, Internal Program Reviews, Principal walkthoughs/observations, Teacher reflection in faculty meetings, Test data, Professional Growth plans align with PGES

C.) Tech Home Tuesday, Twitter, Facebook, Instagram, Aler Now Calls/emails, School Website, Teacher Websites, School Calendar

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

A.) The principal and program area teachers collaboratively evaluate, reflect on the impact of, and provide support for the PLCS, ARTS, and Writing instructional practices.

B.) The principal initiates and participates in professional learning regarding the school's PLCS programs.

C.) The principal regularly communicates with parents and the community using technology and media resources. The principal

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communicates through the school school website, Alert now calls, the school calendar and Media outlets mentioned in evidence.

Master schedule is created using teacher certification and professional learning participation. Principal has collaborated a great deal with physical education and health teachers regarding content and structure. Principal participated in life skills curriculum training. Weekly newsletter highlights student performance and achievements. SBMD minutes document Presidential Physical Fitness achievements in Good News Report. Tech Home Tuesday has included highlights from PLCS classes

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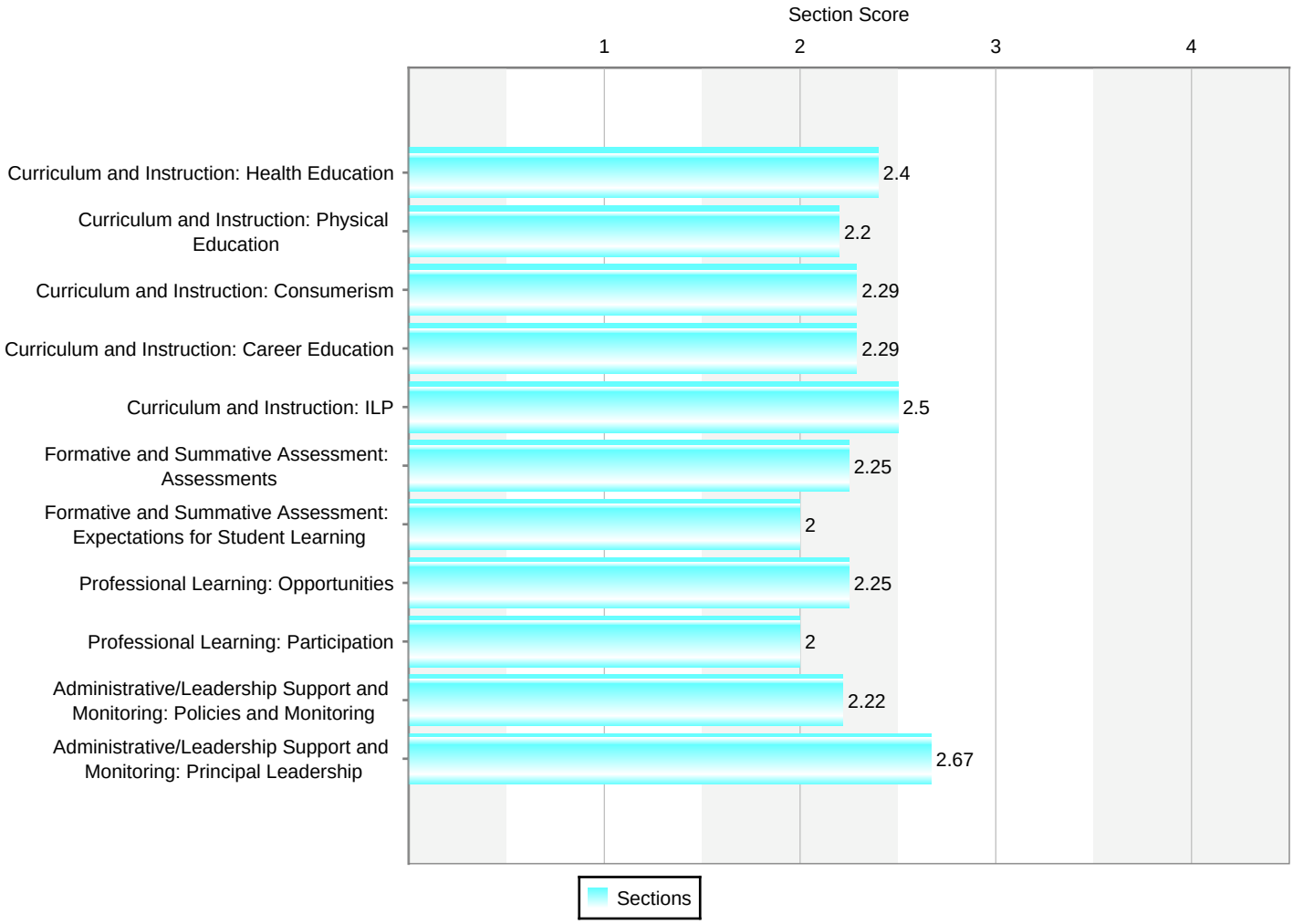
Report Summary

Scores By Section



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Program Review: Writing

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Introduction

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

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

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Curriculum and Instruction: Student Access

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

Overall Rating: 2.33

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

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

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

Scheduling

Student choice in assignments

Variety of writing products used in classes

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

--Student works on individual self-paced literacy lessons through peer-tutoring and Study Island. The skills are scaffolded and when one skill is mastered the student moves to the next level.

computer use

--Students with handwriting issues, learning problems, learning deficits use iPads, tablets, and Surface to complete and store written

Statement or Question Response Rating

a) To what extent do students participate in

intentionally planned literacy learning

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opportunities to explore ideas and design products across content areas?
Students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas.
Proficient
Statement or Question Response Rating
b) To what extent do students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments)?
Students strategically plan for and use a variety of equipment/technological tools and materials designed to meet and enhance their individual needs.
Distinguished
Statement or Question Response Rating
c) To what extent do teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students?
Teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students.
Proficient
Program Review: Writing
North Marshall Middle School
Page 2
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assignments as well as to edit and revise their own writing with built-in tools.
Scheduling
--Based on previous year's school accountability testing, students are placed into courses according to their abilities, where individual learning is differentiated.
- study skills class/targeted students - Students are monitored closely on their work ethic and ability to complete and return work to teachers. Re-teaching, one-to-one, peer tutoring take place in this course.
- technology classes covering keyboarding and MS Word, Excel, PowerPoint, and Publisher
Student choice in assignments
- Students are allowed to choose in what format they present knowledge to an audience of their peers.
Variety of writing products - PowerPoint multimedia presentations, oral presentaions, research projects, artistic projects, videos, on-demand scrimmages, extended response, narratives, informative writing, arguments and oral debates, skits and role-play, journals and diaries, bellringers, exit slips, constructed responses, think/pair share, peer teaching, poetry, electronic posters
Use of technology
- student email, Edmodo, Dropbox, Skydrive, Evernote, iPads, iPods, smart phones, personal laptops, eTextbooks, Eliademy, Quizlet,

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Socrative, and a variety of apps

Vision Impaired Students-

-modify assignments (i.e. writing prompts, etc) by copying and enlarging on colored paper

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.6

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

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

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

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

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

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

Student choice to demonstrate research findings.

Student digital portfolio documents change over time of student growth.

Building- and grade-level meetings throughout the year

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

Student choice to demonstrate research findings.
--Students choose which type of technology they wish to use to demonstrate their learning/knowledge, such as multimedia presentations, oral presentations, artistic projects, videos, skits/plays, electronic posters
Student digital portfolio documents change over time of student growth.
-- Each student has their own network space on OneDrive to save, edit, and revise their writings to show growth in their writing and communication skills.
Building-level and grade-level throughout the year.
-- Grade-level meeting were scheduled monthly to ensure alignment to standards to curriculum.
Use of technology
-- student email, Edmodo, Dropbox, OneDrive, Evernote, iPads, iPods, smart phones, personal laptops, eTextbooks, Eliademy, Quizlet, Socrative, and a variety of apps
Science and social studies in particular intentionally emphasize literacy in their curriculum- with writing assignments, literacy terms, etc.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.5

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

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

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

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

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

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

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

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Curriculum pacing guides
Integrated units
Student choice in assignments
Student products
Student reflections/analysis
Peer review and analysis
Use of cooperative learning groups
Use of literacy vocabulary
Common Core standards and resources
Literacy standards

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

Curriculum pacing guides
Faculty follows pacing guides set up for the Common Core Curriculum.
Integrated units
Teachers in grade levels work cooperatively with content areas to incorporate literacy standards.
Student choice
--Students choose which type of technology they wish to use to demonstrate their learning/knowledge, such as PowerPoint and multimedia presentations, oral presentations, artistic projects, videos, skits and role-play, electronic posters
Student Digital Portfolios
Each student has their own digital portfolio where they house their writings to show knowledge gained over time (One Drive).
Student choice on writing prompts
-- Given multiple writing prompts, students choose and write to demonstrate their communication skills.
Student reflections/analysis
-- Students are given multiple opportunities to reflect and revise their writings after their original submission of work.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do students craft communications distinctive to specific disciplines and purposes?	Students go beyond mastery of skills and/or curriculum to explore and expand their own learning and opportunities to gain expertise and write as content experts applying that knowledge to the kinds of questions and problems experts in that field tackle.	Distinguished

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

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

Exemplar models used

Student choice

Variety of forms

Research

Student Work is used to analyze correct and incorrect writing models

Students regularly assess one another's work

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

Exemplar models used
--Students continuously have examples of quality writing, both professional and student-based, to read throughout the year and compare to their own writings.
Student choice
--Students choose which type of technology they wish to use to demonstrate their learning/knowledge, such as PowerPoint and multimedia presentations, oral presentaions, artistic projects, videos, skits and role-play, electronic posters
Variety of writing products
-- Students have a variety of writing products - PowerPoint multimedia presentations, oral presentations, research projects, artistic projects, videos, on-demand scrimmages, extended response, narratives, informative writing, arguments and oral debates, skits and role-play, speeches, journals and diaries, bellringers, exit slips, constructed responses, think/pair share, peer teaching, poetry, student models
Research
-- Teachers offer multiple research opportunities, both formal and informal, for students to acquire more indepth knowledge of content or to further their understanding of content.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.5

	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 consistently implement plan to monitor student progress in writing and communication skills consistent with grade-level writing standards, formative assessments, and respond to evidence through revised instruction.	Distinguished

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

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

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

Common Core Aligned Standards in ELA

Teacher feedback and use of student peer reviews

Student self-assessments and reflections

Rubrics

Literacy standards

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

Common Core Aligned Standards in ELA

--Reading and Math assessments are aligned with Common Core standards.

Teacher feedback and use of peer reviews

-- Teachers offer feedback on writings, projects, and literacy assignments as well as using peer reviews for additional feedback.

Student self-assessments and reflections

-- Students regular self-assess and reflect on their writing. Revisions of writing are regularly required.

Rubrics

-- Rubrics are created for student understanding of expectations

Literacy standards

-- Teachers use literacy standards and literacy vocabulary daily in assessments, instruction, and learning targets.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
c)	To what extent do teachers and students engage in self-assessments to monitor progress toward meeting writing and communication goals?	Teachers and students engage in ongoing self-assessment, using a variety of methods designed to support different learning styles, to monitor progress toward meeting writing and communication goals.	Distinguished

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

Rubrics- student input to help develop

Goal setting

Student self-assessments and reflections

Learning targets

Student interventions

Exemplar models

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

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Rubrics

- Rubrics are created for student understanding of expectations.

Goal-setting

- Teachers help students set individual goals and group goals.

Student self-assessments and reflections

-- Students regular self-assess and reflect on their writing. Revisions of writing are regularly required.

Learning targets

-- Teachers post daily learning targets in the classroom.

Interventions

-- No-Zero Policy - Students are not allowed to NOT do their assignments and suffer consequences of lost social time to complete work required, such as Diners Club, Saturday School, and Extended School Service.

Exemplar models

-- Teachers use exemplar professional- and student-based models.

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Professional Learning: Opportunity

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

Overall Rating: 2.5

	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 supports individual learning focus (PGP) fosters team collaboration for school improvement and benefits from alignment and coordination with school, district, regional, and state improvement goals for more systemic professional learning experiences.	Distinguished

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

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

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

Professional development opportunities

Professional Learning Committees

Teacher in-service days

Content-level district meetings

Digital teachers' Writing Toolkit

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

Professional development opportunities

-- Teachers can choose professional development training based on individual needs and Professional Growth Plans

Professional Learning Committees

-- Grade-level PLCs meet to share ideas and collaborate.

Teacher in-service days

-- District provides in-service days for grade-level and content-level PLCs to meet and collaborate.

Digital teachers' Writing Toolkit

-- Teachers have multiple writing resources that are shared and used in a digital format that all have access to.

Content-level district meetings

-- District provides opportunities for content-level meetings across the district during school days for Reading, Language Arts, and Math.

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Professional Learning: Participation

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

Overall Rating: 2.0

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

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

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

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

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

Professional learning opportunities

Professional Learning Committees

Guest speakers in enrichments

Professional organization memberships

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

Professional learning opportunities

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-- Teachers have the opportunity to choose professional development for a variety of areas to meet individual needs.

Professional Learning Committees

-- Teachers meet in PLCs to discuss, share, and collaborate.

Guest speakers in enrichments

-- Business leaders and community members speak regularly to students.

Literacy standards training

-- Social studies and science teachers have had literacy standards training at the district level

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.25

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

	Statement or Question	Response	Rating
b)	To what extent does the school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing?	School council/leadership and teachers participate in the planning of the annual school budget with clear consideration of allocation of resources for writing.	Proficient

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

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

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

SBDM policies- Writing and Curriculum

Teachers have opportunities to request supplies and give input on needs for budget

SBDM minutes

Master schedule

Teacher certification and Professional development records

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

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Budget allows for teachers to request materials

Master schedule provides separate classes for reading and writing.

Master schedule assigns language arts (writing) classes to teachers who are certified and have participated in multiple professional development activities targeted at writing. (i.e. On Demand training)

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

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

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

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

Questionnaire provided for each content area to determine strengths and weaknesses

Master schedule

Professional development offered to teachers

Tech Home Tuesday recognizes students for achievements in writing

Tech Home Tuesday includes updates on writing classes

Surveys of teachers regarding writing program

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

Principal seeks input from writing teachers on the curriculum and scheduling, but there is not specific communication with parents or other stakeholders regarding the writing program.

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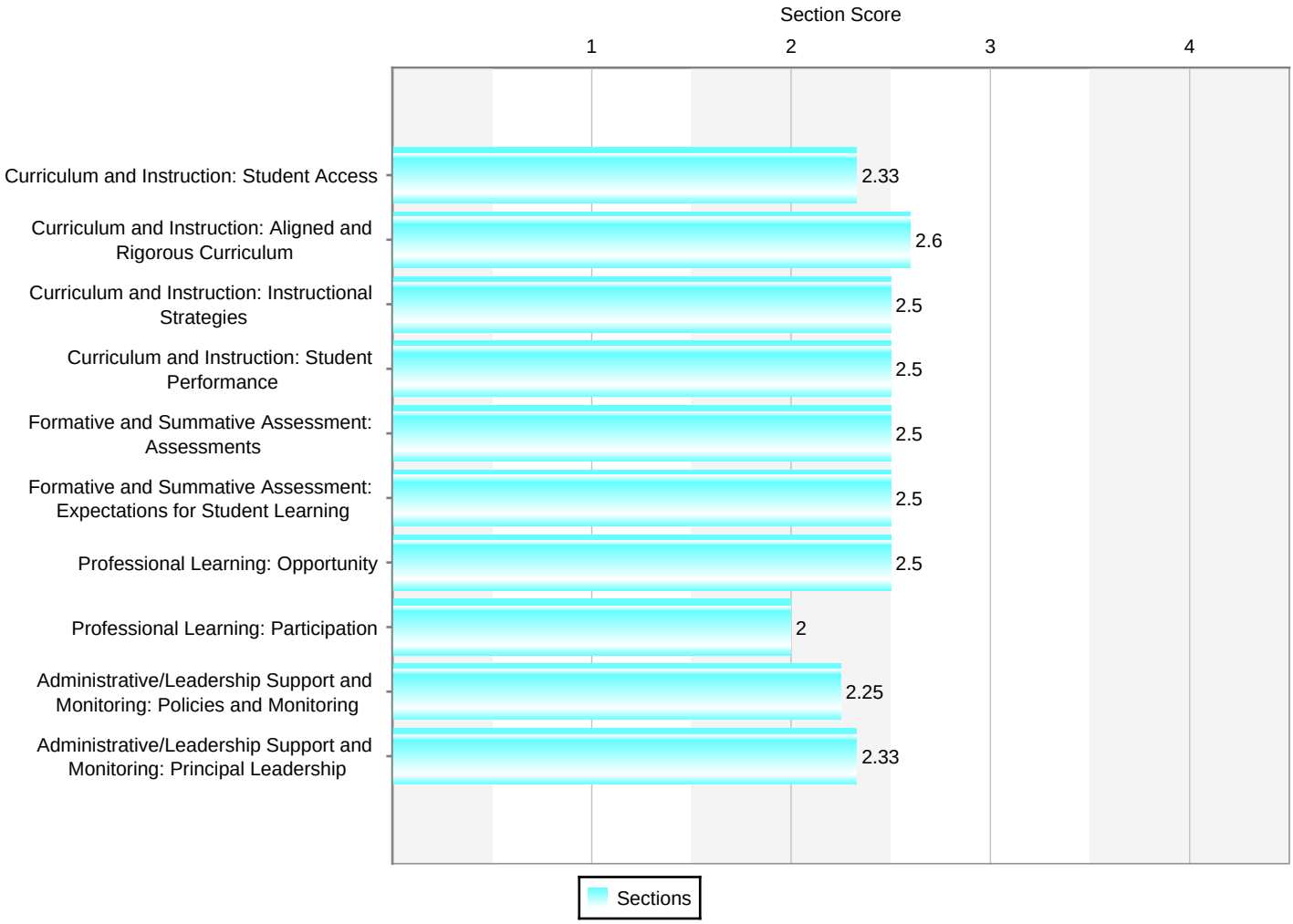
Report Summary

Scores By Section



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Program Review: Next Step Diagnostic

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Introduction

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

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

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In-Depth Review

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

Response:

- Arts and Humanities
- Practical Living/Career Studies

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Arts and Humanities Program Review

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

Visual arts, music and drama are areas of strength. Students are given opportunities to perform in each of these areas. This year the master schedule has provided the opportunities for students to perform drama presentations for elementary students.
Art club was implemented. Student art was entered in local shows. Art teacher is a member of several professional organizations. Art teacher will participate in a fellowship in Washington DC this summer.

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.

Better implementation of dance curriculum

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

Integration of dance in other classes

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Practical Living/Career Studies Program Review

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

Student access to PLCS curriculum
Health education and career studies
Career exploration

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.

Cross curricular units with career studies, physical education

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

Cross curricular units with career studies, physical education

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Writing Program Review

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

Curriculum is aligned
Delivery of instruction ensures multiple strategies and models are used, exemplary pieces are used
students are given multiple opportunities to peer review and self assess

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.

Opportunities for students to experience and see other cultures
Student input on rubrics

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

Training on student developed rubrics
Seek out opportunities for students to experience, virtually or face to face, other cultures and then reflect on those

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K-3 Program Review

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

NMMS is a 6-8 school

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.

NMMS is a 6-8 school

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

NMMS is a 6-8 school

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Global Competency/World Languages Program Review

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

We have implemented the opportunity for 8th grade students to take Spanish for high school credit
Geography classes explore other languages and have opportunities to hear those languages spoken

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.

Expand opportunities for other grades to have world languages
Expand opportunities for other languages besides Spanish

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

Find funding to provide for world language teachers

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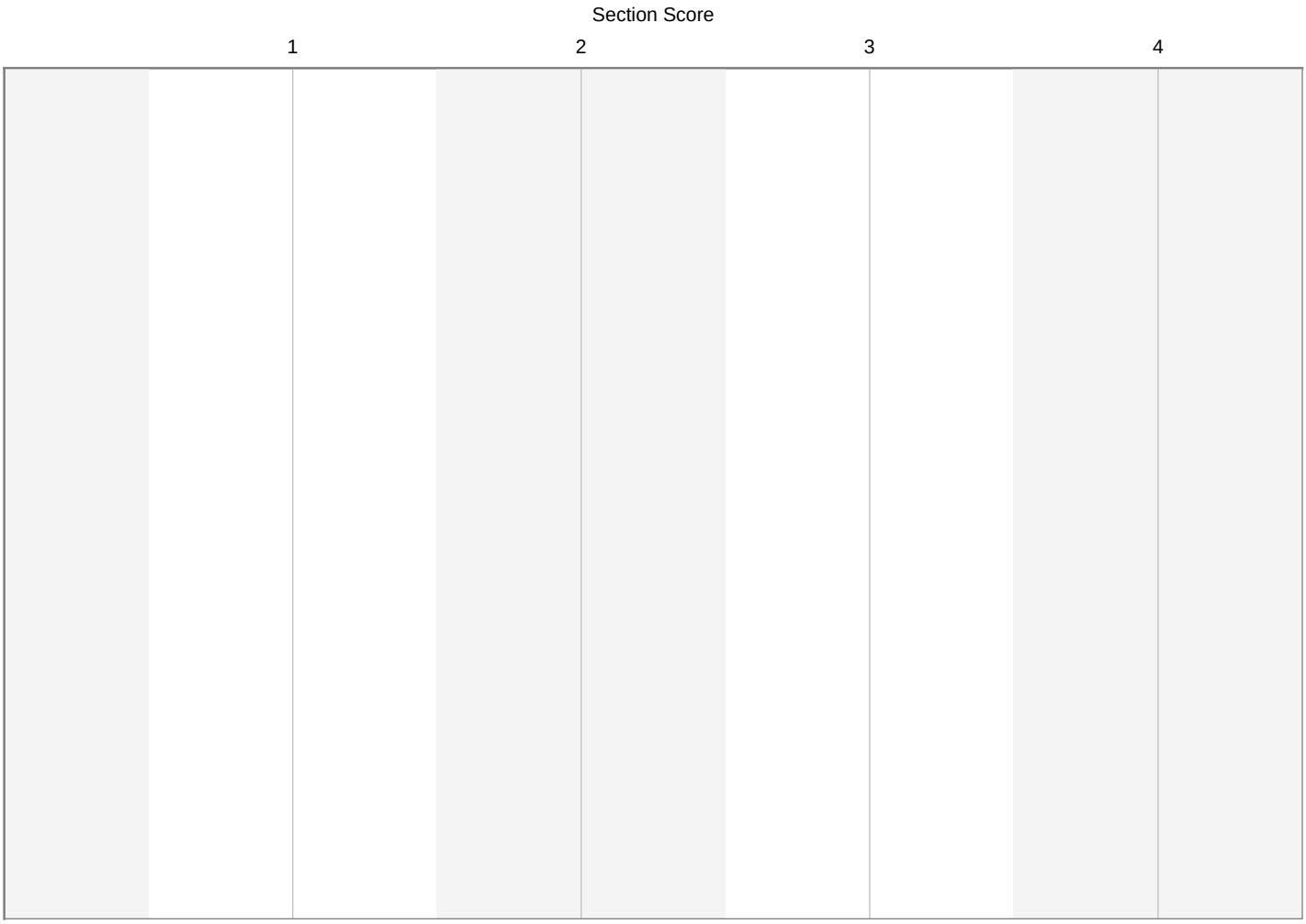
Report Summary

Scores By Section



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Program Review: Global Competency/World Language

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Introduction

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

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

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Curriculum and Instruction: Student Access

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

Overall Rating: 0.67

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

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

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

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

Geography and history classes provide opportunities for students to hear other languages.

Spanish was offered to 8th grade students

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

Spanish language and culture was offered to 8th grade students for high school credit

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 1.0

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

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

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

Spanish class

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

Spanish class offers students the opportunity to speak languages and communicate proficiently

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 1.5

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

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

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

Cultural experiences in social studies classes

Language provided in Spanish

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

Students have opportunity to speak with others in other cultures through the use of technology

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Students have opportunity to interact in Spanish in 8th grade, provided cultural experiences as well.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 1.33

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

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

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

Spanish class

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

Students have the opportunities to speak, read, write and present in Spanish

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Students do not use the language outside of the Spanish classroom

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Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 1.0

	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?	Some 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.	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.

Spanish class

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

Spanish class is offered online, but is supplemented by Spanish teacher

Students are offered opportunity to take end of course assessment for high school credit

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 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.

Spanish online class

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

Spanish teacher communicates goals and objectives to students and parents.

Assessments are online and are scored according the state standards

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Formative and Summative Assessment: Assessment Of/For Learning

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

Overall Rating: 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.

Spanish class

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

Students in Spanish are provided feedback on their online performance and their communication skills.

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Professional Learning: Opportunity

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

Overall Rating: 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 supports individual learning focus (PGP), fosters team collaboration for school improvement and benefits from alignment and coordination with school, district, regional, and state improvement goals for more systemic professional learning experiences.	Distinguished

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

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

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

Teachers self assess and develop PGP based on areas of need. School and district provide professional learning opportunities based on those needs.

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

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Teachers self assess and develop PGP based on areas of need. School and district provide professional learning opportunities based on those needs.

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Professional Learning: Participation

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

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

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

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

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

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

Content specific professional organizations

Professional development plan

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

Teachers participate in professional organizations

Teachers participate in content specific, 21st century learning professional learning

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School Leadership: Policies and Monitoring

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

Overall Rating: 1.0

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

	Statement or Question	Response	Rating
b)	To what extent is time allocated and protected in the school schedule so that all students can receive instruction in Global Competency and World Languages?	Time in the school schedule is allocated but not protected for all students to receive instruction in Global Competency and World Languages.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the annual school budget (approved by SBDM councils) support Global Competency/World Languages programs?	The annual school budget (approved by SBDM councils) 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 class loads based on scheduling needs rather than programmatic goals.	Needs Improvement

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

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

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

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

Spanish has been introduced into the curriculum

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

8th grade students only are provided the opportunity to take Spanish class for high school credit

There is no policy in place regarding World Languages, but it is offered on a limited basis, due to time and funding issues

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School Leadership: Principal Leadership

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

Overall Rating: 1.0

	Statement or Question	Response	Rating
a)	To what extent does the principal evaluate and reflect on the impact of the Global Competency/World Languages program on overall student achievement?	The principal evaluates the impact of the Global Competency/World Languages program on overall student achievement in the school.	Needs Improvement

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

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate and involve the school, parents and community in making decisions related to the Global Competency/World Languages program?	The principal rarely shares information with school, parents and community regarding the Global Competency/World Languages program.	Needs Improvement

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

Introduction to Spanish

Tech Home Tuesday

Parent letter

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

Spanish is offered only to 8th graders

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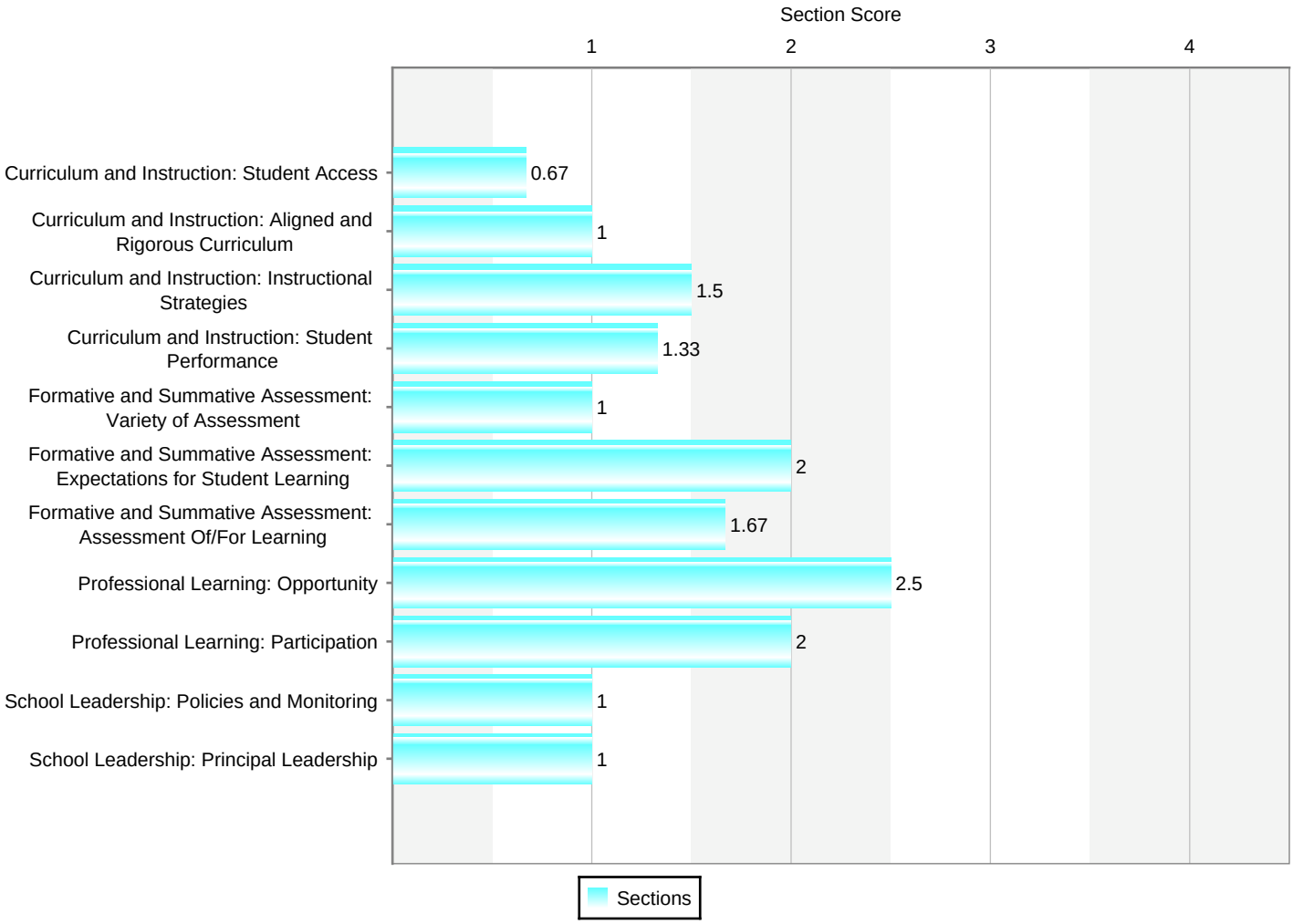
Report Summary

Scores By Section



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Career Advising Diagnostic (required grades 6-12)

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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.

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Advising Program

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

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

	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 is designed to address the academic needs of all students and provide guidance to students who self-identify a personal/social need.	Proficient

	Statement or Question	Response	Rating
5.	The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.	Leadership support is limited to school counselors and teachers. School integrates the ILP in 1-3 content areas as a teaching tool. School-Based Decision Making Council adopts a policy for ILP implementation including involving parents in ILP review. Data is collected but not analyzed; no clearly defined criteria are followed.	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.	School & staff have a limited advising program but does not ensure every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP. Some students have access to accelerated learning opportunities that are aligned with their ILPs.	Proficient

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

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

	Statement or Question	Response	Rating
9.	Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.	Evidence-based monitoring is the responsibility of the advising council. Data use includes but is not limited to grades, attendance, behavior, EPAS scores, EOC scores, AP scores and ILP reports. Revisions to the program are linked to data and are intentional, timely and responsive to student and school needs.	Distinguished

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