



# KDE Program Review Report for Schools

Sharpe Elementary School

Marshall County

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## **Introduction**

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

# **Program Review: Arts and Humanities**

## **Introduction**

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

## Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

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

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

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

Lesson plans, master schedule, grade level daily schedules, dedicated music, art, dance, and drama classes, drama toolkit. Arts classes have protected time in daily schedule. Drama instruction takes place at least 60 minutes per week. Art/music takes place at least 110 minutes per week. Music, art, dance, and drama, are explicitly covered in all grade levels with classes dedicated to each. See master schedule for evidence.

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

respond to the arts beyond the regular classroom. We will consider what after-school programs are available for students and what programs we could create for after school that would help enhance our arts program.

## 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: 2.2

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

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

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

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

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

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

Lesson plans, master schedule, grade level daily schedules, arts & humanities curriculum maps (music, art, dance, & drama), use of dance videos to display exemplars, field trips to Carson Center for Performing Arts and Market House Theater, visit from Paducah Symphony Orchestra. Other activities/events include Christmas Around the World presentations (K - 5), Billy Goats Gruff Opera, Quilt Museum Visit,

Grammar Island Musical, Readers' Theater, and 5th grade math songs.

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

Students receive exposure to music, art, dance, and drama in dedicated classes. Students respond to the arts through music programs, the creation of art products (masks entry pieces for contests, etc.), choir performances, art contests, open responses in drama, music performances with recorder explorers, and written work/products such as play bills reflecting the main ideas and theme of a dramatic performance that was observed. A curriculum map that includes dance as being explicitly taught in class has placed a concentrated effort on including it within our curriculum. Common core standards have been reviewed by drama teacher for K - 3 grades and lessons allow for a heavier emphasis on drama and communication standards.

**Next Steps:**

We will continue to place an emphasis on Arts & Humanities instruction across the school-wide setting. We plan on searching out ways to integrate the arts curriculum across all subject areas.

## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.75

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

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

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

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

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

Lesson plans, Drama toolkit, Paducah Symphony ensemble/quintet, Carson Center performances, Traveling guest performers (Billy Goats Gruff, Daniel Boone) district-wide art contest winners, student-choreographed dances in music programs, student-written scripts in library and regular classrooms, creation of original artworks, artwork shared in district-wide published materials, and Christmas cards for Conservation. Students also create instruments, compose carols, and have student choice in the art room when creating pieces.

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

Students develop their performance/production skills in drama by using strategies like Mimic Circle, Vocal Expression/Pantomime activities and Drama Vocabulary Charades. Students develop their performance/production skills in music by playing rhythmic/melodic compositions for one another in grades K - 5. Recorder Explorers is also a way students enhance their performance skills in music. In art, students create products such as clay masks and Kachina dolls to display for the school. Students also participate and submit entries in different art contests throughout the year. Guest artists such as the Paducah Symphony Ensemble and Billy Goats Gruff Opera group have performed for all grade levels. Students have also visited many performances in the district and at the Carson Center to view dramatic performances where all four areas of arts are showcased. The school Christmas and spring program provided students the opportunity to create dances and movements, harmony with choice instruments, etc. Students create African masks and Kachina dolls when exploring visual arts and different cultures. Students have also visited the National Quilt Museum to observe a local establishment that hosts national and international quilt pieces.

### Next Steps:

More community connections are being made with local artists. It will be important for us to continue to invite guests to speak and demonstrate each of the four areas of art. Field trips should be scheduled to cover additional art forms. A partnership has been formed with the newly opened county arts center in order to showcase student art work.

## 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: 2.4

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

	Statement or Question	Response	Rating
b)	To what extent do students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance?	Students independently create rich and insightful products and performances with variety, scope and purposes.	Distinguished

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

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

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

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

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

**process in order to make judgments or to support judgments.**

Lesson plans, formative/summative assessments, performances, (music programs, talent shows, art contests, drama toolkit activities, recorder explorers, dance activities in PE) creating products (masks, various art products, rhythm/melodies created with different instruments), responding (writing pieces, products such as playbills after viewing performances, Kachina dolls, African masks), classroom skits and plays, Holidays Around the World day to incorporate arts from other cultures, Veteran's Day program, Christmas carol compositions, student choice in artwork, dance movements chosen/created by students for music programs, instrument performances, student choice for creations in art.

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

Students have experience in creating, performing, and responding to the arts. Some examples of ways students respond include written responses after viewing performances such as an ensemble or dramatic production. Students create different art works such as clay masks for display at the school level and different rhythms/melodies using a variety of instruments. Students perform in music program, talent shows, art contests, and recorder karate. Classroom teachers have begun submitting written responses and products to arts teachers so that they can assess the work that is being done in the grade level classrooms and determine what instructional changes need to be made.

**Next Steps:**

In order to grow in this area, we need to continue encouraging student choice and uniqueness in how they respond. Some responses are teacher-guided and we need to continue to search for opportunities for students to choose and create independent of teacher guidance when appropriate.

## Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

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

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

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

Lesson plans, formative/summative assessments, creation of district-level common assessments, critical friends peer review process, written and oral critiques of performance, artwork critique, recorder doctor

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

The district has used PD days to allow arts teachers to collaborate and review common assessments. Arts teachers also use their own formative/summative assessments when assessing student skills. Students use peer review strategies in music when listening to their peers play rhythms, and melodies on different instruments. Students engage in peer review for drama content. The creation of student check lists and rubrics have also allowed for students to have guidelines to evaluate their own works and the works of others. Teachers have guided students in the use of evaluative strategies such as critical friends peer review process, written and oral critiques of performance, artwork critique, and recorder doctor.

Next Steps:

We will continue creating formative/summative assessments that evaluate specific skills for each content area and create a collection that addresses the standards in each of the areas for the arts.

## 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: 2.33

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units?	Exemplars/models are used with every instructional lesson/unit (e.g. historical masterpieces, current works, performances by exemplary artists, or exemplary student work).	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or other assessments; and students have the opportunity to provide input into the scoring guide?	Teachers share clearly defined rubrics or scoring guides with students before creating, performing/presenting/producing, responding or connecting assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide.	Proficient

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

Rubrics/guidelines for art works, lesson plans, drama toolkit; SMART chart for Art and Music, general goals for dance and drama.

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

Teachers provide learning targets and guidelines for all student work. Examples are given for students to understand the expectations and to follow as a model.

Next Steps:

In order to grow in this area, we will need to collaborate with students and allow students to create some of their own rubrics as

developmentally appropriate. A more concentrated effort on making rubrics visible for all works will be something we will be working towards as well.

## Formative and Summative Assessment: Assessment for Learning

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

Overall Rating: 2.0

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

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

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

Lesson plans, progress reports

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

Activities and products are monitored by teachers and verbal feedback is frequently given. Students practice in some peer review of products through listening to melodies/rhythms and after dramatic performances in drama content. The review provided by the students is not formalized and students are not at the point where they are capable of making strong evaluations.

Next Steps:

We will begin by having students practice in more self-reflection of their works as guided by rubrics and checklists about expectations. Once students begin to understand what skills and components make up what is expected, then we will begin having them create their own rubrics to evaluate other pieces so they can learn to give constructive feedback. We also need to begin keeping more documentation of feedback and providing students with feedback from a variety of sources. We will also begin seeking out more opportunities for authentic feedback such as entries into additional arts contests and from outside sources other than the arts teachers.

## 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.**

District PD at beginning and at different times throughout year, district professional development time for all arts teachers to collaborate, common planning time, master schedule reflects morning time for arts teachers to be integrated into regular classrooms to co-teach with teachers, team meetings, PLCs

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

Both district and school are actively searching for more targeted arts and humanities professional development opportunities. Arts teachers had the opportunity to attend professional development targeted to their studies to begin the school year. They worked with other arts teachers throughout the district to begin planning for the school year. They were also given professional development from teachers that attended trainings throughout the summer in their area of expertise. The use of PD 360 or [www.teachingchannel.org](http://www.teachingchannel.org) are online resources that we will consider for more targeted professional development in the arts areas. The SBDM has linked the goals of the CSIP to arts and humanities content and goals. District Art PD also occurs weekly with district art consultant.

Next Steps:

We will continue to search out content specific professional development for the arts teachers as well as encourage grade level content teachers to attend to deepen their understanding of arts content. We will work towards creating specific, allocated time for arts teachers to collaborate with core teachers so that content can be integrated between subject areas.

## 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.**

District PLC arts groups, KMEA, district elementary arts meetings, visits from external groups like Paducah Symphony Ensemble, professional development plan, Arts PD integrated into team meetings with grade level teachers, professional development videos used in team meetings for all teachers to learn ways to integrate arts into core instruction, leaders in our content area and grade levels meet to plan with arts teachers when trying to incorporate arts into regular classrooms. Master schedule allows arts teachers to co-teach and collaborate with regular ed teachers each morning.

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

Arts teachers have participated in professional development sessions where they meet with other arts teachers across the district to collaborate and plan. Some partnerships with external partners have been created such as the Paducah Symphony and the Marshall County Arts Commission. Arts teachers received professional development to begin the year at the district level in areas specific to their content. They met throughout the year with other arts teachers across the district. Other published art works were showcased in the Youth Art Show, on place mats for McTeacher Night, and on place mats displayed at local restaurants.

### Next Steps:

Our school has formed an Arts & Humanities advisory committee in order to strengthen partnerships with external sources. We will focus on scheduling quarterly meetings with committee members to gain input from a variety of stakeholders. Core teachers will also need to attend some professional development in the area of arts in order to understand how arts content can be integrated across subject areas.

## 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: 2.14

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that arts teachers are assigned manageable class loads based on course and facilities?	Arts teachers are assigned manageable class loads based on course and facilities.	Proficient

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

	Statement or Question	Response	Rating
f)	To what extent does the principal and Arts teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs?	The principal collaborates with Arts teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.	Distinguished

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

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

SBDM policies, master schedule, schedule committee arts teacher representative, arts student activities funds, SBDM allocated money to arts

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

SBDM policies are in place that address the need for arts curriculum to take place within the school curriculum. The master schedule has been created to allow protected time for arts content to be taught to all grade levels. Currently an arts teacher is serving as a teacher representative on the Schedule Committee. Arts teachers are asked to submit proposed budget for yearly expenditures to SBDM.

Next Steps:

Teachers from the arts areas will have input in planning the annual school budget in the event that an arts teacher is not a teacher representative on SBDM. Teachers from Arts & Humanities areas will be asked to present information about their programs to SBDM periodically throughout the year.

## Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

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

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

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

Professional development plan, newsletters, website, teacher work days for collaboration on arts content, quarterly arts & humanities newsletters, Facebook page, Twitter

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

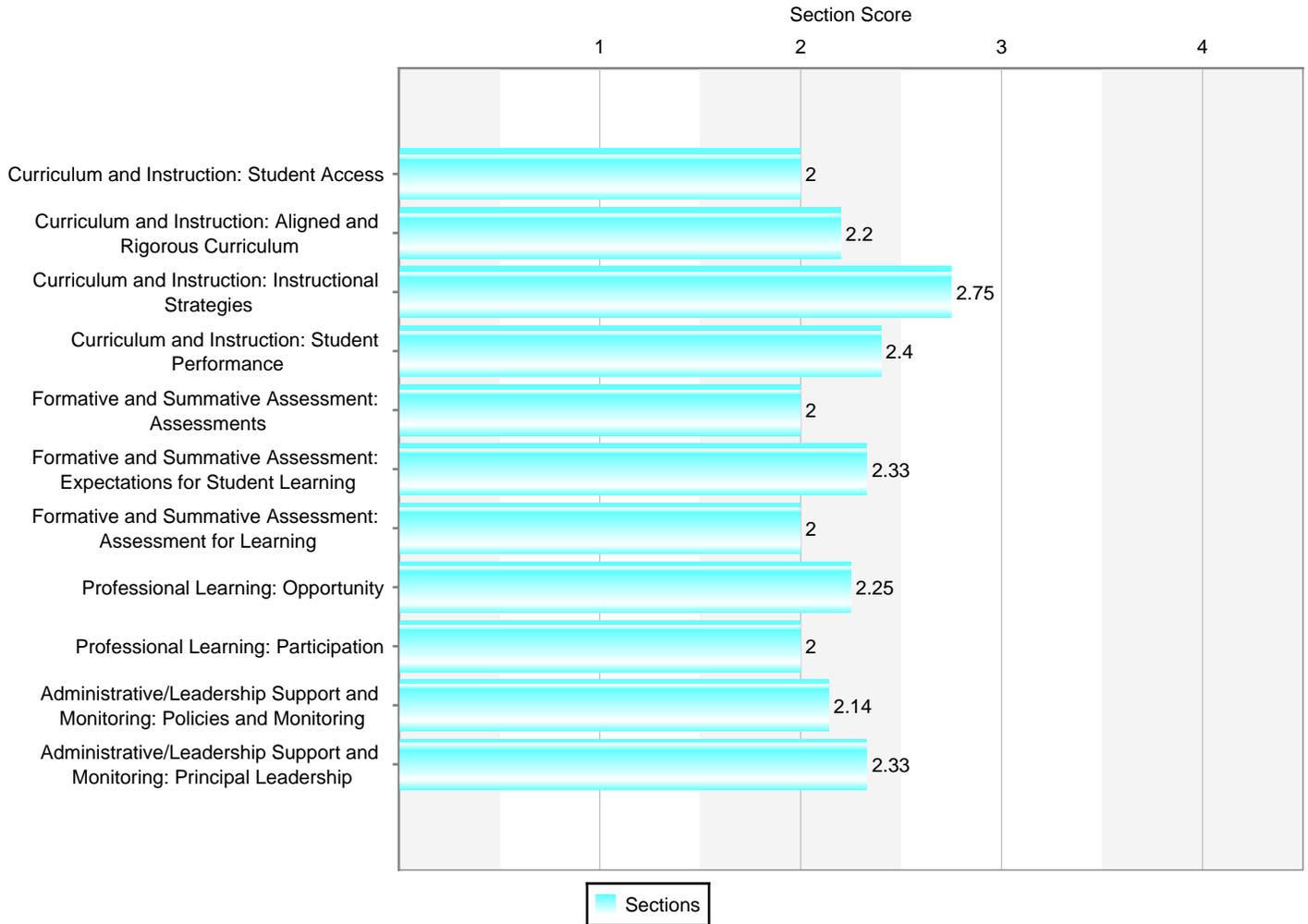
The principal determines the professional development plan for the staff with input from teachers on opportunities needed. The principal currently sends out parent newsletters, posts updates on Facebook, and ensures that quarterly Arts & Humanities newsletter is distributed.

Next Steps:

Principal will work towards seeking out content specific arts professional development for arts teachers and core teachers as well. Principal will include specific references to arts and humanities program within quarterly newsletters that are distributed to parents. Principals will ensure that school website contains up-to-date information about arts and humanities content and events.

## Report Summary

### Scores By Section



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

## **Introduction**

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

## Curriculum and Instruction: Health Education

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

Overall Rating: 2.2

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Academic Standards for PL/CS?	A comprehensive health education curriculum is sequentially planned and aligns with the Kentucky Academic Standards for Practical Living; adequate instructional time is regularly planned within the school calendar.	Proficient

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

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

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

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

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

Guidance lessons, PE/Health lesson plans, running club, team ultra, anti-bullying lessons/campaign, UK Dental visits, "Growing Up" classes, Presidential/National Fitness, Jump Rope for Heart, Snack pack program, 4-H club, healthy choices encourage by cafeteria servers (must take certain amount of fruits/vegetables daily), daily recess, cardiac classes, Red Ribbon Week, DARE, 4th grade CARDIAC Program, Height/Weight assessment for BMI at beginning and end of year, Family Youth Center Programs, Tobacco Program, Hygiene class, water bottles for students, school nurse into classrooms to teach health lessons, Delta Alliance program, Wellness Committee to ensure curriculum focuses on health and wellness

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

Health education curriculum now addressed in PE/Health class. Teachers are beginning to embed it into cross-curricular settings. Parts of the health curriculum are addressed in bi-monthly guidance lessons at every grade level. Parts of health curriculum are addressed through various means using school nurse, family resource center, PE/Health teacher, leaders from the county health department, and guidance counselor. We have formed a school health and wellness committee that includes teachers, school nurse, and health department representatives.

## Curriculum and Instruction: Physical Education

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

Overall Rating: 2.0

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

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

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

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

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

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

Lesson plans, FITT K - 5, Presidential/National Fitness assessments, running club, 4-H club, daily "take ten" or "brain break" times used during teacher instruction/lessons (whole brain teaching), daily physical activity built into schedule (recess as an example), Jump Rope for Heart, Field Day for all grade levels , Health committee, extra recess/physical activities used as rewards.

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

Physical Education curriculum is taught in a class setting to each grade level. Lesson plans provide evidence that activities and instruction are tied to PE standards. Instruction contains some differentiation between groups of students. Coordinated health committee has been formed and consulted. Members for this committee could include the school nurse, county health department, and family resource center.

Next Steps:

A plan for an integrated curriculum that provides an increase in cross-disciplinary connections is a need. Allocated time for planned collaboration with grade level teachers will need to be implemented.

## Curriculum and Instruction: Consumerism

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

Overall Rating: 2.14

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?	Students have limited opportunities to engage in financial decision making.	Needs Improvement

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

	Statement or Question	Response	Rating
f)	To what extent does the school ensure information about consumerism is routinely integrated into the total school curriculum?	Information about consumerism is limited to specific classes and/or grade levels.	Needs Improvement

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

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

Lesson plans, guest speakers (Dollars and SENSE program sponsored by Family Resource Center, KY First Bank "How to Save and Spend Wisely"), grade level fundraisers (concessions, pop-ice sales, bracelet sales, etc.), special group fundraisers (Student Council fundraiser to sponsor Leukemia & Lymphoma Society), letters to businesses, Math in Focus real world consumerism problem solving, Ag Day, Career Day, PBL, Veteran Penny Drive, 4th grade adaptive devices, 3rd grade fall festival games & iHop project

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

Students are exposed to and receive consumerism instruction at every grade level. Some grade receive a more in depth coverage of the components of consumerism than others. For example, fifth grade students receive ongoing consumerism instruction in an authentic setting throughout the year as they raise money for grade level DC trip. They are required to understand the idea behind the wants and needs of a consumer, inventory of stock, supply/demand, and how to handle finances. Different groups/grade levels are exposed to guest speakers and activities that promote idea of consumerism. Technology is utilized when consumerism is addressed. This year's implementation of Project Based Learning in grades 3 - 5, gave more authentic purposes behind consumerism curriculum (iHop project, Veteran's project, Adaptive devices, etc.).

Next Steps:

We will create a uniform plan for addressing consumerism at every grade level. The use of economics units and incorporating PBL in each grade level will be beneficial in helping us reach some of our next steps.

## Curriculum and Instruction: Career Education

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

Overall Rating: 2.57

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs?	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 and apply these concepts through real-world entrepreneurial experiences, school based enterprises, and/or work based learning.	Distinguished

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

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

# KDE Program Review Report for Schools

Sharpe Elementary School

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

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

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

Guidance lesson plans, career inventories, online career information, BETA & Student Council organizations, GREEN Ambassador Work program, 4-H program, Team Ultra, field trip to local colleges and businesses, transportation stations, career day, Dollars and Sense program, student work volunteer positions throughout school

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

The school guidance counselor addresses career information through bi-monthly guidance lessons. This looks different at each grade level depending on their developmental readiness for understanding careers. For example, at the pre-school and K level, this includes introducing students to careers and helpers within the community and having them become familiar with the different faces of the community (firefighters, police officers, nurses, etc.). For the upper levels, this includes having students take career inventories and then researching the career online that best suits the results of their career inventory. Guidance counselor has a curriculum that also introduces college/career choices. Fifth grade students visit local college to understand course offerings beyond high school. Classroom teachers also provide opportunities for teamwork, problem-solving, goal setting, and responsibility as it relates to college/career setting. Each class also has access to the Living and Working Textbook to use a resource for lessons.

Next Steps:

In order to improve in this area, we need to continue to routinely integrate careers into curriculum. Teachers will continued to be trained in PBL to incorporate real-world application of these skills. District-wide, we are creating a one-to-one technology plan to also help with implementation of career studies.

**Curriculum and Instruction: ILP**

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

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

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

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

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

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

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

N/A

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

N/A

## Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

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

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

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

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

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

Lesson plans, formative/summative assessments, Presidential/National fitness, guidance lessons, PE and PL/CS assessments, Delta Project

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

Teachers use an integrated approach to delivering PLCS curriculum within the classroom setting as evidenced by lesson plans. Formative/summative assessments are integrated into other content areas. Results are used to guide instruction. Some students are measured with growth on knowledge of careers.

Next Steps:

In order to achieve growth in this area, we will need to place a more concentrated effort on creating formative/summative assessments that specifically address PLCS standards. We will need to focus some of our time on reviewing PLCS data to guide our PLCS-based instruction. Skills tests will be created and utilized along with rubrics addressing 21st century skills.

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 1.0

	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 use rubrics to assess student performance.	Needs Improvement

	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.	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.**

Lesson plans, rubrics/guidelines, student progress reports

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

Teachers use guidelines by which to assess student performance. Feedback is also given in quarterly student progress reports and by conferencing with students when weaknesses are targeted.

Next Steps:

In order to improve this area, we need to create consistent rubrics across grade levels that reflect teacher expectations for PLCS curriculum. Once teachers have an idea about the specific guidelines that need to be met between grade levels, we will then work to include student collaboration in forming rubrics that are student-led and student-friendly.

## Professional Learning: Opportunities

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

Overall Rating: 2.0

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

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

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

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

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

SBDM agenda/minutes, professional development plan, master schedule, professional development days, PLC groups, PD 360, district-wide Practical Living professional development, C-SIP, PECAT/HECAT training for PE teacher, PGES, Learning Walks, PBL professional development

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

Teachers have access to PLCS professional development opportunities through online training modules. There is also a limited amount of professional development opportunities that are available throughout the year. Time is allocated in the master schedule and district schedule for teachers to collaborate and exchange ideas about the PLCS curriculum. PLCS curriculum and time for development is linked to the school's comprehensive improvement plan.

### Next Steps:

A concentrated effort needs to be placed on discussing PLCS topics within PLC groups. School administration should also seek out more professional development opportunities in order to create job-embedded training for all teachers.

## Professional Learning: Participation

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

Overall Rating: 1.8

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

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

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

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

	Statement or Question	Response	Rating
e)	To what extent do teachers (beyond PLCS) receive and implement professional learning to enhance the integration of the PLCS content into school curricula?	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.**

Online learning modules, professional development plan, bank guest speakers, family resource center collaboration activities, beta and student council community contacts, counselor member of WKCA, master schedule, PBIS committee

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

There are professional development opportunities of the PLCS curriculum through online learning modules. Teachers currently have partnerships with bank representatives, at the family resource center, and some limited businesses in the community. Beta and Student Council groups have collaborated with community services and businesses. Grade levels implementing PBL have collaborated with community businesses.

Next Steps:

More awareness for teachers is needed in the area of professional development opportunities pertaining to the PLCS curriculum. The principal needs to seek out opportunities for the teachers within the building that will be applicable and can be job-embedded into the PLCS curriculum. These professional trainings could occur during team meetings so that all teachers have access to PLCS training.

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

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

Overall Rating: 2.22

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

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

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that all departments are invited to participate in planning the annual school budget?	PLCS teachers actively participate in and provide input in planning the annual school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that PLCS teachers are assigned manageable class loads based on course and facilities?	PLCS teachers are assigned manageable class loads based on course and facilities.	Proficient

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

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

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

# KDE Program Review Report for Schools

Sharpe Elementary School

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

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

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

SBDM agendas/minutes, SBDM policies, SBDM budget, master schedule, school wellness policy, grade level daily schedule, advisory committee

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

The SBDM has outlined general policies for academics within the building. Time for PLCS instruction is allocated, with most grade levels using Friday as the protected time. SBDM budget allows for resources for PLCS teachers. Teachers are given opportunity at the end of each year to propose a budget for resources materials. School wellness policy and policies specifically related to PLCS are found in SBDM policies and linked to school CSIP.

Next Steps:

Advisory Committee will need to continue quarterly meetings to ensure curriculum is being implemented at fullest potential at each level. Use of BMI data and other PLCS data needs to be utilized when making decisions regarding PLCS programming. K - 5 training on cross-curricular planning has also been identified as a need.

## Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist program area teacher leaders to collaborate, evaluate and reflect on the impact of PLCS instructional practices on overall student achievement in the school?	The principal 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 frequently provides communication with parents and community about PLCS programs.	Proficient

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

Online learning modules, professional development plan, team meetings, principal email/facebook page, school website, quarterly A&H and PLCS newsletter, school calendar with PLCS events

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

At this time, the principal is the current evaluator of the impact of school programs with some input from SBDM. The principal creates the school's professional development plan based on input from teachers' professional growth plans and approval by SBDM members. The principal communicates with parents and includes information about PLCS in quarterly newsletters prepared by PLCS teachers. The principal has created committees of teachers to focus on the PLCS, Arts, and Writing programs. These committees must meet periodically throughout the year to evaluate and reflect upon the program. Principal has participated in these meetings.

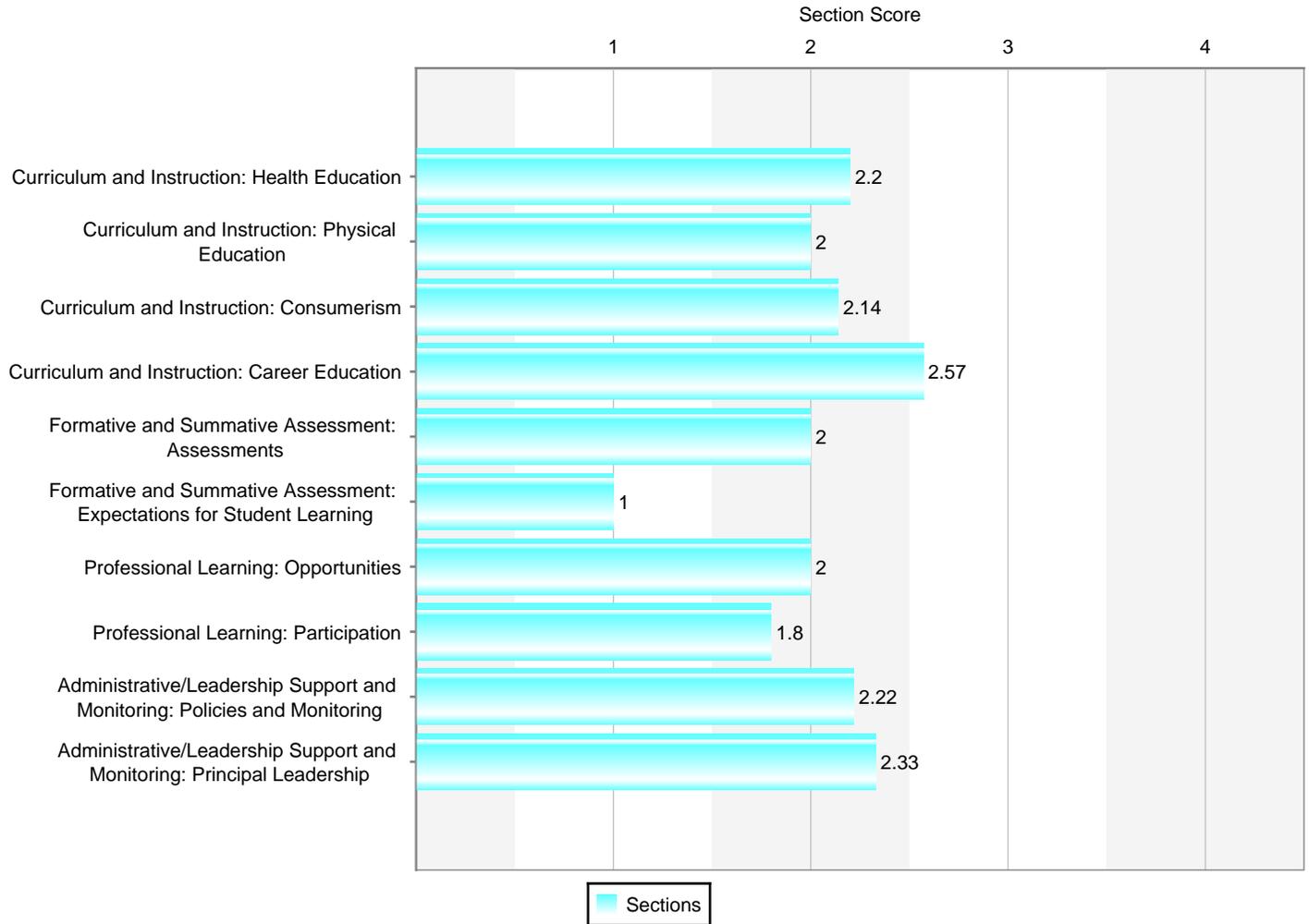
Next Steps:

The principal will make a concentrated effort to increase communication to families and the community about the PLCS programs within our school through social media and school website. The principal will seek out more content-specific trainings for all teachers in the area of

PLCS.

## Report Summary

### Scores By Section



# **Program Review: Writing**

## **Introduction**

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

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

## Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

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

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

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

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

Students have access to a comprehensive writing instruction program. Teachers use the common core standards to align writing content with multiple subject areas. This is evidenced in teacher lesson plans. Reading/literacy blocks include writing at each grade level as evidenced by lesson plans and grade level schedules. Students use journals to document ideas across all curriculum areas including science, social studies, and math content areas. Evidence also includes writing folders, journals, lesson plans, school-wide writing plan, flex groups, and iPads for instruction.

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

Lesson plans, grade level schedules, and student samples indicate that students have access to writing curriculum at each level. A writing committee has been formed and are currently seeking ways to incorporate more writing content across the content areas. Committee still feels there is a need for writing improvement for grades K - 5. Lucy Calkins writing program is still being used as a resource.

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

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

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

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

Lesson plans, writing committee agendas, student portfolio pieces, formative/summative writing assessments, student presentations, Holidays Around the World Cultural event

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

Our writing curriculum is aligned horizontally and we are currently in the process of working on full vertical alignment of the curriculum. A writing committee was formed this year with the intent of creating a cross-curricular map of writing throughout all grade levels. Students currently use journals, respond to a variety of texts using both shorter answers and extended responses, and practice each type of writing piece as required by the core standards. Students have opportunities to research using technology and communicate what they have learned. Specific examples of student online research include science weather for the creation of weather service announcements, business information for the requesting of field trip funding through letters, and research reports about Kentucky historic events. Each grade level puts together student pieces to send to the next grade level. Students also make presentations across subject areas to enhance communication skills. The emphasis on implementing PBL at the intermediate grade levels has also impacted authentic purposes for writing and the incorporation of 21st century speaking/listening skills.

**Next Steps:**

In order to improve writing curriculum in this area, we will continue to work towards vertically aligning the writing curriculum in our writing committee meetings. We will also continue to utilize the established criteria for the work to be included in portfolios at every grade level. 21st century skills will continue to be a focus for professional development and instruction. Teachers will have intention planning for using iPads for lessons. SBDM will continue to allocate funding towards technology that will enhance writing instruction.

## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.17

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

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

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

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

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

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

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

Graphic organizers, four-square method, lesson plans, student journals, moby max, reserach projects, video segments integrated into writing pieces, online resources, science/engineering fair projects (technical writing), plays, author's chair, Holiday Cultural event, PBL instruction

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

Teachers implement instructional strategies that assist students in meeting writing objectives. Students have the opportunity to choose topics of interest when given general choices by teachers. Students use technology when researching information and communicate general ideas through research reports, letters, journals, brochures, and other products. Students are given some practice communicating their ideas through reading pieces aloud to class/school, publishing pieces for hallway display, and creating letters to be mailed out to businesses and individuals. The Holidays Around the World cultural event offers the opportunity for students to practice writing and communicating to a variety of audiences about their topics. the community was invited to an Open House where students could showcase their information during this event. With the implementation of PBL in the intermediate grade levels, those students had the opportunity throughout the year to write for authentic purposes. Students also published pieces this year and had them displayed at community businesses and restaurants.

**Next Steps:**

In order to provide more of a variety of activities for all students, we will need to allow students more choice in writing topics and how they want to communicate what they have learned. We need to also continue to offer opportunities for authentic writing experiences for a variety of audiences through the use of PBL implementation. One idea is hosting a family writing night where students communicate their products to a variety of people/audiences. We want to continue sharing our work with the community and searching out avenues for how we are able to do this. The writing committee will work to develop uniform writing models and strategies between all grade levels.

We will also work to implement student initiated use of technology and online resources as they relate to writing and publishing pieces. Our writing committee will look for opportunities to promote writing through publishing parties and exhibits.

## Curriculum and Instruction: Student Performance

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

Overall Rating: 1.75

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

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

	Statement or Question	Response	Rating
c)	To what extent do students learn and work together with teachers, peers and others, either face to face or virtually, to problem-solve and generate products/outcomes tied to curriculum and learning goals?	Students learn and work together with teachers, peers and others either face-to-face or virtually to problem-solve and generate products/outcomes tied to curriculum and learning goals.	Proficient

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

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

Lesson plans, formative/summative writing assessments, model/exemplar writing pieces, rubrics, face-to-face work with others to build on and articulate their ideas, collaboration with different groups.

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

Students have access to a partially aligned writing curriculum. Writing is aligned horizontally and writing committee is in the process of working to vertically align writing curriculum. Students are encouraged to build upon their own ideas and ideas of others when going through

the writing process. Students are given the opportunity to conference with peers within their classroom to enhance their writing abilities. Teachers present model and exemplar pieces to help students understand quality work. We incorporated cultures and different perspectives during a schoolwide world language day. This would allow students to research and write about various parts of the world while giving them an authentic purpose for writing.

### Next Steps:

Students need to have exposure to virtual collaboration to understand writing communication on a global level. We will work towards providing more exposure to a variety of social and cultural backgrounds so that students can begin to craft how they communicate for specific audiences and purposes.

## Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

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

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

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

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

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

Writing committee agendas, student profiles, lesson plans, rubrics, student progress notes, formative/summative writing assessments, extended response for all content areas, use of informational text as a basis for writing prompts and responses.

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

Teachers use multiple assessments to guide writing instruction for their students. Student progress notes document the mastery of objectives and allow teachers to see which students need more assistance and practice to reach mastery of a concept. Students are given multiple

opportunities to correct work to reach 80% mastery or proficiency, after feedback is obtained from the teacher. The writing committee has created a plan for all grade levels to implement and monitor student progress on the types of writing pieces required by common core standards. Teacher lesson plans also document writing as a process in their classrooms where peer revision and editing is a crucial part to the formation of a writing piece. During this part, students are given the opportunity to receive feedback from peers and the teacher on ways to enhance their writing. We started implementing the Lucy Calkins writing program throughout all grade levels. We will use this program to help promote student choice in writing.

### Next Steps:

We will continue to use this committee as a starting point for a school-wide collaborative approach to developing and aligning assessments across grade levels. This will be referenced in committee agendas and meetings. Through collaboration with our district RtI coordinator, we will also work to create a plan to consistently monitor student progress in the area of writing.

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

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

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

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

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

Lesson plans, rubrics, models, learning targets/objectives, self-assessment checklists, editing process is used when working with students, some self-created rubrics.

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

Teachers refer to common core standards to set up student learning targets and objectives for writing. These can be seen displayed in their rooms when focusing on writing standards. Teachers refer to standards when setting writing goals for students as referenced in their lesson plans. Students are beginning to self-assess their own writing using standard checklists provided by teachers on what writing pieces should contain. Scoring guides and/or rubrics are either teacher-created or derived from standard expectations.

Next Steps:

In order for us to improve in this area, we will seek out opportunities for students to become more involved in the creation of their writing goals and rubrics to assess their own products. We will collaborate with students and allow them to co-develop rubrics.

## 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' pursuits of professional learning opportunities focused on research/evidence-based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence-based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

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

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

C-SIP, School-wide writing professional development (1-17-13, 2-12-14), common planning, master schedule, grade level schedules, PLC meetings, writing committee meeting agendas, team meetings, creation of writing plan through most recent PD, consultation with educational cooperative ELA consultant, Lucy Calkins book study and curriculum implementation K - 5.

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

Teachers are exposed to professional development opportunities regarding the area of writing. The current and past C-SIP references goals pertaining to writing and the literacy program.

Next Steps:

In order to improve in this area, we will continue to ensure that writing is revisited by the SBDM and school writing committee throughout the year to assess implementation. We will continue to seek out professional development opportunities from organizations such as our local educational cooperative to enhance teacher understanding about best practice in the area of writing. Teachers will also consider ways to incorporate the writing process into their own professional growth plans. It will also be important to continue offering a variety of PD opportunities in the area of writing. We will continue to research 21st century skills and how to incorporate those into instruction. The use of PBL will also assist with writing authenticity.

## 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: 2.75

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

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

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

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

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

Professional development agendas, teacher professional growth plans, state assessment data, C-SIP, PLC agendas, writing committee analyzed data and developed writing plan. Teachers are members of professional writing organization (Kentucky Council of Teachers of English/Language Arts), professional development provided by ELA consultant from education cooperative, teachers sharing writing strategies used and learned at trainings during PLC time.

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

Teachers participate in professional development geared towards writing and literacy development. PLC groups meet bi-monthly to focus on student writing skills as evidenced by assessments. Teachers have collaborated with district RtI coordinator and members of the regional educational cooperative to determine best practices for writing.

### Next Steps:

In order to improve in this area, we will continue to seek out community, business, and secondary partnerships throughout the community. We will establish an advisory committee that will help guide our own development in our writing curriculum. We will also seek out professional organizations to determine the benefits of collaborating with writing colleagues. We will continue to maximize our efforts in publishing written work throughout the community.

## 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: 2.75

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

	Statement or Question	Response	Rating
b)	To what extent does the school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing?	School council/leadership and teachers across contents actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space and technology are available to implement school wide writing program.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	The school council/leadership meets with teacher leaders when planning for the allocation of time and resources to implement the writing program.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent are decisions related to staff assignment based on the established policies that include student literacy needs and teacher certification?	Decisions related to staff assignment are based on the established policies that include student literacy needs and teacher certification.	Proficient

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

SBDM agenda/minutes, SBDM budget and student activity budget, resources purchased for multiple grade levels such as Storyworks, Saxon phonics, Reading A-Z, and other literary texts that are used with the writing process. Master schedule, grade level schedules, SBDM policies, meeting with ELA consultant.

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

The SBDM discusses writing curriculum in general terms. The SBDM budget allows for the purchase of resources for all content areas, but does not specify a particular fund for writing resources. The leadership team has allocated equitable time for literacy blocks as referenced in

our master schedule. SBDM has funded writing resources requested by teaches. SBDM contains general academic policies for the assignment of staff and in regards to curriculum in all subject areas. This year a concentrated effort was place don including specific writing information at SBDM meetings with the purpose of ensuring that some of our school funds target writing needs.

### Next Steps:

Teachers will monitor and evaluate finished products and rubrics with a working student writing folder. Writing committee will submit a proposed budget for next year to be approved by SBDM. We will implement grouping of students by writing ability and match teacher experiences with particular groups of students.

## Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 3.0

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

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

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

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

Writing committee, professional development targeting writing, parent newsletters, book study, PLCs, social media posts showcasing writing instruction and student work, writing information shared with members of SBDM, Holidays Around the World with community open house, PBL with authentic writing purposes

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

The principal has established a writing committee with members from each grade level. The principal has instructed this committee to create a writing plan to be utilized for reaching every form of writing as required by the common core standards. The principal arranged for a school-wide professional development opportunity with a writing focus to be held at the school. The principal sought out the presenter of the professional development and attended the training. The principal selected members of the staff to attend PBL training to gain an understanding of how to incorporate authentic writing into instruction.

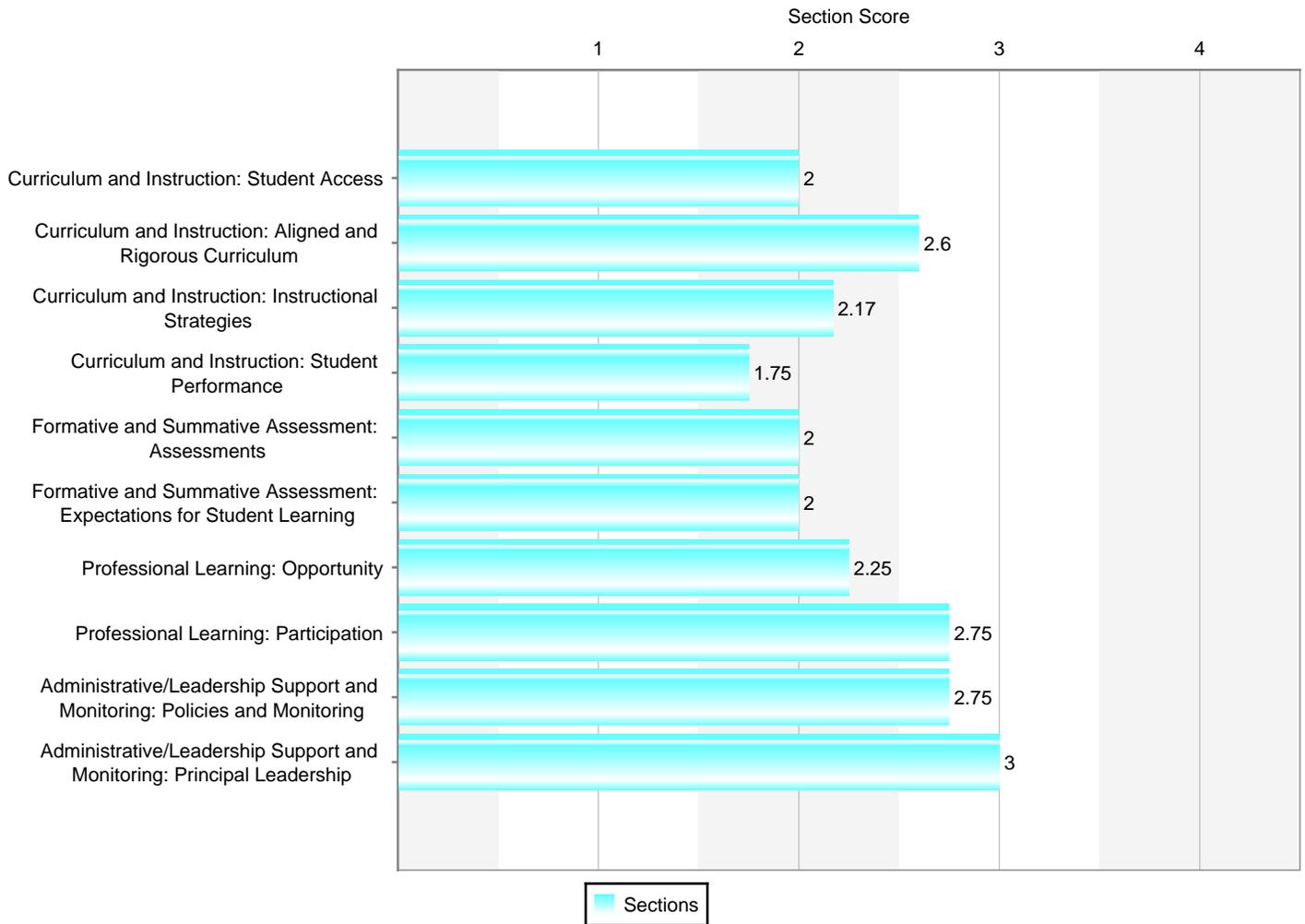
Next Steps:

The principal will need to seek out additional training and PD opportunities for teachers in the area of writing. The principal will continue to

seek out ways to create community partnerships with businesses and individuals to promote and support the writing program within the school.

## Report Summary

### Scores By Section



# **Program Review: Next Step Diagnostic**

## **Introduction**

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

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

## **In-Depth Review**

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

**Response:**

- Arts and Humanities
- Practical Living/Career Studies
- Writing
- K-3
- Global Competency/World Languages

## Arts and Humanities Program Review

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

Areas of strength include our commitment to ensuring dedicated time to all of the areas of arts and humanities. The master schedule allows for students to be exposed on a daily basis to at least one arts & humanities class period. This is consistent in grades K - 5. Our SBDM will continue to ensure that dedicated time is allotted for these classes on a daily basis for all grade levels. The district as a whole recognizes the need for continued professional development in this area. We are continuing to make strides towards seeking out and providing specific professional development in the area of arts & humanities. Community partnerships have also started to develop between our arts & humanities teachers and community leaders in these areas of expertise.

**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.**

In our school, it was noted that there was a definite need to examine the development of SMART goals and how students should be measured for growth in the area of Arts and Humanities. There is a need for professional development in the area of how to write appropriate SMART goals for students. Student-generated and/or co-developed rubrics are also an area of weakness that will be addressed in the upcoming year. Teachers will seek out ways to incorporate more student input on the design and creation of rubrics that will be used to help measure their performance in the area of Arts and Humanities.

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

Connections have been made with local artists. It will be important for us to continue to invite guests to speak and demonstrate each of the four areas of art. Field trips should be scheduled to cover additional art forms. We are continuing to work towards including a visit to the National Quilt Museum and our community Marshall County Children's Art Center. We have started encouraging student choice and uniqueness in how they respond to the arts. Response is shifting from teacher-guided to student-led and we are working to create opportunities for students to choose and create independent of teacher guidance when appropriate. Students need to be guided in creating their own rubrics or co-developing rubrics with teachers in order to assess their performance or their products created. Students engaging in peer reviews will also be essential. The creation of student check lists and rubrics could allow for students to have guidelines to evaluate their own works of art as well as the works of others. We must collaborate with students to create some of their own rubrics as developmentally appropriate. We will visit the SMART process for setting goals for the A&H content. Students should begin practicing more on self-reflection of their works as guided by rubrics and checklists about expectations. Teachers will need to begin keeping more documentation of feedback and providing students with feedback from a variety of sources. We will continue to search out content specific professional development for the arts teachers as well as encourage grade level content teachers to attend to deepen their understanding of the arts content. The SBDM will continue to link the goals of the CSIP to arts and humanities content and goals so that it remains a focus within our building. We will work

towards creating specific, allocated time for arts teachers to collaborate with core teachers to that content can be integrated between subject areas. We will continue to utilize and collaborate with the district art consultant for ideas on implementation of the arts.

## Practical Living/Career Studies Program Review

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

Our PLCS program involves a variety of stakeholders including members from the county health department, school nurse, family resource center, and guidance counselor. We have a variety of resources that we can utilize to incorporate PLCS into our curriculum at all grade levels (K-5). We also have dedicated/allotted time for physical education courses within our master schedule for every grade level. Guest speakers and authentic activities such as fundraisers are incorporated into curriculum at all grade levels. A coordinated health committee has been created including the following members: school nurse, county health department representative, Family Resource Center Director, PE/Health Teacher, and guidance counselor. We are actively working to ensure that the Health and Wellness Committee becomes an integral part of influencing our PLCS curriculum. This committee meets quarterly to ensure that PLCS curriculum is current and relevant within the classrooms.

**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.**

While we cover PLCS at all levels, the exposure to this content is not as evenly distributed. Students in the older grades have been given more opportunities to participate in activities and lessons directed towards PLCS content. Primary grade levels don't receive the same amount of opportunities or time devoted to PLCS content. We are continuing to seek out ways to integrate more PLCS into the primary grades. One way that we have worked towards this during the current school year is having guest speakers from the local Health Department speak with primary students.

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

In order to improve in this area, we need to create a curriculum map and uniformed plan for teaching PLCS content to ensure that it is taught in a comprehensive fashion throughout the year in all grade levels (K-5). We have established a school health committee. This committee will provide input on all components of the PLCS curriculum. Members of this committee include the school nurse, county health department, family resource center, and guidance counselor. A plan for integrated curriculum that provides cross-disciplinary connections is also a need. Allocated time for planned collaboration with grade level teachers will need to be implemented. We will need to continue creating and forming stronger business partnerships in order to consult these leaders on a regular basis. A more concentrated effort on creating formative/summative assessments that specifically address PLCS standards will need to take place, along with allocating time to focus on reviewing PLCS data to guide our PLCS instruction. School administration should also seek out more professional development opportunities in order to create job-embedded training for all teachers.

## 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?**

The writing curriculum currently in place is aligned with meeting the objectives of the common core standards. Teachers integrate a variety of types of writing within their daily classroom lessons. Writing can be seen in a variety of forms including letters, extended responses, articles, journal entries, written feedback, etc. Reading/literacy blocks include writing at each grade level as evidenced by lesson plans and grade level schedules. Writing is also cross-curricular and is used in any setting. Students have the opportunity to choose topics of interest and can utilize technology when researching information. The school has a writing committee that collaborates and develops a writing plan for the school with input from every grade level. This committee has been created to evaluate the school writing program and works to sustain our school's writing strengths and improve upon the weaknesses. Project Based Learning in grades 3 - 5, have utilized writing with more authentic purposes this year.

**List the standards and characteristics that have been identified as needing improvement or focus in the Writing Program. Explain why each of these needs improvement.**

Over the past two years, our committee analyzed what writing tasks were being done at each grade level and how they could be uniformed to ensure a smooth transition between grade levels. All teachers participated in a Lucy Calkins book study that provided information on how to establish a K - 5 writing continuum. The grade levels began the year implementing this curriculum. The follow through was somewhat inconsistent, and this will continue to be an area of focus for the upcoming year. We saw strengths and weaknesses with implementing the program and will be looking at ways that we can be more consistent in the upcoming year. One of the biggest weaknesses with implementation revolved around time that was devoted to implementing the program. Our Writing Committee will continue to address these concerns with ways that we can prevent this from being a barrier in years to come. We will also look at sustainability of the program and discuss how we can ensure that follow through is consistent. We will continue to seek out authentic purposes for writing and we felt that we had a great initial project with showcasing writing to the community through Holidays Around the World and through PBL implementation.

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

In order to improve writing curriculum, we will continue to work towards vertically aligning the writing curriculum in our writing committee meetings. We consistently communicate the guidelines or criteria for work to be included in student writing portfolios. We will specify the types of pieces and require a minimum number of pieces to be submitted as part of a student's portfolio for each grade level. We will continue to allow students more choice in writing topics and how they want to communicate what they have learned. We will continue to search for ways to offer opportunities for authentic writing experiences for a variety of audiences. One idea is hosting a family writing night where students communicate their products to a variety of people/audiences. We will work to continue to allow students the opportunity to publish their pieces for a variety of purposes by forming partnerships with local businesses to display written work around the community. The writing committee will also work to develop uniform writing models and strategies between all grade levels. Writing will continue to be revisited by

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SBDM and school writing committee throughout the year to assess implementation. We will continue to seek out professional development opportunities from organizations such as our local educational cooperative to enhance teacher understanding of best practices in the area of writing. Parents and community members will be informed by Principal through social media and school website about writing program and what the school is doing to incorporate authentic writing experiences into the core curriculum.

## **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?**

Response to Intervention at the primary level was a noted strength within our K-3 program. Our school has established a systematic, comprehensive system that addresses all levels of learning. We have district guidelines that our school follows for RtI placement. We have monthly meetings involving all teachers, administrators, and district representatives to monitor the RtI program at the primary level. K-3 participates in universal/benchmark screenings with more than one tool throughout the year. Various forms of data are analyzed at least monthly and instructional decisions are made about student placement within RtI and the core classroom setting based on data. Progress monitoring occurs frequently and students are monitored in the specific area for which they are receiving interventions. We feel that this is a vital part of the primary program because we are targeting students early to hopefully intervene and close the gap before intermediate grades. We also have an aligned, rigorous curriculum complete with many research-based strategies. Students are exposed to strategies and programs that have been researched in both reading and math subject areas. Teachers flexibly group students according to their strengths and weaknesses and then choose strategies that match student needs.

**List the standards and characteristics that have been identified as needing improvement or focus in the K-3 Program. Explain why each of these needs improvement.**

A need for improvement in our K-3 program would be the utilization of technology in order to embrace and focus on 21st century learning skills. Teachers utilize technology, however a more concentrated effort on finding a variety of technological resources is needed.

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

We will focus on increasing parent, community, and higher education partnerships at this level. Teachers will need to include feedback to parents with helpful strategies and guidance on how to apply the feedback.

Teachers will participate in peer observations in order to observe learning tasks that promote 21st century skills. More student choice will be emphasized through the use of centers, student choice boards, and student activities. Staff members will visit and network with neighboring districts that are successfully implementing personalized learning at the primary level. Teachers will also be trained in the Inquiry Design Model to enhance 21st century skills instruction at the primary level.

The principal will work to make decisions based not only on trend data, but on staff abilities by determining appropriate training and professional development needed by both certified and classified instructional staff.

## 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?**

Our school has started looking at ways we can incorporate World Language into our curriculum. The initial attempt to include some exposure has occurred through our Holidays Around the World Cultural Event.

**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.**

Implementing a formal, structured World Language Program is the main area for improvement. Time allocation in the schedule and determining who will implement the program is also a need.

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

Steps to improve in this area include:

- \* Forming a World Language Committee to ensure implementation
- \* Determining what type of World Language Program would be appropriate for us to implement
- \* Allocating time and protecting it within the master schedule to implement World Language curriculum
- \* Securing and allocating funding for program resources

## Report Summary

### Scores By Section

Section Score

1

2

3

4

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# Program Review: Global Competency/World Language

## **Introduction**

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

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

## Curriculum and Instruction: Student Access

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

Overall Rating: 0.67

	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.**

Holidays Around the World cultural event in grades K - 5. Students exposed to variety of world cultures and facets of those cultures. Some grade levels incorporate Spanish language instruction informally in their classrooms.

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

Holidays Around the World cultural event in grades K - 5. Students exposed to variety of world cultures and facets of those cultures. Some

grade levels incorporate Spanish language instruction informally in their classrooms.

**Next Steps:**

Implement computer-based language program for all grades K - 5 to provide some exposure to world language at the elementary level.

## Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 0.67

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

	Statement or Question	Response	Rating
b)	To what extent are the Global Competency/World Languages curriculum designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and provide opportunities for students to learn and practice those skills?	The Global Competency/World Languages curriculum 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 rarely integrates content from other disciplines.	Needs Improvement

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

Holidays Around the World cultural event in grades K - 5. Students exposed to variety of world cultures and facets of those cultures. Some grade levels incorporate Spanish language instruction informally in their classrooms.

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

Holidays Around the World cultural event in grades K - 5. Students exposed to variety of world cultures and facets of those cultures. Some grade levels incorporate Spanish language instruction informally in their classrooms.

## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 0.5

	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?	English is the primary language of instruction.	No Implementation

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

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

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

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

Holidays Around the World cultural event in grades K - 5. Students exposed to variety of world cultures and facets of those cultures. Some grade levels incorporate Spanish language instruction informally in their classrooms. Through Holidays Around the World event, some grade levels formed pen pal relationships with students in other countries (Australia for example). Through this event, students also used technology to research and interact with cultural information. The school hosted an Open House for the community to visit the classrooms to learn about the culture they had researched. Students used speaking skills to communicate about a particular culture and shared traditions and languages of that culture.

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

Holidays Around the World cultural event in grades K - 5. Students exposed to variety of world cultures and facets of those cultures. Some grade levels incorporate Spanish language instruction informally in their classrooms. Through Holidays Around the World event, some grade levels formed pen pal relationships with students in other countries (Australia for example). Through this event, students also used technology to research and interact with cultural information. The school hosted an Open House for the community to visit the classrooms to learn about the culture they had researched. Students used speaking skills to communicate about a particular culture and shared traditions and languages of that culture.

## Curriculum and Instruction: Student Performance

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

Overall Rating: 0.33

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

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

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

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

Holidays Around the World cultural event in grades K - 5. Students exposed to variety of world cultures and facets of those cultures. Some grade levels incorporate Spanish language instruction informally in their classrooms.

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

Holidays Around the World cultural event in grades K - 5. Students exposed to variety of world cultures and facets of those cultures. Some grade levels incorporate Spanish language instruction informally in their classrooms.

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## Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 0.0

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

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

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

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

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

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 0.0

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

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

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

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

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

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

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

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

Overall Rating: 0.0

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

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

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

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

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

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

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

## Professional Learning: Opportunity

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

Overall Rating: 0.5

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

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	There is no evidence to support opportunities based on data.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school does not provide access to job embedded professional learning opportunities to teachers.	No Implementation

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

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

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

These answers were based on the relationship of Professional Learning as it relates to World Language within our building. Our teachers are exposed to a variety of professional development opportunities based on individual need. At this time, we have no teachers in building that feel World Language is a priority over other areas that they have cited as a need for improvement, therefore, World Language professional development is not an area of development requested by teachers.

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

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Teachers do have a variety of times they collaborate (common planning, PLCs, team meetings), however World Language is rarely the topic of discussion at those meetings.

### Professional Learning: Participation

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

Overall Rating: 0.75

	Statement or Question	Response	Rating
a)	To what extent do teachers participate in content-specific professional learning opportunities based on analysis of school and student data; and to what extent is there evidence of implementation?	Teachers do not participate in content-specific professional learning opportunities based on analysis of school and student data.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are 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 not members of professional organizations.	No Implementation

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

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

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Teachers do have a variety of times they collaborate (common planning, PLCs, team meetings), however World Language is rarely the topic of discussion at those meetings.

### School Leadership: Policies and Monitoring

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

Overall Rating: 0.25

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

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

	Statement or Question	Response	Rating
c)	To what extent does the annual school budget (approved by SBDM councils) support Global Competency/World Languages programs?	The annual school budget (approved by SBDM councils) does not support a school wide Global Competency/World Languages programs.	Needs Improvement

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

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

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

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

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	Statement or Question	Response	Rating
h)	To what extent does district and school leadership establish policies to support student/teacher international travel/exchange, field trips and community service?	District and/or school leadership does not have specific policies but does support outside learning opportunities and/or travel.	Needs Improvement

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

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

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

School supports outside travel and learning experiences as students are given Educational Excused Leave time for travel that enhances the knowledge and understanding of World Language. Fifth grade students participate in field trip to Washington D.C. that does incorporate some cultural experiences.

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

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

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### School Leadership: Principal Leadership

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

Overall Rating: 0.25

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

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

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

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

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

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

Principal has shared with other program review committees the expectations for world language within the school curriculum. Principal has asked program review facilitators and members to begin considering how to integrate aspects of world language into other areas.

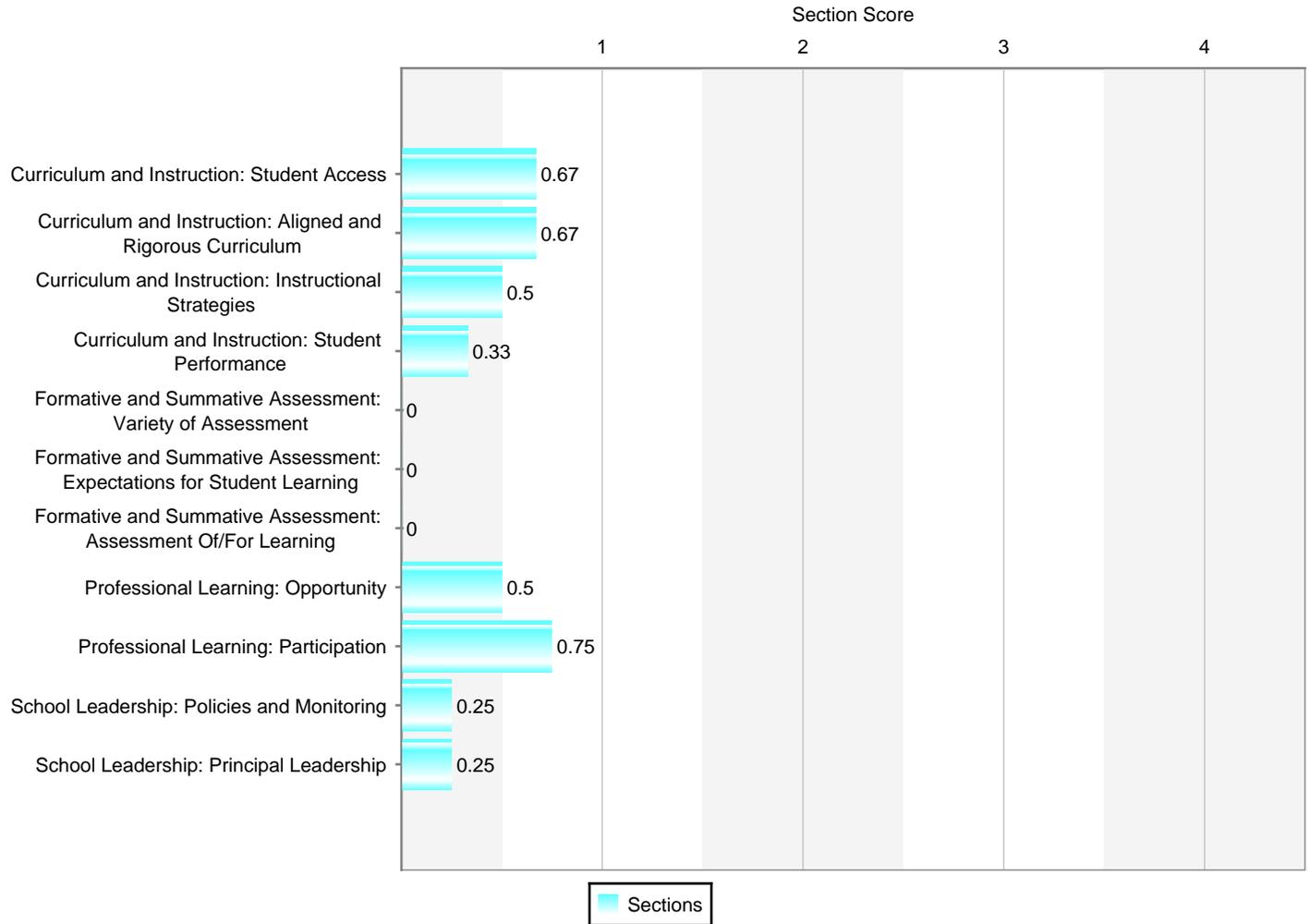
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## Report Summary

### Scores By Section



# **Program Review: K-3**

## **Introduction**

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

## Curriculum and Instruction: Student Access

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

Overall Rating: 3.0

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

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

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

PLCs, common planning, district-wide grade level meetings, iPads, SMARTBoards, document cameras, manipulatives, centers, rubrics for assessments, writing conferences, daily computer access for all students, workbooks, calendar instruction, Kindergarten Readiness nights, College and Career day, Community volunteer readers, SBDM, monthly RtI Meetings, weekly team meetings, RTA Teacher on staff, Project-Based Learning implementation (iHop, fall festival games), Calvert City Advisory Team representative

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

PLCs are consistently used to allow teachers to analyze data which determines instructional direction, discusses student needs, creates and analyzes assessments. PLCs provide for vertical alignment of curriculum. Common planning is used daily to plan differentiated instruction, develop assessments, rubrics, profiles, and to create plans to implement various materials/equipment. District-wide grade level meetings are beneficial in developing common assessments and instructional units, as well as sharing ideas of incorporating a variety of equipment/materials for instruction. iPads, SMARTBoards, document cameras, and desktop computers are used to enhance and differentiate instruction. Supplemental activities such as manipulatives, centers, and games are used to allow for student choice and enhance student engagement. Leveled materials, workbooks, and worksheets are used as methods of formative assessments that are used to drive instruction. Our K - 3 program has invited collaboration from higher education partners such as state level specialists from our local education cooperative to model instructional practices within the classroom.

## KDE Program Review Report for Schools

Sharpe Elementary School

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### Next Steps:

Teacher collaboration will continue to be school-wide utilizing our PLC times (vertically aligned by content area/grade level). We will continue to increase parent, community, and higher education partners' involvement school-wide. Teachers will increase use of various materials/equipment school-wide to differentiate learning.

We will network with fellow primary level teachers (Trigg County) to understand how the incorporation of 21st century skills can be implemented at this level. Teachers will also attend a workshop geared towards the Inquiry Design Model to enhance instruction.

## Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 3.0

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

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

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Saxon phonics, Math in Focus, McGraw Hill Reading series, Storyworks, content area curriculum maps, master schedule, grade level schedules, lesson plans, daily flex times, Reading A-Z for standards-aligned materials, Lucy Calkins Writing Program for each grade level, common planning, PBL

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

Our content area programs (Saxon phonics, Math in Focus, McGraw Hill, Storyworks, PBL) address the rigor and intent of the standards and include specific pacing guides. Teachers create and utilize content area curriculum maps to ensure all standards are covered at a specific pace throughout the year. Mater/grade level schedules are created to ensure teachers have adequate time to enact the curriculum. Individual teacher lesson plans are designed to maximize instructional time. Daily flex times are used to differentiate and provide enrichment opportunities for students.

Next Steps:

Teachers will continue to increase the level of technology use in their classrooms to embrace the focus on 21st century skills. Teachers will continue to utilize flex time to reach all ability levels from approaching level to enrichment skills base don individual student needs. Primary teachers will be trained in the Inquiry Design Model to understand how to incorporate 21st century skills into instruction.



## Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

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

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

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

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

Lesson plans, posted learning targets, student work samples, daily flex groups, assessments, Holidays Around the World Day, design briefs

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

Each classroom has learning targets posted using student friendly terms. Teacher lesson plans include learning targets and activities that include classroom discussions, questioning, and learning tasks that promote critical thinking skills. Also, lesson plans show how teachers scaffold instruction. Student work samples and assessments are evidence of learning tasks that promote critical thinking skills. Daily flex groups are an example of how students are allowed to work in flexible collaborative groups based on their needs. Read to Achieve Teacher

on staff funded by RTA grant to assist struggling students and intervene with small groups. Americorps staff employed to assist with struggling students.

### Next Steps:

Teachers will administer a learning style inventory and interest inventory of their students to determine student learning styles/interests. Teachers will participate in peer observations in order to observe learning tasks that promote 21st century skills. Teachers will participate in Professional Development focused in the area of technology. Teachers will also allow for more student choice through the use of centers, student choice boards, and student activities. Teachers made an initial visit to a neighboring school district that is currently implementing PBL and personalize learning. Teachers will have the opportunity to continue PD in this area and networking with teachers implementing this type of learning. Primary teachers will also receive training in the Inquiry Design Model during the summer of 2016.

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

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

Overall Rating: 2.83

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

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

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

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

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

# KDE Program Review Report for Schools

Sharpe Elementary School

	Statement or Question	Response	Rating
f)	To what extent does the school regularly communicate intervention services and progress with the families of those students identified for the intervention? To what extent is family communication focused on improving student learning?	The school regularly communicates intervention services and progress with the families of those students identified for intervention. Family communication is focused on improving 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.**

Our school has established a systematic, comprehensive system that addresses all levels of learning. The following evidence that a system of intervention is in place at this level:

- District guidelines for Rtl placement - students are placed in tiers according to results on universal screeners and other norm-referenced tests
- Monthly Rtl meetings - all grade levels participate in monthly Rtl meetings which include discussing student tier placement, progress monitoring results, and changes in interventions and tier placements. Regular education teachers, special education teachers, the school administrator, guidance counselor, and district Rtl consultant attend all meetings. We have agendas and notes documenting each meeting and results of tier changes/placements.
- Universal screenings include STAR Reading a Math assessments given to grades K - 5 three times per year; AIMSweb screeners given to all K - 1 three times per year and grades 2 - 5 for tiered intervention students.
- Systems of interventions include (but are not limited to): Reading - Corrective Reading Program, Reading Mastery Program, research-based strategies from Florida Center for Reading Research, Milestones, Intervention series from basal books, Saxon phonics, Orton Gillingham strategies. Math - Math in Focus materials
- Scheduled intervention and flex times at every grade level - each grade level has a scheduled time for intervention throughout the day into their daily schedules. Students move flexibly in and out of intervention groups based on their progress or lack of progress according to their progress monitoring
- Monthly conduct and weekly progress reports; parents sign and comment

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

There is a concentrated effort both school and district-wide to address student achievement using response to intervention. Through the use of monthly Rtl team meetings with every grade level, student deficiencies are pinpointed and plans of action are discussed and put into place. Progress monitoring occurs frequently and students are monitored in the specific area for which they are receiving interventions. Our universal screeners pinpoint general areas of deficiencies and then our teachers and interventionists use further means of diagnostics to pinpoint precise reading or math deficiencies. For example, if a universal screener shows a student deficiency in reading, further diagnostics are used to determine which area of reading is deficient - phonics, fluency, vocabulary, comprehension, etc. The same is true for math when we use further diagnostics to determine if the deficiency is computation or application. Based on the specific information we receive from universal screeners and further diagnostics, we choose an intervention that meets the needs of that student's deficiency. For example, if fluency is the deficiency, then we first try Reading Mastery for K - 3. If that student does not progress, we then look at more intensive interventions targeted at the same deficiency. Parents receive communication on at least a quarterly basis when receiving progress

monitoring reports. Some grade levels send more frequent communication after team meetings. If a student is having severe difficulties, parents are contacted for input and insight as to difficulties they view as well. We also have a Math Interventionist on staff that intervenes with struggling students either through direct instruction or consultation with the regular education teacher. We use our Read To Achieve teacher (funded through a grant) to intervene with first grade students using Reading Recovery Program and then to pull and instruct small groups K - 3 of struggling readers.

### Next Steps:

We need to make a more consistent effort between grade levels to allow families to provide regular input and reflection into the student's intervention plan as opposed to sharing information with little input except in the case of severe difficulty. These avenues of communication need to be documented in Infinite Campus using the PLP tab for reference.

## Formative and Summative Assessment: Assessments

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

Overall Rating: 3.0

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

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

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

Lesson plans, learning targets, PLCs agenda, student work samples, exit slips, multiple assessments, AIMSweb, STAR Reading/Math, Math in Focus, Calendar Math, assessment binders developed from curriculum work day with consultant from WKEC

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

Teachers plan a variety of informal assessments like exit slips, class surveys, assessment checklists, etc., and then they re-evaluate their instruction based on the outcome of above mentioned assessments striving to meet the learning target goal. Teachers come together as primary/intermediate PLC teams to share, reflect, and re-evaluate instructional strategies and assessments used within the classroom.

Next Steps:

In order to progress to the next level, the teachers will work collaboratively with the grade level ahead of them and behind them to reflect on instruction and make adjustments to support each student's learning.

## Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

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

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

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

Weekly newsletters, weekly homework guides, math in focus home connections, report card narratives, STAR Reading/Math parent reports, daily parent connection emails, flex groups for Rtl instruction.

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

Teachers communicate with students and families by sending daily emails with students' expectations and intended learning targets for the day/week. Teachers also send home newsletters and homework guides with intended learning targets clearly stated in student friendly language. Teachers provide a personal narrative for each student every quarter along with a STAR report four times a year. Teachers also send home the parent print out with expectations of their child's performance based on STAR level.

Teachers received a three hour professional development on deconstructing the standards from a literacy consultant from WKEC. They received a full day to plan and align their assessments with the standards. Teachers used this day to pinpoint important terms and vocabulary students would need to know and understand to master the standards. They have used this experience to help with team planning.

Next Steps:

In order to progress to the next level, teachers will need to include feedback to parents with helpful strategies and guidance on how to apply the feedback. Teachers will continue to master giving students sufficient time to refine their thinking and enhance their learning of the intended learning target.

Teachers will also work to create assessment profiles to be given before and after assessments to determine what parts of the standard have been truly mastered by the students. Teachers will look into feedback/communication that students can give to their peers as well.

## Professional Learning: Opportunities

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

Overall Rating: 2.75

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

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

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

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

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

Online learning modules, Professional Development plan, literacy toolkits, iPad training, KYSTE training, standards Based Report cards, student engagement/questioning training, 21st century learners, collaboration with ELA consultant, RTA teacher on staff, Math interventionist on staff, WKEC deconstructed standards professional development, curriculum and assessment vertical planning day, PBL training, Trigg Co. Primary School visit for personalized learning at primary level, co-teaching training provided by WKEC, Kagan Learning Styles training

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

Teachers are offered a variety of professional development opportunities within their area of growth expertise. For example, new teachers or veteran teachers teaching a new subject are able to attend PD for new literacy strategies to use within their classroom. Teachers are offered technology pd in order to learn how to integrate innovative technology strategies into their lessons. The district offers teachers professional development that aligns with the CDIP for the upcoming school year. New teachers are also required to go through district-wide trainings and meetings to ensure they are made aware of resources available throughout district.

Next Steps:

Continue to seek out specific professional development for teachers.

## Professional Learning: Participation

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

Overall Rating: 2.25

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

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

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

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

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

Bi-monthly PLC meetings, Health department collaboration, Family Resource Center, guidance lessons, research-based strategies shared and discussed at PLC meetings, review of student data at both PLC and RtI meetings, flexible student grouping for core instruction based on student needs, Family Resource monthly meetings, PBL

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

Teachers participate in intermediate/primary PLC meetings where they analyze assessment data, flex group placements, and individual

student achievements. Teacher leaders meet with other PLC teacher leaders from the district once a month to discuss new student achievement/engagement topics to discuss in their next meetings. K - 3 has collaborated with regional cooperative ELA consultant throughout the year and in years past. Current college education majors have also attended PLC meetings.

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

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

Overall Rating: 2.75

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

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

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

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

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

Master schedule, grade level schedules, SBDM agendas/minutes, school website for communication, social media posts, daily e-mails to parents from teachers, student agendas used as a form of communication, grade level newsletters (weekly/monthly), progress reports, SBDM policies/procedures

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

Our school has established and implemented policies that provide adequate resources and instructional time for the K - 3 program. SBDM is informed about K - 3 program decisions and provides input on the direction of the program as noted in SBDM minutes. K - 3 STAR and AIMS data is reviewed at least annually by SBDM to determine impact of program. Parents receive communication about the K - 3 program from a variety of sources. Communication between parents and teachers is two-way with parents contacting teachers on a frequent basis.

Next Steps:

While SBDM has policies addressing student instruction and achievement applicable to all levels, a policy specifically related to K - 3 programming needs to be developed.

## Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 3.0

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

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

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

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

Bi-monthly team meetings, team meeting agendas, bi-monthly PLC meetings, PLC agendas, assessment data results (STAR, AIMS) shared at meetings as evidenced by agendas, administrator attendance of professional development related to K - 3 programming needs (co-teaching, primary PLC groups, writing , KLA, district-level PD for K - 3, Next Generation Leadership Academy for administration), PGES training and information, grant writing for Read to Achieve Teacher, professional development log, staff allocation to create position of math interventionist

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

The school principal supports the efforts and encourages teacher leadership in the K - 3 program. This is evidenced by team meetings that are held with grade levels to discuss specific strategies and issues pertaining to the K - 3 program. Principal attends primary PLC meetings and professional development to stay current with effective K - 3 practices. Principal also attends Next Generation Leadership Academy.

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### Next Steps:

Principal will work to make decisions based not only on trend data, but on staff abilities by determining appropriate training and professional development needed by both certified and classified instructional staff. Principal will work to structure K - 3 instructional teams that exhibit strengths in primary leadership and instruction for students.

## Report Summary

### Scores By Section

