KDE Program Review Report for

Schools

South Marshall Elementary School

Marshall County

155 Sid Darnall Road
Benton, KY 42025

TABLE OF CONTENTS

Introduction 1

Program Review: Arts and Humanities

Introduction 3

Curriculum and Instruction: Student Access 4

Curriculum and Instruction: Aligned and Rigorous Curriculum 6

Curriculum and Instruction: Instructional Strategies 8

Curriculum and Instruction: Student Performance 10

Formative and Summative Assessment: Assessments 12

Formative and Summative Assessment: Expectations for Student Learning 13

Formative and Summative Assessment: Assessment for Learning 15

Professional Learning: Opportunity 16

Professional Learning: Participation 18

Administrative/Leadership Support and Monitoring: Policies and Monitoring 20

Administrative/Leadership Support and Monitoring: Principal Leadership 22

Report Summary 24

Program Review: Practical Living/Career Studies

Introduction 26

Curriculum and Instruction: Health Education 27

Curriculum and Instruction: Physical Education 29

Curriculum and Instruction: Consumerism 31

Curriculum and Instruction: Career Education 33

Curriculum and Instruction: ILP 36

Formative and Summative Assessment: Assessments 38

Formative and Summative Assessment: Expectations for Student Learning 40

Professional Learning: Opportunities 41

Professional Learning: Participation 43

Administrative/Leadership Support and Monitoring: Policies and Monitoring 45

Administrative/Leadership Support and Monitoring: Principal Leadership 47

Report Summary 49

Program Review: Writing

Introduction 51

Curriculum and Instruction: Student Access 52

Curriculum and Instruction: Aligned and Rigorous Curriculum 54

Curriculum and Instruction: Instructional Strategies 56

Curriculum and Instruction: Student Performance 58

Formative and Summative Assessment: Assessments 60

Formative and Summative Assessment: Expectations for Student Learning 62

Professional Learning: Opportunity 64

Professional Learning: Participation 66

Administrative/Leadership Support and Monitoring: Policies and Monitoring 68

Administrative/Leadership Support and Monitoring: Principal Leadership 70

Report Summary 72

Program Review: Next Step Diagnostic

Introduction 74

In-Depth Review 75

Arts and Humanities Program Review 76

Practical Living/Career Studies Program Review 77

Writing Program Review 78

K-3 Program Review 79

Global Competency/World Languages Program Review 80

Report Summary 81

Program Review: Global Competency/World Language

Introduction 83

Curriculum and Instruction: Student Access 84

Curriculum and Instruction: Aligned and Rigorous Curriculum 86

Curriculum and Instruction: Instructional Strategies 87

Curriculum and Instruction: Student Performance 89

Formative and Summative Assessment: Variety of Assessment 91

Formative and Summative Assessment: Expectations for Student Learning 92

Formative and Summative Assessment: Assessment Of/For Learning 93

Professional Learning: Opportunity . . . 94

Professional Learning: Participation . . . 96

School Leadership: Policies and Monitoring . . . 97

School Leadership: Principal Leadership . . . 99

Report Summary . . . 100

Program Review: K-3

Introduction . . . 102

Curriculum and Instruction: Student Access . . . 103

Curriculum and Instruction: Aligned and Rigorous Curriculum . . . 104

Curriculum and Instruction: Instructional Strategies . . . 105

Curriculum and Instruction: Kentucky Systems of Intervention (KSI) /Response to Intervention (RtI) . . . 107

Formative and Summative Assessment: Assessments . . . 109

Formative and Summative Assessment: Expectations for Student Learning . . . 110

Professional Learning: Opportunities . . . 111

Professional Learning: Participation . . . 113

Administrative/Leadership Support and Monitoring: Policies and Monitoring . . . 114

Administrative/Leadership Support and Monitoring: Principal Leadership . . . 116

Report Summary . . . 117

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Program Review: Arts and Humanities

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

A. Dedicated scheduling of dance and drama have been added to the school schedule as noted in lesson plans and the master schedule.

B. Consult the master schedule and SBDM.

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

A. Dedicated time has been added to the school schedule to include dance and drama, so that all students have access to all 4 arts disciplines as outlined by KCAS.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

B. The master schedule allows for dance, drama, music, and art to be taught to every student. SBDM created the schedule that allows the 4 art disciplines to be taught.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Academic Standards?	The arts curriculum encompasses the artistic processes of creating, performing and responding and is fully aligned with the Kentucky Academic Standards.	Proficient

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

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

A. Curriculum guides with content, pictures of completed art projects, and videos of music programs that show students creating and responding to the arts.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

B. Samples of student self-assessment of work and performances which include short-answer/extended response questions.

C. Arts and Humanities cross-curriculum guides.

D. Use of the Drama Arts Toolkit, Websites/Youtube videos, CDs, and guest artists.

E. Performance DVDs, written assessments, student self-assessment/performance reflection, and final product reflection in art.

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

A. Curriculum Guides and lesson plans document the covering of the Common Core and National Arts Standards.
-The art teacher documents the final product for each project by taking pictures of student samples.
-The music teacher keeps videos of all music programs that show students creating, performing, and responding to the arts. The music teacher also regularly collaborates with classroom teachers for specials projects to ensure that curriculum is aligned vertically and horizontally.

B. We have kept samples of student self-assessments of work and performances which include short-answer/extended answer response questions incorporating the ELA standards.

C. Teachers have submitted Arts and Humanities cross-curriculum evidence guides which documents that collaboration has been made between the arts and general education teachers.

D. Students are able to view the 4 arts the Arts Toolkit, the arts teachers regularly access websites/youtube videos to show students exemplary works of art for each content area, DVDs and CDs are used to demonstrate exemplary pieces of music/groups, and guest artists have visited the school to perform for the students.

E. Formative assessments conducted throughout daily class experiences and summative assessments are the final product documented on a DVD for music, samples of written assessments are available, samples of self-assessment/performance reflections are available, and samples of final products reflections in art are available.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do teachers systematically incorporate all three components of arts study: creating, performing and responding into the arts?	Teachers engage students in high-level creative activities and problem solving in the arts through creating, performing and responding. Students apply analytical skills at a high level while responding to the arts.	Distinguished

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

	Statement or Question	Response	Rating
c)	To what extent do arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students?	Arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students.	Proficient

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

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

A. Samples of student self-assessments of work and performances which include short-answer/extended response questions and collaborative group assessment of student work.
-Original student music compositions

B. Internet sources, Arts Toolkit, Live performances, and various works of art.

C. Documented pictures of student artwork and DVD documentation of music performances.

D. Guest artists and guest musicians.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

A. Lesson plans and curriculum maps document the sequential presentation of the Common Core and National Arts Standards which affords the students the opportunity to create, perform and respond to all four arts disciplines.
-The music teacher has samples of students original music compositions.

B. The internet, Arts Toolkit, live performances by professional musicians and high school students, and works of art are utilized to enhance students' understanding of the arts.

C. Lesson plans and curriculum map documents the introduction and development of artistic theory, skills and techniques which culminate in a performance or a physical product.
-The music teacher has samples of original student compositions.

D. Guest artists have been invited to present to our student body.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

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

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

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

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

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

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

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

A. Lesson plans
-Music teacher has video evidence and hard copies of original student compositions.

B. Original student compositions, studies in musical improvisation and original student art work based on basic sample form

C. Samples of student self-assessment of work and performances which include short-answer/extended response questions.

D. Verbal reflections

E. Student samples of art work and original compositions, and video clips of student work.

F. Various art and poster contests and extracurricular activities.

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

A. Lesson plans show that students are actively engaged in creating, performing and responding to the arts, and the quality of the student product demonstrates the level of engagement.
-The music teacher has samples of original student compositions.

B. Samples of original student compositions in music and dance, studies in musical improvisation, and student original art work based on a basic samples form.

C. Refer to rationale B.

D. Students verbally reflect and offer suggestion for improvement following performances and the creation of various pieces of art.

E. Refer to rationale B.

F. Student are supported and encouraged to participate in community arts programs, and they participate in juried art events.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

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

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

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

A. Formative assessments in music, dance, and drama, pre-post visual arts assessment. Summative assessments in music and art.

B. Verbal peer review session and written self-assessments of individual projects and performances.

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

A. Lesson plans and rubrics document formative assessments are being conducted daily in an informal and formal manner. Both formative and summative assessments are used to inform instruction in the music and art classroom on a daily basis.

B. Students participate in peer review sessions at the end of each performance on stage and in the classroom.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units?	Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Proficient

	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.

A. DVDs, CDs internet sources, Arts Toolkit, and print artwork

B. Teacher and student created rubrics

C. District content curriculum guides, lesson plans, and student samples of completed projects.

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

A. Through the presentation of exemplar models of artworks students are encouraged to create original pieces based upon the techniques displayed.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

B. Rubrics are created and shared with students prior to the beginning of the project to be used as a guideline in the creation of their product.

C. The district curriculum guide is a resource that is utilized to help the teachers to present concepts in a sequential manner. Lesson plans document a sequential presentation of the Common core Standards at an age appropriate level that fosters student growth. Student samples of completed projects demonstrates the student's mastery of the concepts.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Formative and Summative Assessment: Assessment for Learning

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

Overall Rating: 2.0

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

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

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

A. Collaborative peer review sessions, written student self-assessment exercises, and teacher and student-created rubrics.

B. Formal assessments, collaborative peer review sessions, and written student self-assessment exercises.

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

A. Teachers regularly provide students with authentic, meaningful and documented feedback through the use of teacher and student-created rubrics, and teacher guided peer review sessions.

B. Students regularly reflect on their products through the daily use of formal assessments, teacher-guided peer review sessions, and through written student self-assessments of work and performances which include short-answer/extended response questions.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Professional Learning: Opportunity

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

Overall Rating: 1.5

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides limited opportunities, but does encourage collaboration for teachers; however, no time is allocated for collaboration to occur.	Needs Improvement

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

A. PGP Data collection

B. PD opportunities focus on research based evidence for each content area.

C. There currently is not any job embedded PD offered for arts teachers.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

D. There is little to no opportunity provided for arts teachers to collaborate.

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

A. PGA data collection provides evidence of student growth.

B. PD opportunities focus on research based practices, and supports the focus of each teacher's PGP.

C. There currently is not any job embedded PD offered for arts teachers.

D. There is little to no opportunity provided for arts teachers to collaborate.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Professional Learning: Participation

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

Overall Rating: 2.0

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

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

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

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

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

A. Teachers have the opportunity to participate in content-specific professional development on the national and state level. Arts and Humanities teachers also collaborate together on a regular basis to discuss content-specific learning.

B. The arts meet throughout the year to discuss the needs of the students, and how to improve and integrate components of the program review.

C. All Arts and Humanities teachers play important leadership roles throughout the school building as well as other organizations.

D. School of Rock

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

E. The general educators work together with the Arts and Humanities teachers to enhance the integration of the arts through their curriculum. However, the general educators currently do not receive are specific professional development.

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

A. All Arts and Humanities teachers have the opportunity to participate in content-specific professional development on the national and state level.

B. The arts teachers meet throughout the year to discuss the needs of the students, and how to improve and integrate components of the program review.

C. The Arts and Humanities teachers are all involved in leadership roles within the school as well as other professional organizations.

D. We have been able to collaborate with community groups to bring in live performances from artists, such as School of Rock.

E. The Arts and Humanities teachers collaborate with general education teachers to integrate the creation of grade level plays, art projects, and a science and sound 4th grade unit. They also collaborate with the Arts and Humanities teachers to tie in the arts into their curriculum. However, the general educators currently do not receive art specific professional development.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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: 2.0

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

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

A. SBDM and master schedule

B. Refer to A.

C. Open SBDM meetings.

D. Refer to A.

E. Master Schedule

F. School budget and grants.

G. Faculty meetings and inventory lists.

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

A. SBDM sets aside dedicated time in all 4 disciplines in the master schedule.

B. Refer to rationale A.

C. SBDM meetings are open to the arts teachers to discuss budget concerns.

D. Refer to rationale A.

E. Planning time is allotted to all of the arts teachers in the master schedule.

F. The principal collaborates with the arts teachers to provide funding via school budget and grants.

G. The principal promotes an open line of communication through faculty meetings in regards to the arts program being offered to meet student needs.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.0

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

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

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

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

A. Professional Growth Plans and Program Reviews

B. Teacher work days and Professional Development.

C. Arts and Humanities monthly calendar

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

A. Through the use of the professional growth plan, the principal allows the Arts and Humanities teachers to reflect on their practices for overall student achievement.

B. The principal facilitates time to be allotted for arts specific professional development on teacher work days and summer programs.

C. The principal promotes and supports the development of the Arts and Humanities newsletter and communication of events through the

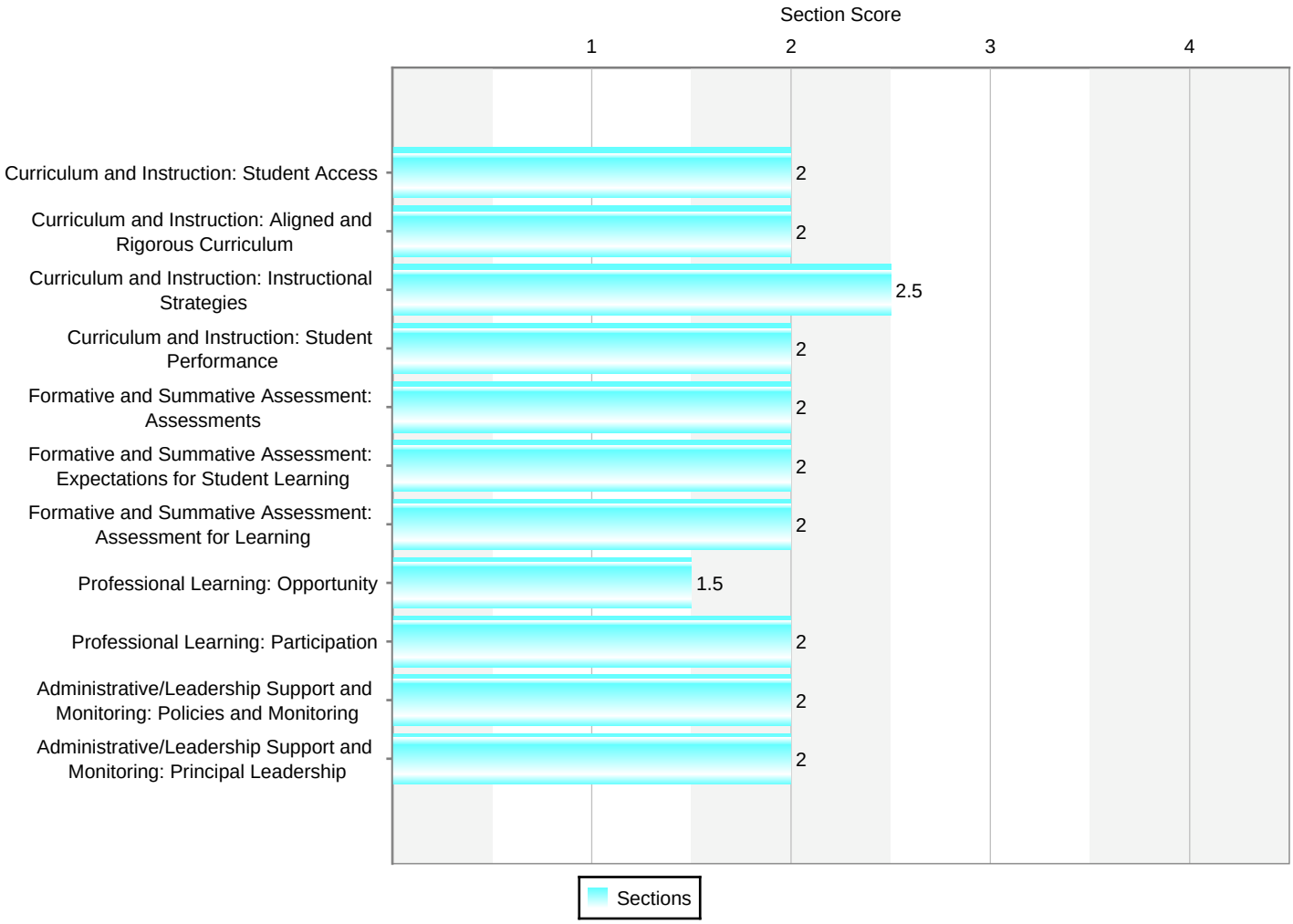
© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

monthly calendar.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Program Review: Practical Living/Career Studies

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Lesson plans that reflect the National Health Standards using KY Core Academic Standards.
Internet.
Classroom Resources.
Student Performance - Teacher Resource: Living and Working (Practical Living and Vocational Studies)
Kentucky Delta Rural Project: Physical Fitness, bullying grades K-4, Internet Safety K-5, Nutrition K-t, Dental Health K-5, annual Deltar tour grade 4.
Marshall County Health Department - Team Ultra
PE Teacher attended Kentucky Rural Network Champions Meeting which included: Food Plate, Oral Health Education, Anti-bullying/internet safety, drug awareness, Take 10 Goals
Red Ribbon Week - Alcohol and Drug Awareness K-5
School Counselor - Bullying Lesson
School wellness committee meets 4 times annually including a parent committee member
Guest Speakers5th grade : veterans, D.A.R.E.) (4th Grade: KY Wildlife) (3rd-5th: Teresa Davis, school nurse: CPR mini lesson, K-5 digestive & circulatory system lesson) (3rd: MSU Nursing students teach lessons on life skills)
- School-Wide Health Fair
-Family Resource Center
I
Life Skills - Health Department
Height and Weight beginning and end of school year
Snack Pack
CARDIC Program - Health Department
Build a Bed Family Resource
UK Dental Visits
Bike Rodeo
3rd and 4th grade hygiene lesson
3rd grade lesson with Health Department on Seatbelt Safety

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

a. Our health education curriculum is sequential and comprehensively planned to align to the current core content and NASPE
b. Our health curriculum regularly provides opportunities for all students to become health literate and practice a healthy lifestyle.
c. As evidence indicates the health education curriculum provides learnng strategies and activities that ensure students receive instruction annually in all health education and content areas.
d. A coordinated school Health committee is in place and informs instructional practices. This committee meets at least 4 times per year.
e. The school ensures the health education curriculum is integrated and includes frequent opportunities to meet all student health and safety needs.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

- Internet
- Classroom resources
- Student Performance
- Take Ten
- Team Ultra
- Health Fair
- Brain Breaks
- FITT
- Field Day
- Delta Tour grade 4
- Bicycle rodeo grades3, 4, & 5
- Recess
- Physical Education class

-Health committee meets at least 4 times per year.
-Go Noodle with Students
-Sparks Curriculum K - 2, 3 - 5

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

a. Our physical education curriculum is aligned to the current core content 4.1. Changes will be implemented as new standards released.
b. Our school regularly provides opportunities for students to become physcially literate and to adopt a physically active lifestyle.
c. Our physical education curriculum provides limited differentiated learning strategies and activities. Students set individual goals that can be achieved at their own appropriate pace.
d. A coordinated School Health committee is in place and is used to increase the quality of the physical education instruction as well as increase physical activity opportunities throughout the school.
e.Our school has limited integration opportunities of the physical education curriculum. Classroom teachers collaborated with Physical Education teacher to create opportunities for cross-disciplinary connections.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Consumerism

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

Overall Rating: 2.0

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

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

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

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

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

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

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

- Fun Day money decision making
- Student lead classroom fundraisers
- Scholastic Book order forms
- Book Fair
- Holiday Shop

consumerism is taught through our Math In Focus curriculum

-Ag day field trip

- 4th & 5th Grade planned and budgeted a meal
- 5th Grade : Avon fundraiser

-Schoolwide Car Wash Fundraiser

-4th grade shops for angel tree child at Wal-Mart (budget, taxes, wants, needs)

-3rd grade Economics unit on checking accounts and how to balance a checkbook

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

a. Consumerism is aligned to the present state and national standards and will be adjusted as new standards are released.
b. Students develop real world skills related to consumerism including problem-solving and decision making.
c. Consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources.
d. Students have opportunities to engage in grade level appropriate financial decision making.
e. Students apply core academic skills such as math and reading to solve real world problems related to consumerism.
f. Information about consumerism is limited to specific classes and/or grade levels. Consumerism is incorporated into their curriculum through Math in Focus
g. Technology is integrated into the delivery of the consumerism curriculum at the intermediate grade levels at this time.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Career Education

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

Overall Rating: 2.0

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

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

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

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

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

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

	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.

- Internet
- Classroom resources
- Student Performance (Talent Show)
- Career Day
- Dare Program
- Dare field trip to courthouse and detention center grade 5.
- Field trips to local businesses
- Guest speakers

connection through our Math In Focus curriculum

- Robotics program integrated
- 4H
- Team Ulta
- Robotics club
- Donations/collections for service agencies (Special Olympics, Family Resorce Center, Jump Rope for Heart, Community Needs as they arise)
- Cards for military
- PTO pigs
- guest speakers from the community to talk about their career

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

a. Curriculum education is rigorous, aligned to state and national standards, and meets the needs of diverse learners, and includes integration of 21st Century Skills and Knowledge.
b. Students develop and practice real world skills related to careers including problem solving, goat setting, critical thinking, decision making and analyzing information.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

c. N/A

d. Students routinely engage in grade level appropriate, career-related problem solving within the classroom.

e. Students apply core academic skills such as math and reading to solve real world problems related to career education.

f. Information about careers is routinely integrated into the total school curriculum.

g. Technology is integrated into the delivery of the career education curriculum.

h. 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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: ILP

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

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

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

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

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

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

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

N/A

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

N/A

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

- Delta Project
- Bullying survey
- 5th grade On-Demand writing in classroom
- 5th grade Open Response writing
- K-prep
- Lesson plans
- Progress Monitoring
- Read Naturally
- STAR testing
- School Safety Surveys/Interviews
- Moby Max

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

- All Grades once a month Guidance Lesson (bullying, self-esteem)

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

a. Kentucky Core Academic Standards, 21st Century skills, and knowledge and other applicable content standards are used in 5th grade On Demand and Open Response writing.
b. Traditional PLCS assessment measures are responsive to a variety of learning styles through student choice and mulitple correct responses.
c. PLCS teachers use data from formative and summative assessments and other sources to guide instruction and improve instructional practices.
d. PLCS assessments support individual growth of all PLCS students.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

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

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

- On Demand writing
- Economic Open Response writing
- Formative and Summative Assessments in all content areas

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

a. PLCS teachers develop scoring guides, models and rubrics and apply these to assess student performance.

b. PLCS teachers provide consistent and timely feedback to students and parents on student's performance.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

Professional Development is correlated to school needs

Faculty Meetings to discuss and collaborate

Teacher Work Days to discuss grades

Research Based Professional Development attended

PGES

Walk-Throughs

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

a. The Professional Development action plan is linked to CSIP and supports quality instruction in PLCS disciplines.

b. Teachers have access and attend to job embedded professional development opportunities

c. PLCS teachers include a focus on research based best practice tha tsupport teachers professional growth plan.

d. Adequate collaboration time for PLCS teachers are available based on schools master schedule.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Professional Learning: Participation

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

Overall Rating: 2.0

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

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

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

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

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

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

- Kentucky Delta Project PD
- Writing PD
- School Wellness Committee
- Dare program

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

- Guest speakers
- MSU guest speakers and collaboration
- Local Fire, Police, Sheriffs Office, Extension Office
- Health Dept.
- 4 H Leaders
- Local Industrial Plant Training in areas of science, health, technology
- Robotics training

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

a. PLCS teachers participate in content specific professional develop, but would like to see more PD opportunities available.
b. PLCS teachers actively participate in professional learning communities to address and improve student achievement.
c.. PLCS teachers are leaders in professional organizations and in the school.
d. PLCS teachers regularly collaborate with community, business, and community groups.
e. All teachers in the school receive professional learning opportunities to enhance the integration of PLCS concepts.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.22

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

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

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

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

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

	Statement or Question	Response	Rating
f)	To what extent do the principal and program teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the PLCS programs?	The principal 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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

	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.

Quartly School Wellness Committee Meeting Minutes

Master Schedule

SBDM

PBIS

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

a. PLCS teachers recieve planning time, but this is not equitable to other content areas, due to uncertainty of specific PLCS content she is supposed to be teaching.

b. School leadership allocates time and resources to implement the PLCS programs but are not equitable to other content areas. As soon as specific PLCS standards are released adequate time and resources will be allocated as needed.

c. Beginning next school year, school council will establish policies for the allocation of staff needed for the PLCS program.

d. Advisory Committees are implemented and meet quartely to collaborate to ensure quality PLCS programming.

e. School is implementing the district level wellness policity via a school level wellness policy that is reviewed.

f. School administration and PLCS teachers discuss and allocate equitable time.

g. Through discussions of students needs, decisions are made.

h. Administrator sits in on CTE and Coordinated School health committee meetings.

I. See CSIP.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.0

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

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

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

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

- Formative and Summative assessments
- K-prep
- PD opportunity
- Newsletter sent home
- PLCS teachers attend meetings and report to faculty

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

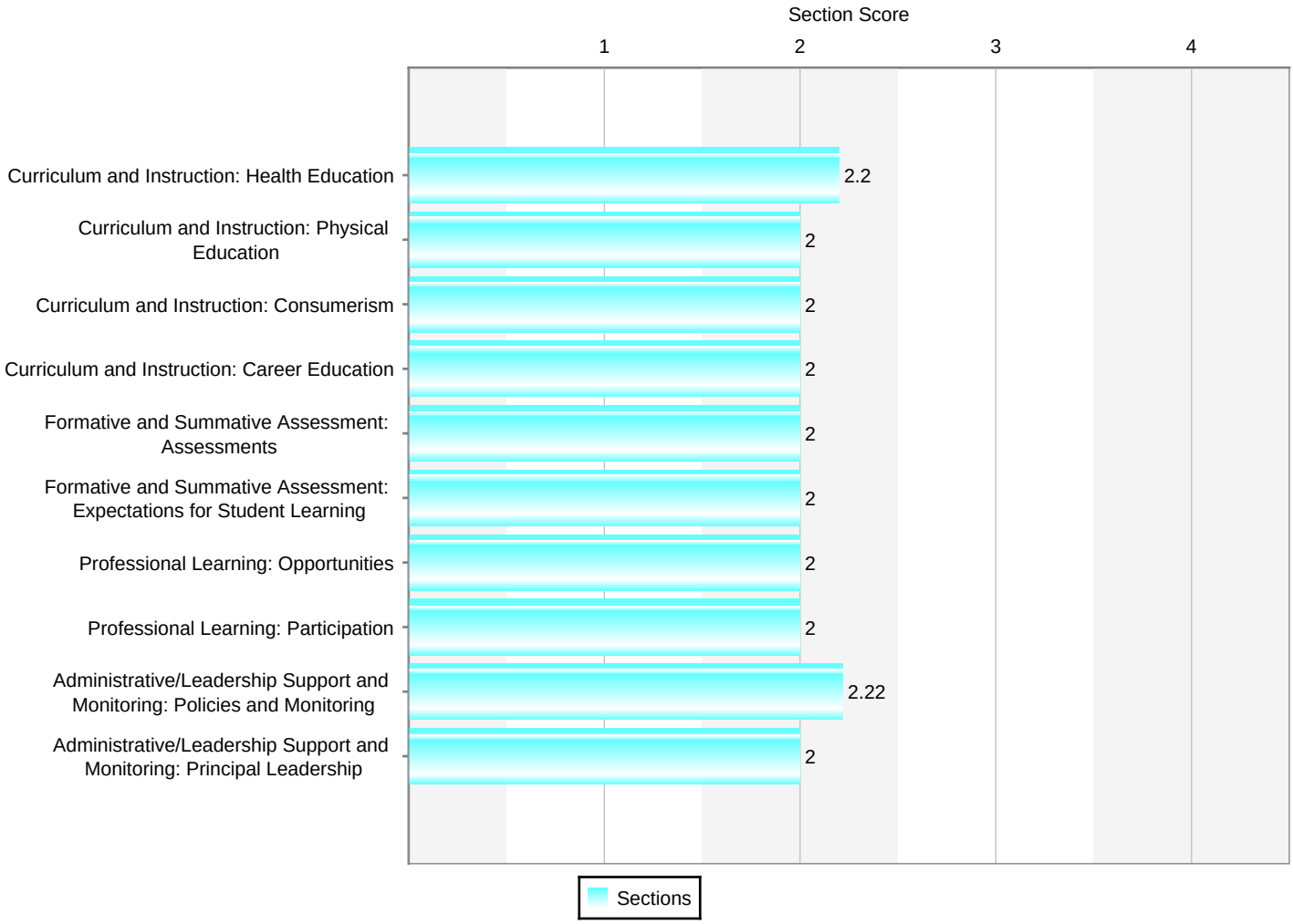
a. The principal enlists program area teacher leaders to collaborate, evaluate, and reflect on the impact of PLCS, Arts and Writing instructional practices on overall student achievement in the school.
b. The principal initiate professional learning of the school's PLCS programs by assigning responsibility of PLCS and allowing opportunity to improve knowledge of specific requirements of the PLCS.
c. The principal communicates with parents and community about the PLCS programs through newsletter.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Program Review: Writing

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

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

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

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

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

a) Student Cumulative Writing Portfolios based on school -wide writing plan connected to Kentucky Core Academic Standards
mythology trading cards, brochures, non-fiction tic-tac-toe projects, lesson/unit plans, research projects, journal entries, Power Points
SMES Writing Plan artifacts - varied products for learning, application of learning, and demonstration of learning across curriculum areas
b) leveled texts based on reading level available for conducting research and exploring topics, student friendly websites for students to gather information
c) use of leveled exemplars and texts to meet the needs of all students, students working in groups to identify the features and criteria for different types of writing and proficient writing, concept attainment activities (evidence in lesson plans)

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

A. Our school has a school-wide writing plan connected to Common Core Reading & Language Arts standards. The writing plan includes the domains: writing to learn, writing to demonstrate learning, and writing for publication , as well as a speaking and listening. Under each domain there is a category for reading/language, science, social studies, and math. There are several options under each category to allow for differentiation by choice, process, and product.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

B. Our school provides opportunities for students to use technology (computers, iPads, etc.) to research and create products to show their academic growth. Students have access to trade books and other informational texts on a variety of topics and reading levels.
C. Teachers offer differentiated instruction for the writing curriculum through choice, process, and product. Students are encouraged to show ownership of their writing pieces by selecting authentic purposes and audiences for writing. Students in 3- 5 are given opportunities to develop an understanding of complex processes and principles of literacy by engaging in collaborative activities that may include: peer review, concept attainment, and sharing work.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.0

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

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

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

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

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

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

a) Student Cumulative Writing Portfolios based on school -wide writing plan connected to Kentucky Core Academic Standards

b) SMES Writing Plan artifacts - varied products for learning, application of learning, and demonstration of learning across curriculum areas and is speaking and listening, mythology trading cards, brochures, non-fiction tic-tac-toe projects, lesson/unit plans, research projects, journal entries, Power Points, videos, and PBL units

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

c) E-scavenger hunts, Power Points, research papers , bibliographies , I-Pad reservation schedule w/ indication of use on lesson plans, computer lab scheduled for research and typing
d) non-fiction tic-tac-toe projects, historical figure reports, diary entries, journal entries, letters and articles about colonial day, research papers. PowerPoint Presentations
e) PowerPoint Presentations, brochures, debate artifacts, experiment planners

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

A. Our school has a school-wide writing plan developed using the Common Core Reading & Language Arts standards. Our school has adopted a writing curriculum that aligns developmentally appropriate writing opportunities from K-5.
B. Our writing plan includes a category for reading/language, science, social studies, and math. There are several options under each category to allow for differentiation by choice, process, and product. C. iPads and computers are used to conduct research on topics of their choice. Students use technology to create products such as PowerPoint presentations, brochures, and typed reports.
D. Students are allowed to choose topics of interest and are encouraged to write pieces which demonstrate an understanding of different content areas (math, science, social studies). Students may choose to edit these pieces over the course of the school year.
E. Projects give students opportunities to collaborate, problem-solve, and connect what they are doing to real-world experiences (i.e. giving presentations, sharing information, reporting data, speaking to a group). 4-H speeches and demonstrations give students the opportunity to develop and refine communication skills. This program is community based and provides a strong connection to real life experiences in communication. Students work in collaborative groups to make investigations and solve problems and results are shared.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

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

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

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

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

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

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

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Student Cumulative Writing Portfolio
Writing Plan artifacts
lesson plans
activity explanations/rubrics
videos
Research Papers, brochures, and PowerPoint Presentations
4-H Speeches, current event presentations, peer/teacher conferencing, peer/peer conferencing, sharing writing
Plays
journal entries
PBL units
Providing student choice

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

A. Teachers use exemplars and student samples to achieve specific learning objectives. Students are giving opportunities to provide feedback to their peers, as well as to assist other students.
B. Students conduct research on topics of their choice. Students use technology and printed resources to create products such as PowerPoint presentations, brochures, 4-H speeches, and demonstrations to seek a deeper understanding of chosen topics. Projects give students opportunities to collaborate, problem-solve, and connect what they are doing to real-world experiences for a variety of purposes and audiences.
C. iPads, computers, and a variety of printed resources are used regularly to conduct research on topics of their choice. Students use technology and printed resources to create products such as PowerPoint presentations, brochures, 4-H speeches, and demonstrations to meet specific communication goals. Projects give students opportunities to collaborate, problem-solve, and connect what they are doing to real-world experiences for a variety of purposes and audiences.
D. Students enhance their learning by conducting further research through computers and iPads about topics they have learned about in class. Students use this information along with information from printed sources, interviews, and classroom discussions to develop and understand communication. Students are given opportunities to share what they have learned in cooperative learning groups. Students are also given the opportunity and encouraged to participate in the science fair; in which they integrate their prior knowledge with new information gained through use of technological tools and resources (i.e. magazines, newspapers, books, and videos).
E. Students are given the opportunity to communicate through writing and speaking in various forms such as reports, PowerPoint presentations, speeches, articles, plays and letters. The purposes of their writings vary throughout the school year.
F. Students conference with both teachers and other peers throughout the writing process. Students are provided with a variety of ways to publish and share their work (i.e. presentations, brochures, performances, sharing of journal entries and other student work).

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

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

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

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

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

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

Student Cumulative Writing Portfolio

non-fiction tic-tac-toe projects

pen pal letters

TPT strategy bounce cards

noted exemplar texts

exemplar writing pieces

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

A. Students communicate for a variety of purposes. Students communicate to entertain through plays, narratives, and poetry. Students communicate to inform through letters, feature articles, and presentations; these are connected to science and social studies.
B. Students work effectively with peers, teachers, and others to build on and articulate their own ideas through cooperative learning, peer conferencing, group projects, total class participation opportunities, and (5th grade) pen pal writing.
C. Students work with peers, teachers, and others to problem-solve and create products such as constructed responses through student led peer evaluations and reflections tied to curriculum and learning goals; students do this through group activities/projects, and group discussions.
D. Students refer to quality examples and models of writing to gauge their progress by viewing exemplars, rubrics/scoring guides, and peer writing that exhibits quality.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas?	Teachers engage in a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas, and monitor the impact on student learning over time.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments?	Teachers 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 ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed.	Distinguished

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

Writing Committee meetings

Writing Plan

Writing Portfolio

Lesson Plans

Constructed Responses

Writing Rubrics

Journal writing

on-demand writing throughout the year

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Standards -Based Report Cards

"We Are Authors" writing wall

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

A. Our school has a school-wide writing plan connected to Common Core Reading & Language Arts standards that was developed through collaboration between teachers of every grade level. Teachers collaborate within their grade level and beyond their grade level to develop and implement writing and communication assessments in different content areas. Each grade level has a representative on the writing committee.

B. This year we began standards based grading in which student progress was monitored by writing samples and formative assessment data. The progress was reported through the standards based report cards. Teachers currently use rubrics and written expression probes to monitor student writing progress based on grade level writing standards and formative assessments.

C. Teachers and students provide regular feedback through conferencing to improve student communications. The conferencing is on-going and takes place over a period of time. Students improve their writing and communication products based on specific feedback gained through conferencing, use of rubrics, peer editing, and revising.

D. Students are provided with ongoing opportunities to reflect, revise, and apply new learning through peer and teacher conferencing prior to summative products being assessed. Students are also provided opportunities to work towards mastery by completing multiple writing projects consistent with grade-level writing standards throughout the year.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

Writing Plan

Student Cumulative Portfolio

Posted Learning Targets

Lesson Plans

Rubrics/Checklists

students/teacher developed rubrics

student work used as an exemplar

Conferences

Formative Assessments

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

A. Learning targets are posted and learning expectations are understood using standard specific student friendly language. Student are provided a rubric and or checklist to make sure that they are aware of the expectations before beginning a project. The rubric and conferencing is used to provide feedback.
B. Our school has a school-wide writing plan connected to Kentucky's Core Academic Standards in Reading & Language Arts standards. Under the plan, each student is required to write for a variety of purposes, using a variety of formats. Teachers and students will work together to set writing and communication goals; this will be done through the teacher and student conferencing on student work and making appropriate changes to goals based on feedback.
C. Teachers and students currently engage in self-assessment to monitor progress through the use of rubrics, checklists, and teacher and/or peer conferencing.
D. Teachers use models to develop scoring guides and rubrics to assess writing and communication standards. Students develop scoring guides and rubrics by examining exemplar writing and exemplar texts. Some exemplars used are student made. These rubrics, scoring guides, and exemplars help students to self-assess their progress towards meeting writing and communication standards.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

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

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

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

Comprehensive School Improvement Plan (CSIP)

Writing Plan

School Schedule (common planning)

Professional Growth Plans

PD hours

PD offered

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

A. The Comprehensive School Improvement Plan (CSIP) supports grade level appropriate instruction in writing and is linked to our professional development plan.
B. Writing professional development opportunities focus on research-based best practices and are planned based on K-Prep writing scores, as well as noted area's of "need improvement" by grade level teachers. Various writing PD opportunities were sought out this year to meet school-wide, grade level and individual needs: Lucy Calkins, On Demand through West Kentucky Cooperative, collaboration with middle writing teacher, and Handwriting Without Tears.
C. Job embedded writing professional growth opportunities are available to encourage continuous growth. The sharing of writing strategies and lessons takes place at faculty meetings.
D. Our school schedule allows common planning time at least three days a week for teachers to collaborate and exchange ideas about the best literacy and writing practices. Collaboration also takes place after school amongst same and different grade levels. The writing committee meets to develop and revise the core writing program.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Professional Learning: Participation

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

Overall Rating: 2.0

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

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

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

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

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

Writing Plan

Writing Commitee

Professional Growth Plans

Professional Development Plans

Dr. Mills Writing Opportunity

WCBL Character Counts Opportunity

Lesson Plans

Santa Letters

Essay entries

Invoices for membership dues

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

A. Teachers participate in professional developments regarding writing in all content areas. Student and teacher data is used to determine the strengths and weaknesses in each content writing area. Teachers attended, and later shared their learning with other faculty, a PD to increase On- Demand writing scores. Instructional changes were made based on the PD.
B. Teachers are active participants in professional learning communities that address issues related to instructional practices, data analysis and improving student achievement. The learning communities meet monthly.
C. Writing teachers are members of professional organizations such as KEA and NEA and writing organizations such as NCTE, the writing committee has grade level representatives that our responsible for communication throughout the school.
D. Teachers currently collaborate with teachers within our school district specifically for writing purpose. Teachers take part in opportunities to collaborate with community resources such as the West Kentucky Educational Cooperative which includes working with educators outside of the school district. Teachers work with external groups to provide authentic writing opportunities to students (River Discovery Center essay contest).

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.0

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

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

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

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

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

SBDM minutes

Annual Budget

School Schedule

Writing Plan

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

A. SBDM council ensures that writing concepts are taught throughout the school and across the curriculum as established in the school-wide writing plan that was adopted by school council members.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

B. SBDM council and teachers (teachers create awareness for budget needs) participate in the planning of the annual school budget. A clear allocation of funds for reading and writing resources is incorporated into the budget. The Lucy Calkins Writing curriculum was purchased for each grade level.

C. SBDM council and school leadership allocates time and resources to implement the reading and writing program/curriculum equitable to other content areas. Schedule changes were made to help ensure instructional time would be devoted to writing.

D. Staff are placed in teaching assignments with considerations of their content related experiences and certification based on the needs of students.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.0

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

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

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

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

Planned PD

SBDM Minutes

Team Meetings

Professional Growth Plan teacher/principal meetings

Grade-level newsletters

Jan/Feb Newsletter

March/April Newsletter

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

a. The principal established a writing committee comprised of K-5 grade level teachers to collaborate, evaluate and reflect upon the writing instructional practices of the school and overall student achievement.

b. The principal actively participates in writing PD with the faculty.

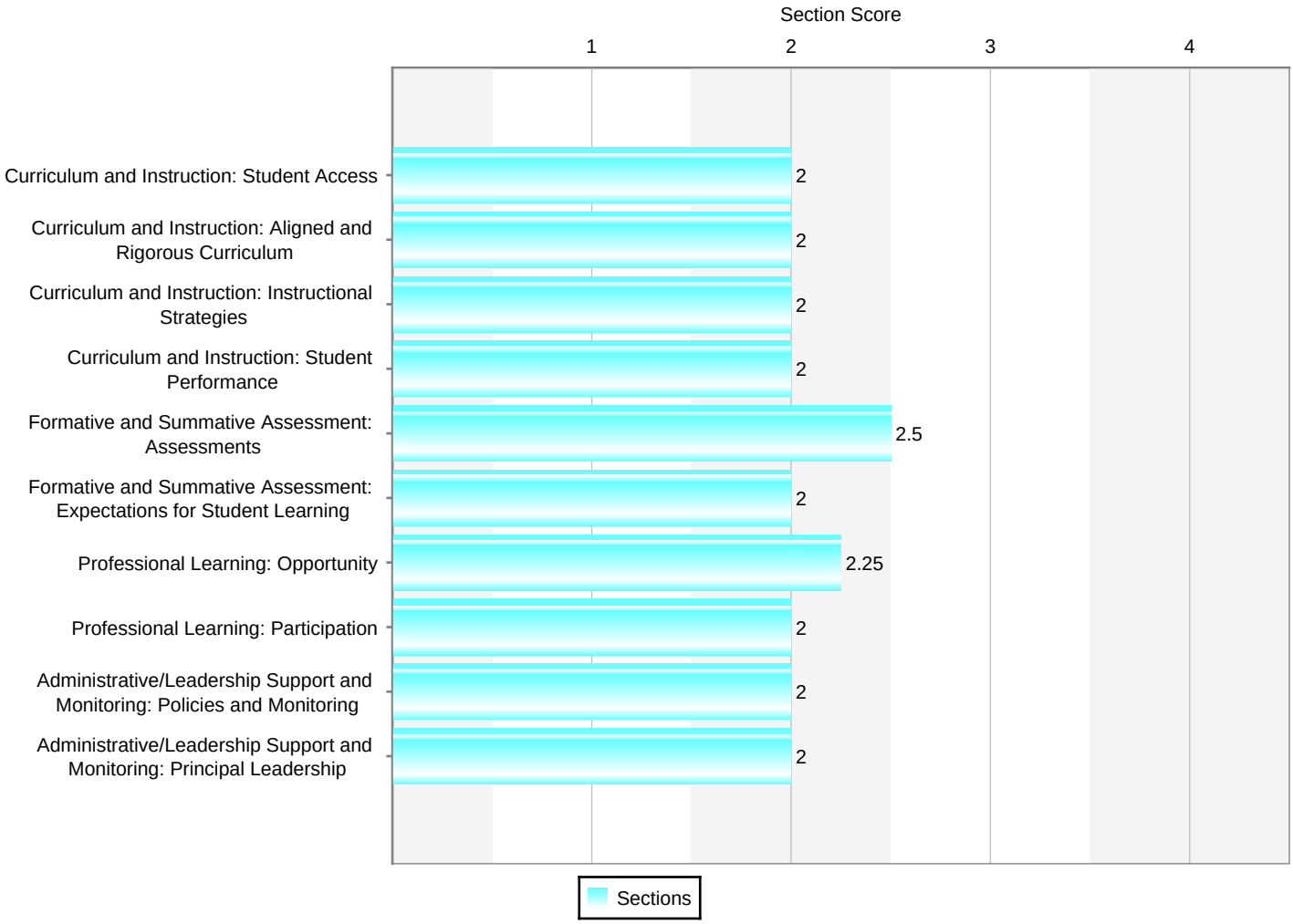
c. The principal does communicate directly with parents about the writing program through bimonthly newsletters that states the Theme of the two months and how each grade level has autonomy on what mode of writing they wish to cover the school-wide theme.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Program Review: Next Step Diagnostic

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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?

Teachers systematically incorporate all three components of arts study: creating, performing, and responding to the arts. Also, teachers provide models of exemplary artistic performances and products to enhance students' understanding of the arts performance/production skills.

Lesson plans and curriculum maps document the sequential presentation of the Common Core and National Arts Standards which affords the students the opportunity to create, perform and respond to all four arts disciplines. Guest artists have been invited to present to our student body as an example of exemplary artistic performances.

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.

The category that has been selected to improve upon is professional development. We need to seek out more opportunities for job embedded PD, and we need to seek our and develop more PD opportunities that focus on 21st century learning skills.

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

The district is currently looking into further funding for the Arts and Humanities professional development.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Practical Living/Career Studies Program Review

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

the health education curriculum regularly provides opportunities for all students to become health literate by practicing the skills embedded in the NHES. the physical education curriculum is integrated and includes regular opportunities for the cross-disciplinary connections to meet the physical activity needs for all students. These strengths will be sustained by commitment to a strong PL/CS program at SMES through our master schedule.

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.

The school health committee needs to better inform families of the programs utilized at SMES. Students need more opportunities to participate in financial decision maken, and increase basic consumerism knowledge.

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

More time needs to be made available on the master schedule in order to give staff the opportunity to ensure we are meeting the needs of the students of SMES in the PL/CS programs

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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?

Students have access and use the equipment and materials designed to meet their individual needs. Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards for Language Arts. Curriclum provides opportunites for students to practice 21st Century Critical thinking, collaboration, sreativity, problem-solving, and communication skills. Ample time will be provided in the master schedule to allow these programs to continue and grow.

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.

Teachers need to develop a plan to monotor student progress in writing and cimmunication skills consistent with grade-;evel writing standards and formative assessments. Imporvement is also needed in the area of setting writing and communication goals for students.

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

More time on the master schedule for writing and Professional Development for staff to increase students' writing skills

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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?

Strengths-collaboration among teachers, grade level planning, team meetings, regular review of student data, thoughtful ed organizers, student engagement training, phonics tool box, RTI process. This will be maintained by the continued use of these and additional programs

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.

Teachers need to improve the timing when giving feedback to students on their work, families need to be provided with clear models and descriptions of the intended learning targets for students frequently. The SBDM council needs to improve its communication with parents and community about the K-3 program.

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

The school council needs to ensure adequate time in the master schedule is provided to improve the K-3 program as well as provide the necessary professional development to ensure its progress.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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?

N/A

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.

N/A

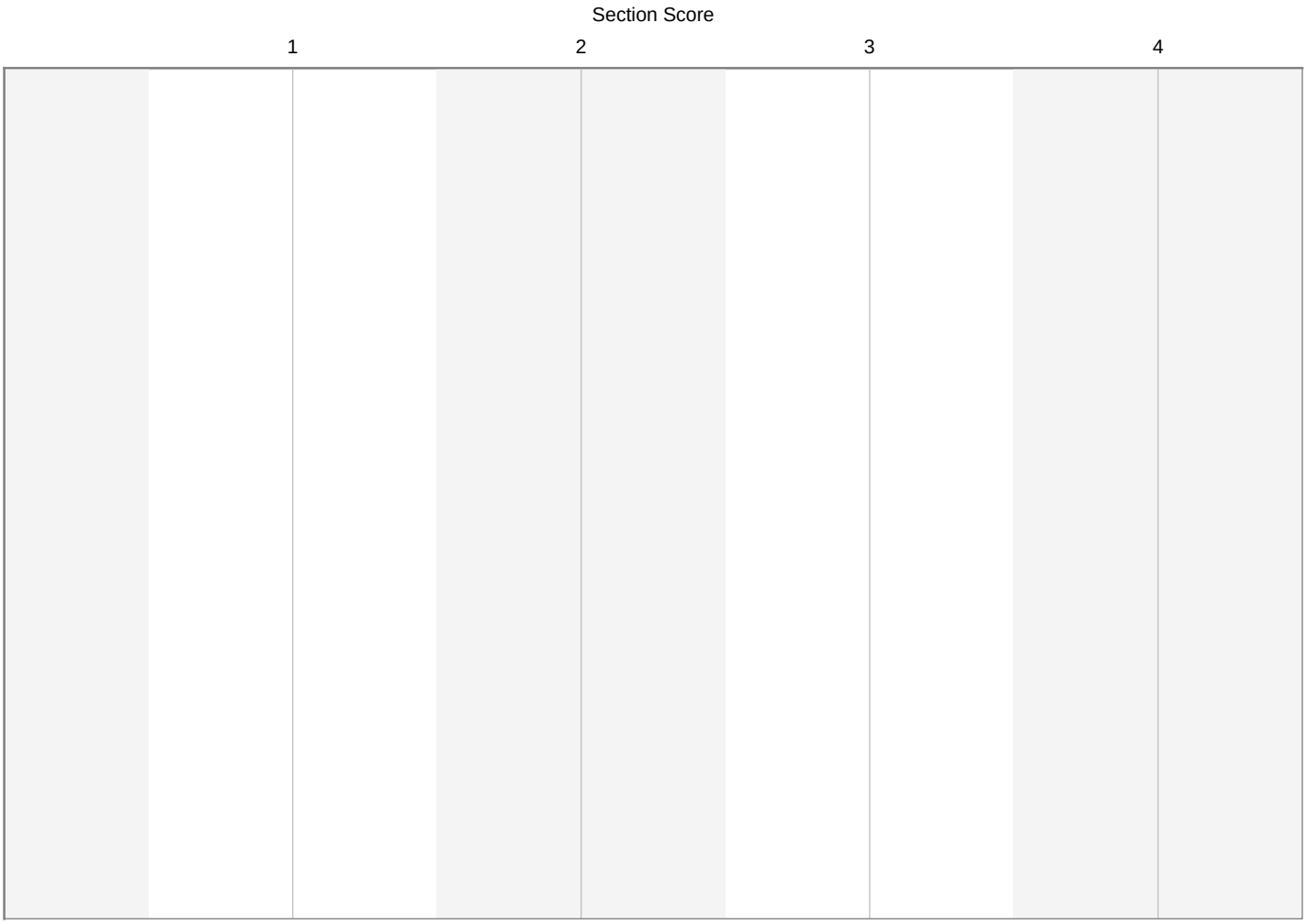
What are the steps your school plans to take to improve the identified areas of your GC/WL Program?

N/A

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Program Review: Global Competency/World Language

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Student Access

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

Overall Rating: 0.33

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school promote, encourage and recognize students to find opportunities outside of school to learn and build global competency skills in the various content areas (including World Languages) and benchmarked proficiency skills in a world language, recognizing the achievement of these skills?	The school encourages students to find opportunities outside of school to learn global competency skills in at least one content area, and/or a world language.	Needs Improvement

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

We have not implemented a curriculum at this time.

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

There is no implementation or rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 0.0

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

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

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

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

There is no evidence of implementation.

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

There is no rationale available.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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: 0.0

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

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

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

	Statement or Question	Response	Rating
d)	To what extent are students engaged in age- and proficiency level- appropriate activities designed to learn and build Global Competency and World Languages skills?	Age- and proficiency level- appropriate activities are not provided 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.

Instructional strategies do not focus on world language curriculum.

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

There is no rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Student Performance

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

Overall Rating: 0.0

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

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

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

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

There is no evidence of student performance.

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

No rationale available.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

There is no assessment of World Languages.

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

There is no rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

There is no evidence.

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

There is no rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

There is no evidence.

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

There is no rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Professional Learning: Opportunity

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

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	There are no teachers' Professional Growth Plans (PGPs) in place.	No Implementation

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school does not provide opportunities or allocate time for teachers to collaborate with each other.	No Implementation

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

There is no evidence of Professional Learning opportunities.

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

There is no rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Professional Learning: Participation

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

Overall Rating: 0.0

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

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

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

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

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

There is no evidence for participation in World Language.

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

There is no rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Leadership: Policies and Monitoring

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

Overall Rating: 0.0

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

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

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

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

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

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

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

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

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

There is no evidence for policies and monitoring of World Language.

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

There is no rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Leadership: Principal Leadership

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

Overall Rating: 0.0

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

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

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

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

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

There is no evidence of principal leadership in World Language.

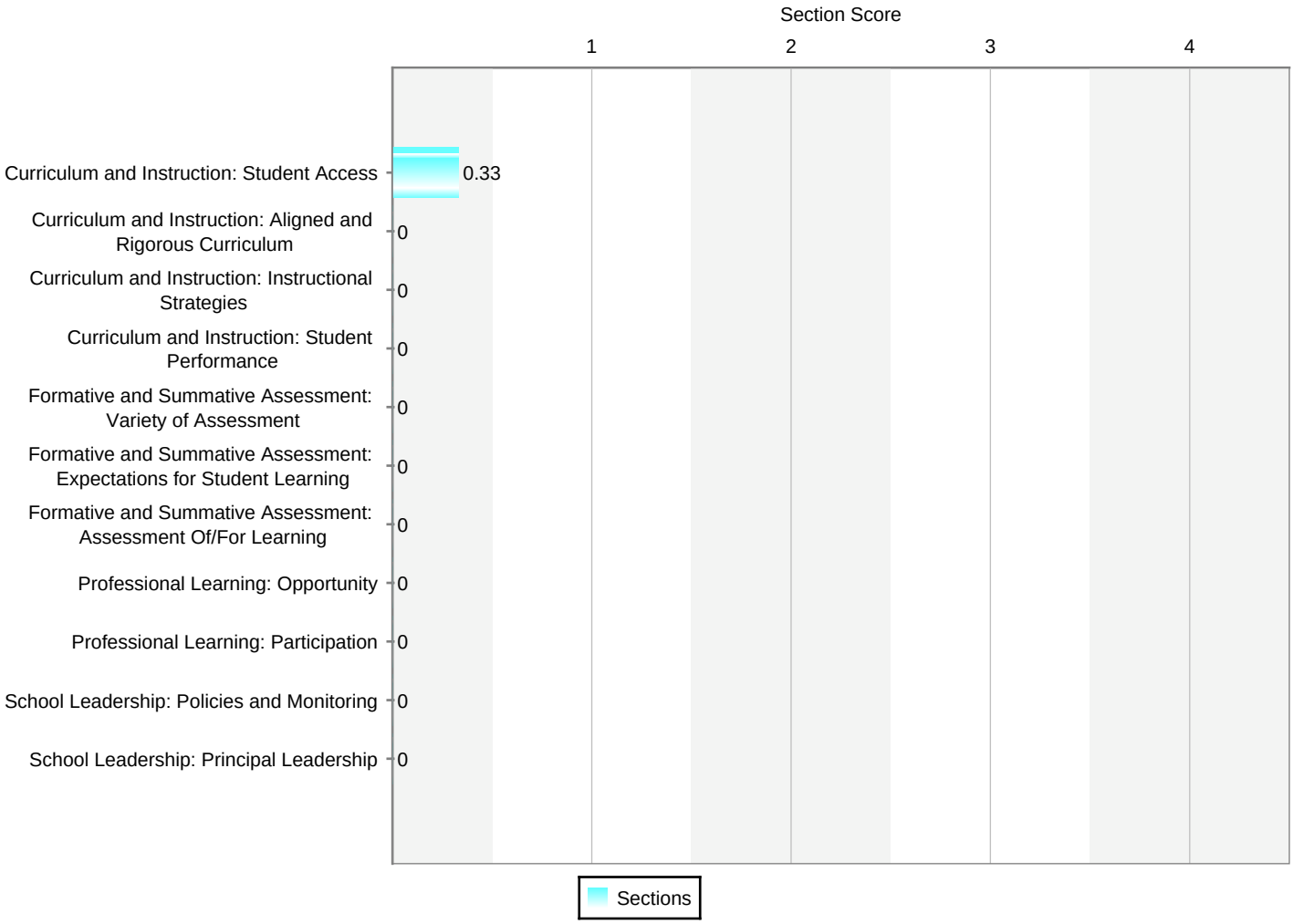
The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

There is no rationale.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Program Review: K-3

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

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

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

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

master schedule with common planning, lesson plans, assessments, curriculum units, supplemental activities, RTI team meeting agenda, computer labs, iPads on a cart

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

high level of collaboration within the school, grade level common planning of one hour per day,
Monthly team meetings, monthly RtI meetings, faculty meetings, regular review of student data with individual teachers,

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.0

	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?	The curriculum is vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations.	Proficient

	Statement or Question	Response	Rating
b)	To what extent is adequate instructional time provided for teachers to plan and fully enact the curriculum?	Adequate instructional time is provided for teachers to plan and fully enact the 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.

ELA bundled standards, ELA standards pacing guide, Math standards pacing guide, Master schedule, assessment profiles, curriculum maps and guides,

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

the use of ELA and MATH pacing guides ensures that there are not gaps in the curriculum. the curriculum is driving by the standards, not a specific curriculum

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 plan components, Thoughtful Education organizers, PD on student engagement and questioning and discussion techniques, flex schedule, phonics tool box, multiple grade level cross curricular performances, writing activities that incorporate social studies and science standards

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

flex time allows for teachers to provide the instruction based on individual student needs, as well as learning styles. needs are determined by assessment data that is constantly being monitored through the uses of formative and summative assessments, as well as progress

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

monitoring by interventionist and classroom teachers

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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

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

Overall Rating: 2.67

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

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

	Statement or Question	Response	Rating
c)	To what extent does highly effective instruction include tiered services that provide research-based intervention to increase student achievement, is research-based, aligned to standards as well as across tiers, and accessible to all students?	Highly effective instruction includes tiered services that provide 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 data (as required in SB 1 2009, including specifically diagnostic data) informs decisions about instruction and individual student learning. Instruction is adjusted based on the progress monitoring data.	Proficient

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

	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.

district academic tier recommendations, grade level organizational data sheets, universal screening schedules for AIMSweb and STAR, observation survey, classroom observations, teacher recommendations, intervention tiered services, grade level RtI meeings, behavior data, progress monitoring data, master schedule, PBIS team minutes, flex grouping instructions, parent intervention letters, student progress form, RTI Agenda and Notes, Reading Recovery, Comprehensive Intervention Model, RTA grant, intervention plans in Infinite Campus

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

teacher training on providing research based strategies and the monitoring of student data to guide all instructional decisions. Instructional decisions are continually being adjusted to meet the needs of the students. STAR and AIMSweb assessments drive the instruction as well as formative and progress monitoring of interventions, The PBIS school-wide discipline program ensures we are meeting the behavior needs of students as well.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

	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 embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's systemic plan/policy).	Proficient

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

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

lesson plans, formative assessments, assessments checklists, tally sheets for formative common assessments, common core assessment profiles, skills checklists, STAR and AIMS testing, screeners, progress monitoring

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

This rating was achieved based on the evidence of the level/volume of multiple assessments provided that guide the instructional strategies to enhance student learning.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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: 1.5

	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 primarily evaluative feedback (e.g., grades, scores, generic comments such as 'well done' or ‘try harder') rather than descriptive and focused feedback that can actually assist the student in improving their work.	Need 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, formative assessments, assessments checklists, tally sheets for formative common assessments, common core assessment profiles, skills checklists, STAR and AIMS testing, screeners, progress monitoring

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

This rating was achieved based on the evidence of the level/volume of multiple assessments provided that guide the instructional strategies to enhance student learning.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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: 1.75

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school 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 limited opportunities, but does encourage collaboration for teachers; however, no time is allocated for collaboration to occur.	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.

CSIP, PD Plan, diffenentiated PD opportunites, K-PREP disaggregation PD, staff STAR data analysis, learning walk-through schedule, student engagement training, Lucy Calkins Training

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

PD is embedded and intentional at every level and focuses on research based strategies to improve teacher practices. The Charlotte Danielson framework that is being adopted for the PGES is being utilized to implement many opportunities

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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: 1.75

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

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

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members of professional organizations 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 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.

Instructional rounds, FLEX grouping worksheet, Learning targets Powerpoint, PBIS team minutes, Site Based Decision Making Meetings, monthly RTI meetings

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

This rating is based on the evidence of monthly RTI committee decision and PBIS committee work that advances student learning. Each grade level is repesented on the PBIS team and all grades are repesented on the monthly RTI committee.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.0

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

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

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

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

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

SBDM Council and meeting minutes, disaggregatin tool, school climate survey, staff STAR data analysis, student voice survey, PBIS brochure, standards based training opportunity, leadership survey, parent survey, TELL survey.

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

the SBDM council evaluates data at the monthly meetings to monitor student achievement. survey are utilized to gain stakeholder input to make decisions

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.0

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

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

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

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

CHETL checklist, engaging lesson activities, instruction structures, learning targets, lesson plan components, staff meeting agendas, instructional rounds, walk-throughs

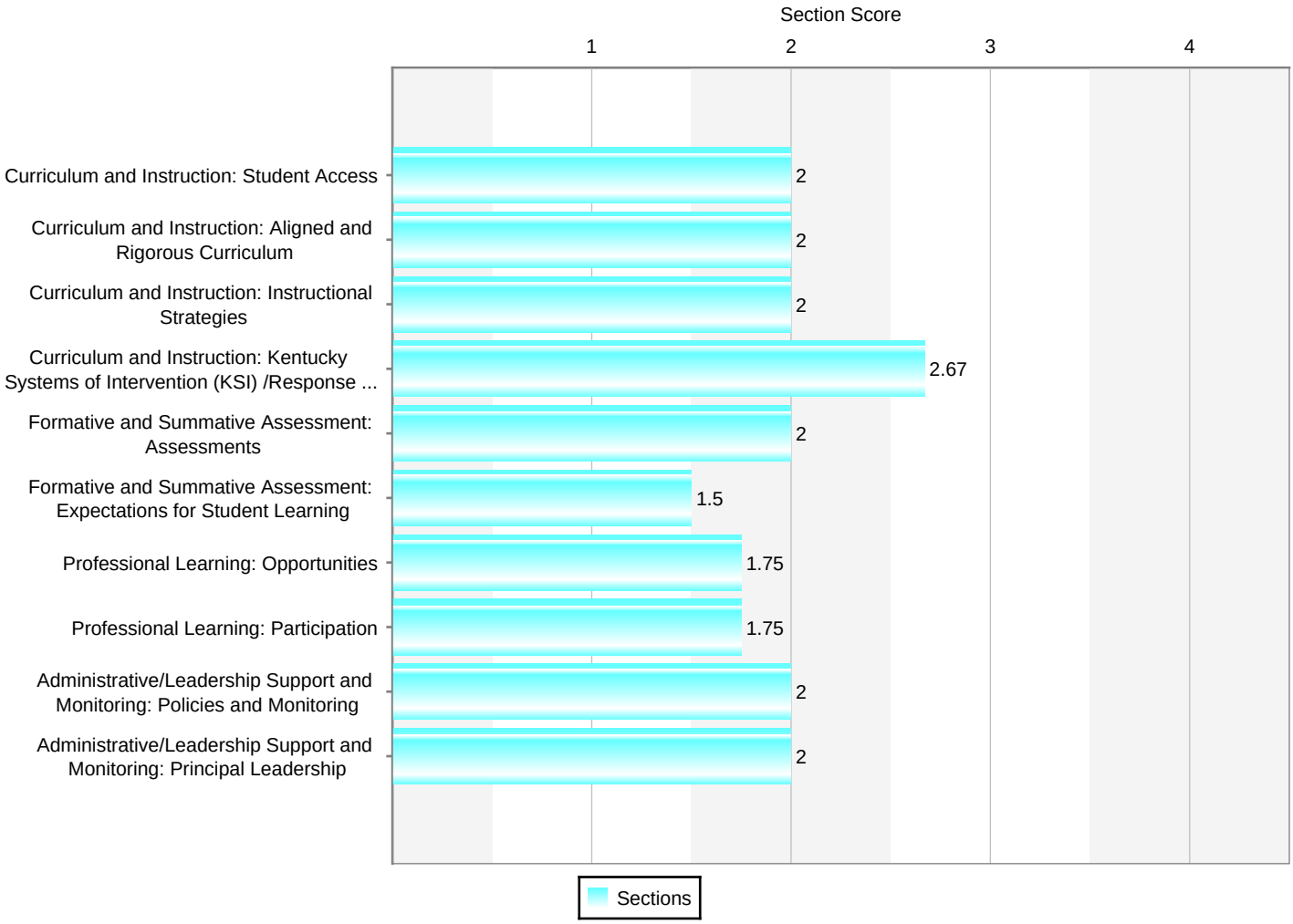
The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

This rating is based on the evidence that the principal participates fully in porviding research based professional learning to ensure a high level of student achievement is maintained. The principal participates and leads monthly team meetings and attends monthly RtI meetings.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.