KDE Program Review Report for

Schools

South Marshall Middle School

Marshall County

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Introduction

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

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Program Review: Arts and Humanities

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Introduction

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

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Curriculum and Instruction: Student Access

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

Overall Rating: 3.0

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

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

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

A & B: curriculum maps for all 4 areas, community opportunities, contest information, teachers' schedules, master schedule, student schedule, middle school choir information, Murray State Quad State Information, music performances and field trips, professional development, Arts/Drama/Dance performances, Arts field trips

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

A & B: The master schedule provides all students access to the arts program. Students can be enrolled in Band, Dance, P.E., Arts and

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Humanities. The arts programs offers students the opportunity to develop their own talents in the three processes of creating, performing,and responding by being able to participate in arts activities during the school day and beyond the school day. Students participate in band performances during home ballgames, parades, and concerts. The Band and Choir students performed Christmas and Spring concerts for the student body and the community. Art students participated in several local contests. Band students also participated in district and quad state festivals. Students Arts teachers collaborate to ensure the curriculum is aligned by attending district professional development. Band teacher also teaches at the high school level. Choir is offered to all middle school students. Dance students performed during various school assemblies. Teachers of the Arts have many PD opportunities to help advance the arts program. Students can participate in the Drama Club. Drama students perform plays for the entire student body. Drama performances were also recorded and posted on the SMMS webpage for the community to review. All students have an opportunity to participate in dance/drama/music performances.

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.6

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Kentucky Academic Standards for English/Language Arts?	The curriculum goes beyond basic literacy in the arts to include communication through the students' arts products and performance as a distinctive literacy in itself as well as written and verbal communication utilizing the Kentucky Academic Standards for E/LA.	Distinguished

	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 by using multiple indicators by a committee comprised of arts and cross-content area teachers.	Distinguished

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

A: Arts & Humanities curriculum map and course syllabus, Band handbook, Cave Art Lesson plan, examples of student work, Greek pottery student work, drama performances, band performances, choir performances, dance performances, Band curriculum map, all bellringers

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B: Student performances, band schedule, field trips, Gov. Cup results, photos of student performances, Google 4 doodle contest, School logo design contest, House dance competitions

C: Introduction to Eighth Notes Lesson Plan, Ancient Egypt ppt, Greece ppt, Greek pottery ppt., Greek pottery lesson plan, photo of student work, Greek myth lesson, student work (science & social studies), Band lesson plan, Drama lesson plan, Google 4 doodle contest, School logo design contest, House dance competitions

D: Powerpoints (exemplary works); Pop Art lesson plan; student work: curriculum maps, Band performances, Picasso samples, King Tut paintings, script, A&H bellringers, mystery artist contest, school-wide talent show, Google 4 doodle contest, School logo design contest, House dance competitions

E: PLC review committee agenda, All-District Band, Solo & Ensemble, Quad State, Trash Sculpture contest, lesson plans with learning targets, curriculum revisions document

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

A: The arts curriculum encompasses creating, responding, and performing because students can participate in band, choir, art, dance, and drama performances throughout the year. Students can also enter contests and the school talent show. Lesson plans/maps show the arts program is fully aligned with KCAS. Students can participate in Drama Club and Choir after school. AH is offered at 6th, 7th, 8th grade levels every year.

B: The arts curriculum provides for the development of arts literacy through daily lessons which also utilizes the Common Core Standards for ELA. Students read and perform plays and attend performances which enhance the arts literacy. In Art & Humanities classes, students learn to use arts specific vocabulary. Students write about and critique artworks and artists, theater productions, and dance performances.

C: The school curriculum provides opportunities for integration of the arts into the core content areas. In science, students create and display, draw scientific illustrations, research and give presentations, develop and perform skits. In Reading, students read and perform plays, participate in the Reader's Theater. In Health, students role play and create displays about the human body. In Social Studies students create and perform skits and commercials. Students also create posters of concepts learned. In Social Studies, students create artwork of different time periods and cultures (pottery, quilting, architecture). In Math, students create scale drawings. Students use art to convey concepts used in consumerism. In Language Arts, students create and perform rap songs and commercials.

D: The arts curriculum includes the study of exemplary and representative works of art. For example, students study different artists and different historical art periods. Students learn about how arts were influenced by happenings in history. (musicians, actors, playwrights)

E: The arts curriculum is revised to meet the needs of our students. Teachers were offered PD so that we could revise our curriculum. Teachers of the arts use pre- and post-assessments to guide lessons. This year to better address the needs of our students, an Arts and Humanities class was added to the schedule. In the Arts and Humanities class, art, dance, drama, and music are explored. Dance is taught in the PE classes. There is a mystery artist contest.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.75

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

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

	Statement or Question	Response	Rating
c)	To what extent do arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students?	Arts teachers 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?	Guest and community artists, artist residencies, field trips, etc., are integrated into the school arts culture for all students and provide experiences that are designed to promote learning of Kentucky Academic Standards within the arts and other content areas.	Distinguished

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

A: Curriculum guides; Band, Drama, Art, and Dance lesson plans; field trips; middle school choir information; photos of student work; art contests; performances, Quad State Festival; practice logs; concert reflections; scoring rubrics

B: Lesson plans, PowerPoints, guest artists, YouTube videos of artists, letter to parents, KET artstoolkits; video performances

C: Scoring rubrics, self-assessment, practice logs, contest results, concert reflections, photos of student work, recordings of performances

D: Lesson plans, PowerPoints, guest artists, YouTube videos of artists, arts field trips

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

A-D: Models of exemplary artistic performances are products are provided to the students through the use of various instructional strategies. Instructional strategies include: peer review, multimedia resources such as powerpoints showing representative work, videos showing exemplary work, youtube videos of artists and musicians demonstrating various techniques, guest artists, attending musical events, particpating in contests, and dramatic performances. Students have been visited by several local artists. Students have attended several musical events. Students have also been the performers this year. They have had the opportunity to perform in band, choir, art contest, plays, and dances. By participating in these events they have critiqued the work of others as well as their own so that they may improve their talent.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 2.33

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

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

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

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

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

	Statement or Question	Response	Rating
f)	To what extent are students supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels}?	School arts programs and individual students routinely participate in grade level appropriate juried events, exhibitions, contests, performances. Performance assessment events are used as tools for reflection and review, and used adjust and improve the school instructional program.	Distinguished

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

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

A: photos of student work, contest information and pictures of entries, student performances, band performances ,quad state festival, concert reflection, solo & ensemble festival, parade self-assessment, judges comment sheets

B: curriculum map, photos of student work, peer scoring rubrics, contest information and pictures of entries, student performances, band performances, quad state festival, concert reflection, solo & ensemble festival, parade self-assessment, judges comment sheets, peer scoring rubrics

C: art scoring rubric, art lesson plan, Henna Hand scoring rubric, Drama/Art/Band and Dance curriculum maps, photos of student work, student performances, band performances, quad state festival, concert reflection, solo & ensemble festival, parade self-assessment, judges comment sheets, contest information and pictures of entries

D: art scoring rubric, band practice log, photos of student work, student performances, band performances, quad state festival, concert reflection, solo & ensemble festival, parade self-assessment, judges comment sheets, play reviews

E: art scoring rubric, band practice log, photos of student work, student performances, band performances, quad state festival, concert reflection, solo & ensemble festival, parade self-assessment, judges comment sheets

F: photos of student work, performance, contest information and entries, student performances, band performances ,quad state festival, concert reflection, solo & ensemble festival, parade self-assessment, judges comment sheets, gov. cup results, concert program

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

A: The arts curriculum encompasses creating, responding, and performing because students can participate in band, choir, art, drama, and dance performances throughout the year. Students can enter contests, participate in musical, dance, and theater performance beyond the classroom.

B: Students identify a purpose and generate original works of art. Students studied several works of the Pop Art Movement such as, Warhol's soup cans. Students were given the assignment to create a can of their choice. It was then displayed for the student body. Students created dances/skits in several classes to convey what was learned. A character drama/class play was performed and video taped to show the student body. Students create original scripts and perform them. Students participate in Solo & ensemble, quad state, and local parades.

C & D: Students are given many opportunities to evaluate their work through the use of scoring rubrics, practice logs, self-assessment. Students are also assessment by their teacher, peers, and professionals (contests, festivals, and parades). Students are given opportunities to reflect on exemplary art works and performances.

E: Students demonstrate the ability to become self-sufficient in creating performances because they are given several opportunities throughout the school year in several different classes and beyond the school day. Examples include creating and performing plays, Reader's Theater, and reciting poems. Band and Choir students also perform for audiences during concerts, parades,ballgames, creating

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and performing house dances, and participating in the talent show.

F: Students are supported and encouraged to participate in grade level appropriate contests and performances: district, quad state, and solo & ensemble contests; art contests; Marshall County Children's Choir and Drama performances; Band parades; singing the national anthem; Governor's Cup competition. Students can participate in Drama club plays. Students participated in the Recycling Trash Sculpture Contest, Google 4 Doodle, and Challenger Center contest. Students perform in dance flash mobs before school. Students also performed in house dance competitions.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.5

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

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

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

A & B: Arts curriculum maps, Band Handbook, letters to parents, scoring rubrics, assignments, Introduction/Review of 6/8 Time Signature, concert reflection, practice logs, student work examples, lesson plans, performances, peer review, pre and post assessments

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

A & B: Lesson plans and curriculum guides show that students are regularly assessed. Scoring rubrics are used by teachers and students to critique student work. For example, in Art, students will score each other's work using a rubric. In Drama and Dance, students score performance of their peers. In Band, students complete concert and parade reflections.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

	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-C: photos of student work, Warhol Soup Can lesson, Introduction to Eighth Notes Lesson, Introduction/Review of 6/8 Time Signature Lesson, Concert Reflection, practice log, scoring rubric, Henna Hand PowerPoint and assignment, Notre Dame PowerPoint and assignment, Band goals, pre and post assessments, Middle School Choir information, Arts and Humanities goals, scoring rubrics, lesson plans, solo ensemble information

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

A-C: Students are shown models of exemplary works to demonstrate characteristics of rigorous work through daily lessons and instructional units. For example, students studied the Pop Art Movement and the style of Andy Warhol. Students were encouraged to create their own soup can. In Band, students are shown performances to enhance their learning and talent. Before each lesson/instructional unit, students are given scoring rubrics and practice logs so that they understand what is expected. Curriculum maps and lesson plans with appropriate

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learning targets set realistic goals for growth. Students use scoring rubrics, practice logs, and reflections to set goals. After producing or performing students are asked to revisit rubrics and logs to reflect on accomplishment of goals. AH teachers constantly give feedback during class as students are working to improve skills. At the beginning of the 9 weeks, students set "smart goals' for the class. Then at the end of the 9 weeks, students reflect on the goals.

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Formative and Summative Assessment: Assessment for Learning

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

Overall Rating: 2.0

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

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

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

A&B: Arts curriculum map, Art contests, Governor's Cup results, Greek myth project, Hidden Animals lesson plan, report card, parent letter, reflections, practice log, concert program, evaluator's comment sheets, teacher scoring guide, participation form, acceptance letter, peer scoring guide, contest result, festival results, assignments, lesson plans

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

A&B: Students receive meaningful feedback on their performances/products. Feedback students receive come from art contests, band contests and performances (evaluator's sheet), daily feedback from teachers, daily feedback from peers. Teachers use scoring rubrics, practice logs, and reflections to give students feedback. Students regularly reflect and critique artistic products in Band, Art, Drama and Dance in a formalized process.

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Professional Learning: Opportunity

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

Overall Rating: 2.0

	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 provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for teachers to collaborate and exchange ideas.	Proficient

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

A-D KMEA conference packet, Professional Development documentation, PLC Meetings, PLC meeting notes, magazine and newsletter subscriptions, goals, Arts organizations memberships, SBDM notes, copy of PGP

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

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A-D: There are job embedded professional development opportunities because arts teachers are encouraged to attend the KMEA conference. Arts teachers in the district meet to aligned curriculum and share best practices. Teachers plan activities/lessons/instructional units together to ensure all standards are met for the program review. Arts teachers participate in Professional Learning Committees where they can work with academic core teachers to collaborate and exchange ideas. Teachers from the district work together on Program Review.

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Professional Learning: Participation

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

Overall Rating: 2.25

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

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

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

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

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

A-D: KMEA conference packet, Professional Development documentation, PLC Meetings, professional organizations documentation, Mrs. Allen's goals, Band goals, PLC meeting notes, SBDM meeting notes, PLC minutes, notes to improve program (Next Steps)

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

A-E: There are job embedded professional development opportunities because arts teachers are encouraged to attend the KMEA conference. Arts teachers in the meet to aligned curriculum and share best practices. Teachers plan activities/lessons/instructional units

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together to ensure all standards are met for the program review. Arts teachers participate in Professional Learning Committees where they can work with academic core teachers to collaborate and exchange ideas. Arts teachers are members of professional organizations such as the Marshall County Education Association and Kentucky Education Association. Arts teachers regularly work with community groups such as the Marshall County Children's Art Commission. Teachers use information from year's previous Program Review to revise the Arts program. For example, pre and post assessments were created, and students set goals at the beginning of the 9 weeks and then revisited at the end. Mr. Veal conducts a county-wide middle school choir. Arts teachers are leaders in the school. For example, Mrs. Futrell is a leader on the PBIS Committee. Mrs. Hightower leads the middle school band. Our band/choir teacher serves as performance assessment for 1st District KMEA and is president elect. Our AH teachers receive constant information from the state through LisServes. Teachers lead AH PD for our school

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.57

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

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

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

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

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

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

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

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

A-F: school master schedule, teacher schedules, band schedules, committee meeting minutes, concert program, student schedule, curriculum revisions, PLC Agenda, contests, performances, SBDM notes/budget planning

G: student survey, student needs assessment, curriculum revisions document

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

A-G: The School Council and Administrator considered the needs of the students when designing the school schedule. Various opportunities for classes in all four arts are offered each nine weeks for all students. The school leadership also encourages and supports the arts teachers allowing for time beyond the school day such as, concerts, field trips, parades, contests, and extra practice. Arts teachers are assigned manageable class loads based on facilities. For example, most classes have fewer that 25 students. Arts teachers receive the same amount of planning time as other teachers in the building. Arts teachers participate in PLC's where they can share and work on cross-curricular planning. The principal collaborates with Arts teachers during PLC's and pre-and post-observation meetings. Students completed an interest survey so we offer an after-school drama club. Arts teachers submit supply lists each year to the SBDM Council

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 3.0

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

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

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

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

A-C: program review committee minutes, concert program, parent letters, PLC minutes, Band schedules, festival information, support & monitoring document, news releases, announcing winners of arts contests, weekly newsletter, website, SMMS Tech Home Tuesday, SBDM notes, pre and post assessments, performances, and field trips.

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

A-C: The principal leads the arts teachers to collaborate and reflect on their practices during program review meetings and professional learning committee meetings. The arts teachers and principal are in regular contact with parents. The school maintains a website and each teacher places information about his/her classes on the webpage. The school principal uses and AlertNow system to inform parents of upcoming events or to announce winners of contests. The school principal informs the community of events and winners of contests through newspaper articles and monthly calendars. A weekly newsletter is emailed to parents.

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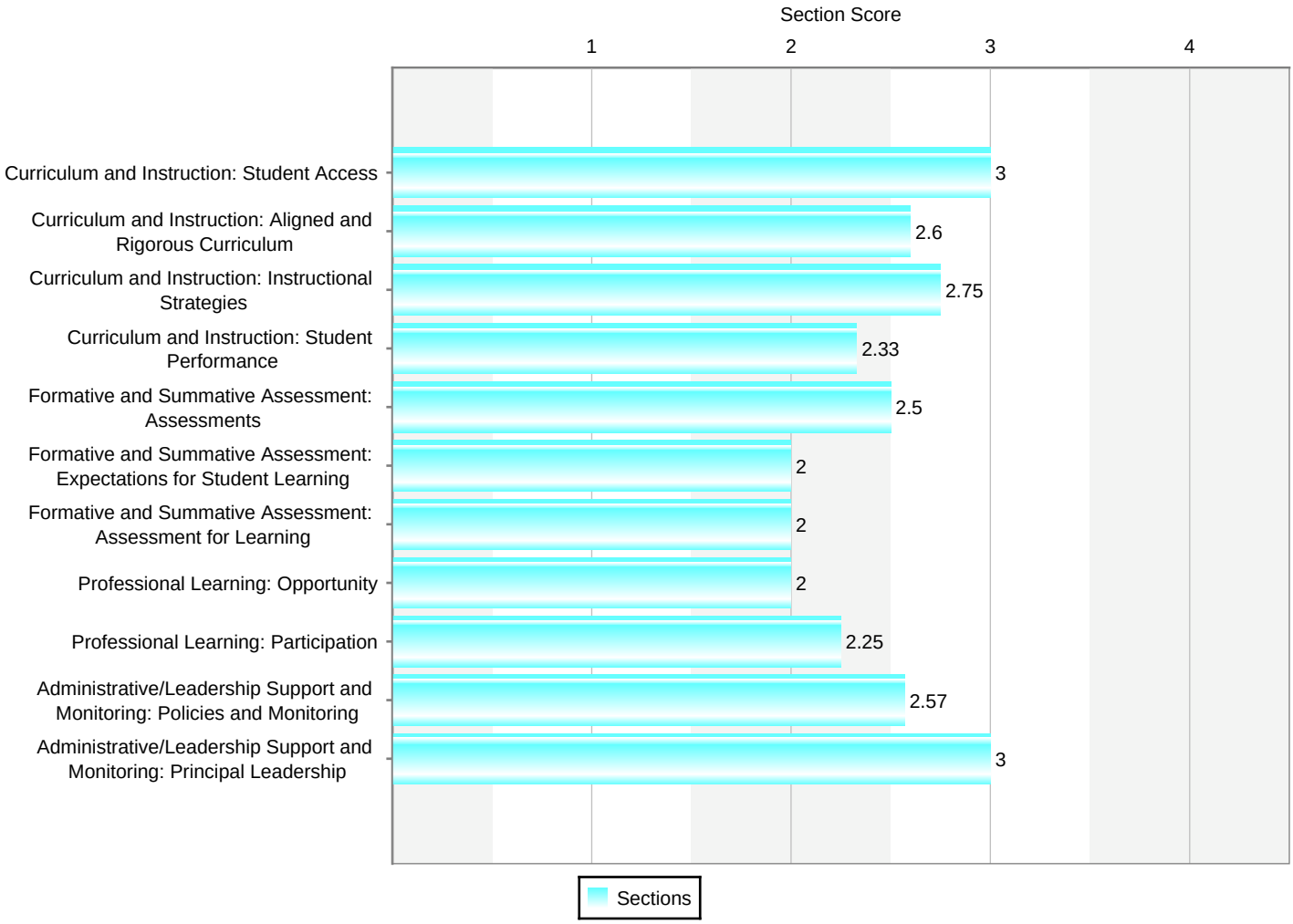
Report Summary

Scores By Section



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Program Review: Practical Living/Career Studies

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Introduction

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

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Curriculum and Instruction: Health Education

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

Overall Rating: 2.4

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

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

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

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

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

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

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A.)HECAT Standards, HECAT Training documents, PECAT training documents, KDE District Trainig-Jamie Sparks from KDE

B.)Smoking lesson plan, Alcohol lesson plan, Self image and self improvement lesson plan, Life skills grant, District Bullying Lesson Plans,Health Education Pre and Post Test, AA Lesson Plans

C.)Health Syllabus, Lesson Plans, Teacher Website

D.)Members of the committee; P.E. Teacher, Principal, School Nurse, and three classrooms teachers. Minutes, agendas, school wellness policy, SPR Training related to Language Arts with guest speaker.

E.) AA Lessons (My Plate, Healthy Eating), Master schedule, Red Ribbon Week, District Bullying Lesson Plans, Teen Health Book, Hope Clinic Program, Health Rocks Program

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

A.)The health education curriculum utilizes the HECAT. Community leaders visit the classroom on a regular basis.

B.)Students regularly have the opportunity to become health literate by practicing the skills embedded in the NHES. Students regularly participate in Anti-Bullying lesson during Social Studies and A/A. The lessons were created by PLCS teachers from SMMS, BMS, and NMMS.

C.)The curriculum provides learning activities that ensure students receive annual instruction in all health education areas. The master schedule allows for all students to have access to this area

D.) The Coordinated school Health Committee meets on a regular basis. A plan was put in place to increase physical activity through the entire school.

E.) The health curriculum is integrated and includes frequent opportunities for cross-disciplinary connections. These opportunities occur through AA, Language Arts, Science, Reading, and Writing class. Students regularly participate in Anti-Bullying lessons during Social Studies classes and AA.

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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?	The physical education curriculum utilizes CDC's Physical Education Curriculum Analysis Tool (PECAT) to develop a K-12 (district and/or school) scope and sequence; as part of a comprehensive physical education program that is aligned to the KCS for practical living; adequate instructional time is regularly planned within the school calendar.	Distinguished

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

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

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

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

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

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

A.)PECAT & HECAT training documentation, PECAT document

B.)National Physical Fitness Award Qualifying Standards, Presidential Physical Fitness Award Qualifying Standards, Daily exercise/fitness, Student Fitness Logs to track daily activity and improvement in fitness levels, Sports/games/ and activities to promote a lifetime of activity and exercise

C.)Daily exercise/fitness, Student Fitness Logs to track daily activity and improvement in fitness levels, Sports/games/ and activities to promote a lifetime of activity and exercise, Physical Education fitness stations

D.)Coordinated School Health Committee minutes and agenda, School Wellness policy, Fitness challenges and recipe challenge.

E.)Band Performances, Dance Performances, Drama Performance Pictures

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

A.)The physical education curriculum utilizes the HECAT.

B.) Physical Education curriculum regularly provides opportunities for most students to become physically literate individuals who have the psychomotor, cognitive, and effective skills to adopt a physically lifestyle.

C.)The curriculum frequently provides differentiated learning strategies and activities to ensure students develop competency and confidence in motor skills.

D.) The Coordinated School Health Committee meets on a regular basis. The committee has developed staff and teacher challenges to encourage and promote physical activity.

E.)The school integrates physical education curriculum into cross disciplinary connections via Advisor/Advisee time. Students see real life connections to physical education curriculum through marching band performances. The school integrates physical education curriculum into cross disciplinary via advisor/advisee time. Students see real like connections to physical education curriculum through marching band performances and drama club.

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Curriculum and Instruction: Consumerism

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

Overall Rating: 2.43

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students develop real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information?	Students 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 and demonstrate these skills through real-world entrepreneurial experiences, school-based enterprises, and/or work based learning.	Distinguished

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

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

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

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

A.) Pacing guide, MPG Comparison Activity, Price Comparison Activities, Vacation Planning Projects, Vacation Planning Rubric, Writing a Check Worksheet

B.) Student work, goals setting PowerPoint, lesson plans, Vacation Planning Projects, Vacation Planning Rubric

C.) CFSB Money Presentation, CFSB sponsored curriculum

D.) Student work,lesson plans, yearbook ad form, Pacing guide

E.) Pacing guide, student work (MPG Comparison Activity, Price Comparison Activity

F.) Social Studies budgeting lesson plan

G.) Class website, handsonbanking.org, online class discussion questions, EverFi Vault lessons

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

A.) Consumerism curriculum is rigorous and aligned to state and national standards, 21st Century Skills and Knowledge is integrated into the curriculum.

B.) Students apply core academic skills to solve real world problems. In the program, students develop real world skills related to consumerism.

C.) Local partners connect the curriculum to real world experiences (Partnered with CFSB to get curriculum, guest speakers, etc).

D.) Students routinely engage in grade level appropriate financial decisions through school-based enterprises (yearbook). Students go to businesses and sell yearbook ads.

E.) Core content areas are integrated into Consumerism curriculum. Social Studies discuss budgeting and supply and demand.

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F.)Consumerism is routinely integrated into the total school curriculum especially in Social Studies.

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Curriculum and Instruction: Career Education

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

Overall Rating: 2.29

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information?	Students 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 and apply these concepts through real-world entrepreneurial experiences, school based enterprises, and/or work based learning.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does the school ensure students apply academic skills such as math and reading to solve real world problems related to career education?	Students apply academic skills such as math and reading to 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 limited to specific classes and/or grade levels.	Needs Improvement

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

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

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

A.) Pacing guide, student created Career Research Rubric, Career Research student work

B.) Student work (analyzing a career and career presentation), Goal Setting PowerPoint, Goal Setting Activity

C.) N/A for middle schools

D.) Student work (8th Grade Resume; 7th Grade-Career Research Project, researching careers), Career Research Student Created Rubric, Resume Rubric), 8th Grade Job Shadowing Information

E.) Pacing guide (see for specifics), Reality Store (using income from chosen career to live on for a month)

F.) Reality Store, Operation Preparation, ILP,

G.) Lesson plans, student presentations, Career Research Projects

H.) House Competition Service Projects, Yearbook Application

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

A.)Career curriculum is rigorous and aligned to state and national standards, 21st Century Skills and Knowledge is integrated into the curriculum. Students participated in Operation Preparation. Data is also pulled from the student's ILP to bring community partners in for Operation Preparation.

B.) In the program, students develop real world skills related to careers. Students learn how to search for a job, complete a job application, create a resume, and interview for a job.

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D.) Students engage in grade level, appropriate, career related problem solving. The 6th, 7th, and 8th grade career curriculum is horizontally aligned.

E.) Students apply core academic skills to solve real world problems such as how to live on a monthly budget from the career they have chosen.(Reality Store). Students also participate in Gear-Up classes in the 8th grade.

F.) Career information is routinely integrated into the total school curriculum through consumerism, Gear-Up classes, and Advisor/Advisee. All 8th grade students participate in a Reality Store. Students' career interests are pulled from their ILPs. Teachers and outside community members participated in Operation Preparation.

G.) A variety of technology tools are integrated into the delivery of the program. The career classes are based in a computer lab and the curriculum is structured around technology.

H.) Students develop leadership through the being on the yearbook staff. Students are responsible for selling ads and yearbooks. Students must design all of the pages in the yearbook and finish by the deadline. Students are recognized for their accomplishments when the final product is distributed to the student body.

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Curriculum and Instruction: ILP

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

Overall Rating: 2.25

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents? Is a process is in place to ensure that parents have received access information for the ILP?	ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. A process is in place to ensure that parents have received access information for the ILP.	Proficient

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

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

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

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

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

A.) Pacing guide, ILP Parent Letter,Student ILP

B.)Student ILP

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C.) Advising Program description

D.) CSIP, District ILP Implementation Plan

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

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

B.) Students and teachers use benchmark data to establish the student's high school course of study in the ILP.

C & D.) Students have regular, consistent access to multiple forms of guidance via Advisor/Advisee, School Counselor, Careers' class,and Operation Preparation.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.25

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

	Statement or Question	Response	Rating
b)	To what extent are traditional PLCS assessment measures responsive to a variety of learning styles and abilities?	PLCS assessment measures are responsive to a variety of learning styles and abilities and include performance and project-based measures.	Distinguished

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

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

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

A.) Pacing guide, lesson plans, Consumer Management Formative Assessment, Consumer Management Formative Assessment Data, Health/Dance Pre & Post Tests, Health/Dance rubrics,

B.) Consumer Management Formative Assessment, Consumer Management Formative Assessment results, Banking Unit Rubric (student created), Rubrics for Consumerism and Career assignments, Vacation Planning Rubric, Health Rocks projects, Health Rocks PSA

C.) Student ILPs, Health Formative Assessments

D.) Lesson Plans

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

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

B.)PLCS measures are responsive to a variety of learning styles. Teachers use the Learning Styles Inventory from the ILP. The Health teacher uses the Heath Rocks Program and students create a PSA,

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

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

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do PLCS teachers develop scoring guides, models and rubrics, and apply these to assess student performance?	PLCS teachers work with students to develop scoring guides, models and rubrics which are used to assess student performance.	Distinguished

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

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

A.) Career research rubric (student created), resume rubric (student created), fitness logs, fitness assessments, dance performance pictures, Health/Dance rubrics, Health PSA videos, Health assessments

B.) Infinite Campus Parent Portal, Mid-Term Reports, 9-Weeks Reports, parent messages through Infinite Campus, Operation Preparation

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

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

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

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Professional Learning: Opportunities

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

Overall Rating: 2.25

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

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

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

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

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

A.) CSIP

B.) Econ Extravaganza PD,ILP Training, School PLC meeting schedule

C.) School PLC meeting schedule, ILP Training, Econ Extravaganza PD, Professional Growth Plan

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D.) District calendar, Master schedule, Program Review Committee, Health teachers collaboration across district, PLC Schedule, Peer Observations

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

A.) Professional development is linked to CSIP.

B.)There are a variety of opportunities for PLCS teachers to attend job embedded professional development opportunities. PLCS teachers had the opportunity to attend and ILP training. In addition, the PLCS teacher had the opportunity to attend a Economic PD. The Physical Education teacher attended job embedded life skills professional development.

C.) PLCS Professional development opportunities focus on best practices. Teachers are allowed opportunities to attend professional development related to their discipline.

D.) The school allocates time for PLCS and academic core teachers to collaborate and exchange ideals during the school year in professional learning communities. Teachers also collaborate across the district. Teachers collaborate in their spare time even if it is not allocated in the schedule

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Professional Learning: Participation

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

Overall Rating: 2.2

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

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

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

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

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

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

A.) KYSTE Conference Email, ILP, Econ Extravaganza

B.) District PGES observations, PLC meeting dates

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C.) Teacher Organization List, PLC meeting dates

D.) Pictures of community partners teaching classes, Hope Clinic guest speaker pictures

E.) PLC and Faculty Meeting agenda

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 development and trainings.

B.) PLCS teachers take on a leadership role in professional learning communities. PLCS teacher is a member of the District's PGES Peer Observation Program

C.) PLCS teachers are leaders in professional organizations and in the community. Marshall County Education Association President, Marshall County Education Association Building Representative, KEA Budget Committee Member, PBIS Committee, South Marshall Middle School Yearbook Advisor, Sharpe Missionary Baptist Church Treasurer, 50/50 Committee Member, Calendar Committee Member, KEA First District Executive Board Member, KEA Board of Directors

D.) PLCS teachers regularly collaborate with community, business, and postsecondary partners. JR. Achievement, Gear-Up partnering with Murray State for field trip and guest speakers, HOPE Clinic

E.) Teachers receive professional learning opportunities on PLCS areas during faculty meetings. Teachers discuss ways to integrate PLCS concepts into their classrooms.

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.22

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

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

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

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

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

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

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

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	Statement or Question	Response	Rating
h)	To what extent does school leadership ensure that Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies?	Advisory Committees are implemented but do not collaborate to ensure quality PLCS programming policies.	Needs Improvement

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

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

A.) Program Review Committee email, school master schedule

B.) Teacher Schedule, Master Schedule

C.) Budget request email

D.) Master Schedule, Teacher Schedule

E.) Master Schedule

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

G.) Explanation of PCLS classes offered, Master Schedule

I.)School wellness policy, District Wellness Policy

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

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

B.) Protected time is allocated in the schedule so that all students can receive instruction in all PLSC disciplines.

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C.) PLCS teachers actively participate in and provide input in planning the annual school budget to ensure adequate and quality materials, equipment, space, and technology are available to offer the curriculum. All teachers fill out a budget request form that is submitted to the SBDM Council. A PLCS teacher is a member of the SBDM Council.

D.) PLCS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.

E.) Teachers receive equitable planning time that is equitable with other content areas.

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

G.) Decisions related to PLCS program staffing are based on student need.

H.) The school Coordinated Health Committee meets in a more formalized manor on a regular basis. A CTE Advisory Committee does not exist in the middle school, but the PLCS teacher can join the high school's CTE Advisory Committee. This will help with vertical alignment of curriculum from middle school to high school

I.) The school wellness policy has been developed and adopted by SBDM, and there is a district wellness policy

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

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

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

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

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

B.) PLC meeting schedule

C.) Tech Home Tuesday, One Calls, School Website, School Calendar

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

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

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

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

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communicates through the school website, one calls, the school calendar.

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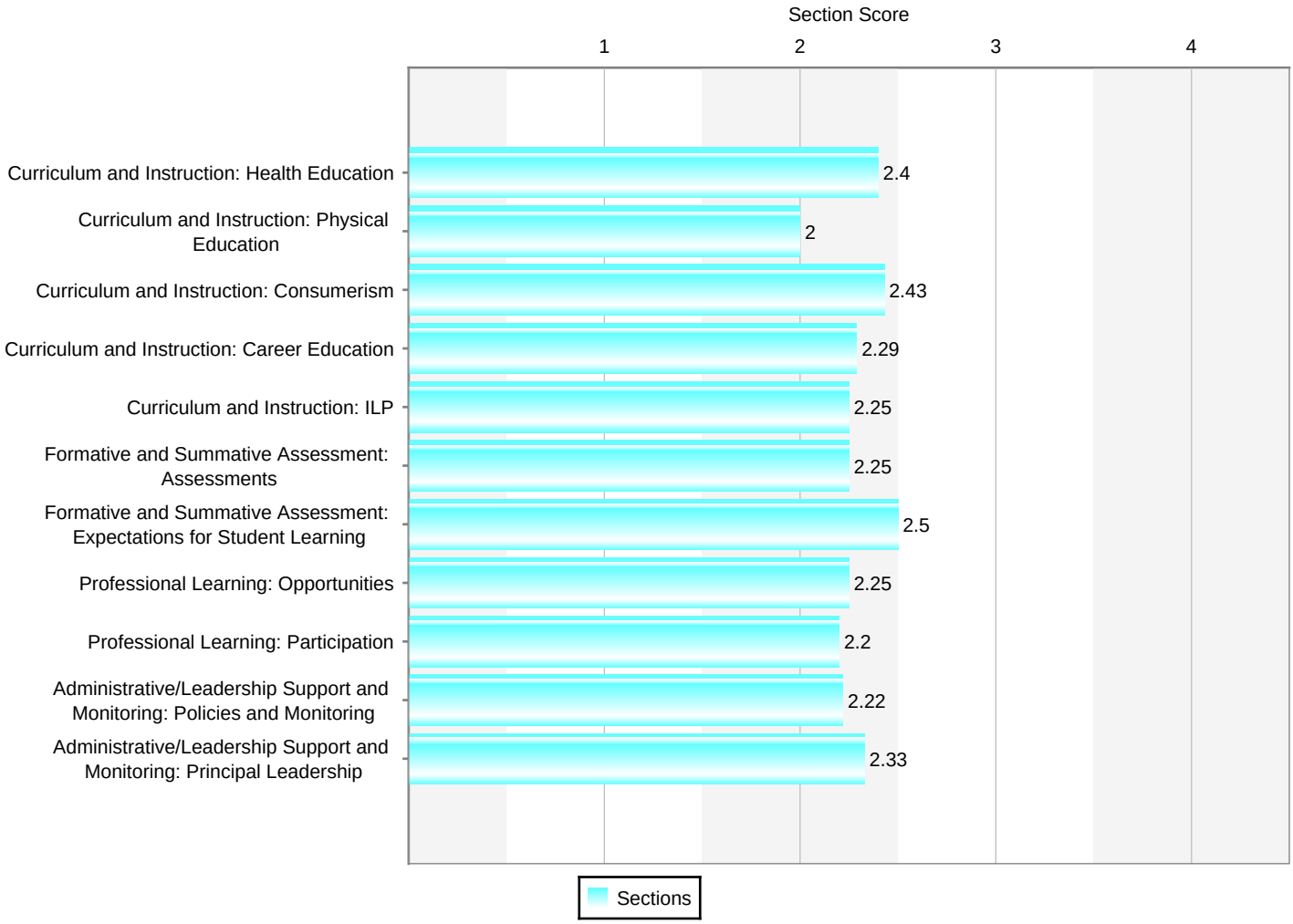
Report Summary

Scores By Section



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Program Review: Writing

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Introduction

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

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

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Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

	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.) lesson plans, writing prompts, student work samples, writing assignments, K-PREP practice question & response, bell-ringers, & cross-curricular research unit

B.) photos, writing prompt, lesson plans, formative assessment, informational document about teacher webpage, pretest

C.) lesson plans, quiz, link to teacher's YouTube channel, Explore testing resource, bell-ringers, review

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

A.) The SMMS Language Arts teachers collaborate with other content areas (reading, social studies, science, & electives) to incorporate other curriculum into the Language Arts curriculum. For example, students do writing prompts/activities that provide background knowledge to preview concepts that will be taught or review concepts that have been taught. Also, teachers in other content areas incorporate reading into their content areas by reading texts & applying literacy instructional strategies. Teachers in other content areas also incorporate writing

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concepts by completing one writing assignment with a specific writing purpose during the school year as requested by the school writing plan.

B.) Students have access to & use a variety of materials & equipment to complete writing assignments & assist in the writing process (e.g. iPads, computers, & laptops for prewriting & research; copies or response papers for drafting; red pens for revising & editing; & computer labs for final drafts).

C.) Teachers utilize a variety of instructional strategies (e.g. Thoughtful Ed, Laying the Foundation, & other research-based strategies) to appeal to a variety of types of learners. Also, teachers use EXPLORE/ACT Transitional Coursework to incorporate various strategies when teaching grammar.

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.4

	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) to apply communication skills to meaningful work across content areas.	Distinguished

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

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

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

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

A.) standards checklist, photos of standards app, pacing guides

B.) school writing plan, writing prompts, student work samples, writing assignments, K-PREP practice question & response, Socratic seminar assignment, lesson plans

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C.) informational document about teacher webpage, PDF of teacher webpage, student work sample, photos, lesson plans, PowerPoint presentations (teacher-made & student-made), quiz, student emails

D.) writing plan, writing prompts, lesson plans, student work samples, newsletters, extra credit assignment, assignments, writing unit

E.) link to student-created commercial on YouTube, rubrics (with feedback), lesson plans, parent email, photo, extra credit assignment, assignment, newsletters, PBL unit

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

A.) The Language Arts teachers use resources such as the KASC Academic Standards Checklist for Middle School Language Arts & a Common Core iPhone app on a regular basis to align lessons, activities, & assessments to the Common Core Standards. Language Arts teachers use pacing guides for each grade level in Language Arts that they created a few years ago. Although there are many skills & concepts that overlap among the grade levels, these checklists help teachers identify skills & concepts that are new/unique to each grade level.

B.) The Language Arts teachers & the other content area teachers integrate the strands of literacy for various activities, assignments, & assessments in the following ways:
-reading the prompt, reading a piece of literature previous to assignment.
-completing a writing assignment, utilizing the steps of the writing process.
-sharing/presenting writing with an audience (teacher & class) or speaking during a Socratic seminar.
-listening to peers' writing or listening to peers during a Socratic seminar.

C.) Students use iPads, laptops, & desktop computers to aid in the completion of the steps of the writing process: prewriting (brainstorming/research), revising (thesaurus use), proofreading (spelling & grammar check), & publishing (using word processor to create a final draft). Students also use technology such as iPads, laptops, or desktop computers to take online assessments (formative & summative). Students also have access to email & programs like Microsoft Word & Microsoft PowerPoint at school & at home through our state's use of Microsoft 365.

D.) The Language Arts & other content area teachers create & assign writing prompts & other assignments that allow student choice based on their interests & preferences. During approximately one grading period each year, all sixth & eighth graders are enrolled in a Writing Enrichment course as one of their electives. In this class, students are able to participate in more non-traditional activities, assignments, & assessments that often allow for student choice. Students have the option of saving their work on the Student Share Drive, which is basically an electronic communication portfolio.

E.) The Language Arts teachers & other content area teachers provide various opportunities for students to practice 21st century skills. For example, students create various real world experience projects in which students have to think critically, collaborate, be creative, problem-solve, & communicate such as creating a commercial, creating a PSA, organizing a flash mob, performing community service, creating a multimedia vide, participating in PBL, etc. Additionally, students often practice communication skills by sharing presentations in class, online, school-wide, to community members, & globally (YouTube).

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

	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.

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A.) informational document about literacy instructional strategies, quiz

B.) lesson plans, photos, PowerPoint presentation (student-made)

C.) PowerPoint presentation (teacher-made), link to student-created commercial (You-Tube), lesson plans,

D.) informational document about connection between technology & non-technology resources, student work sample

E.) bell-ringer, writing checklist, student work sample

F.) revising & editing checklist, writing reflection & goal-setting chart, student work samples, lesson plans, parent lette

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

A.) The Language Arts teachers use a variety of instructional strategies including literacy instructional strategies as they teach writing & conventions. When students are introduced to new vocabulary &/or terms, the teachers encourage them to use words parts as clues to the meaning of the word. For example, when teachers teach about types of sentences, they ask what the root words of the following words are: "declarative", "interrogative", & "exclamatory". Also, when learning about the writing purposes, they ask what the root words of the following words are: "informative", "explanatory", "argumentative", & "narrative". An additional example would be using the prefix "pre" to determine the "prewriting" is a process that is done before writing.

B.) Students complete research for informative writing pieces connecting to reading & social studies curriculum. Also, students research hooks to being their writing pieces. Students may also use the Internet to complete other assignments.

C.) Students use computers & iPads for research, word processing, looking at examples of writing, learning & developing vocabulary, citing sources, etc.

D.) Students use technology to build background or review concepts of unit of study, task, or assignment. For example, the school media specialists assisting in teaching the seventh grade students how to efficiently take notes for research projects. Next, the students conducted research for an informative writing piece concerning gods or goddesses during the accompanying units in reading & social studies. Additionally, one of the Language Arts teachers uses flipped video lessons to teacher curriculum to students. Students usually complete an accompanying study guide. Then, students participate in a practice worksheet or activity. Then, students will use technology to take an assessment. Thus, students must integrate information learned from technology with what is learned from non-technology resources.

E.) All Language Arts teachers teach students to utilize the mnemonic device SPAM to analyze a writing prompt, identifying the subject, purpose, audience, & mode, in order to ensure an appropriate response to the prompt.

F.) Throughout the writing process, students can share their writing during class with their teachers & peers to receive feedback. Students are also encouraged to take their writing home regularly to receive feedback from family members (they can assist with revising & editing). Also, teachers periodically allow students to revise & edit individually, in partners, &/or in small groups. Teachers may provide written & verbal feedback throughout the writing process & especially after a writing assignment is turned it. When time is available, teachers may also have conferences with students about their writing goals, strengths & weaknesses, etc.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent 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.

A.) school writing plan, writing prompts, student work samples, PowerPoint presentations (teacher-made)

B.) PLC schedule

C.) photos, project schedule, project partners list/diagram, newsletter, informational document about PBL project

D.) PowerPoint presentation (teacher-made), exemplar papers (teacher-written & from KDE website

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

A.) A few years ago, the Language Arts created a school writing plan. The plan requests that other content teachers complete at least one writing assignment with a specific writing purpose each school year; it also includes a suggested schedule for completion. Therefore, students are creating assignments in various disciplines (reading, science, social studies, & electives) with specific purpose (informative/explanatory, argumentative, & narrative).

B.) Due to a lack of racial/ethnic diversity at our school, this area seems to be difficult for us to have enough exposure to people from a range of social & cultural backgrounds. However, students do have the occasional chance for interaction with people from different social & cultural backgrounds. For example, sixth grade students attend the International Bazaar at Murray State University. College students from several countries had "booths" with information about their countries. Our students were able to interact with the MSU students, asking them questions about their native cultures. The field trip was a great way for our students to be exposed to & learn more about ethnic diversity.

C.) Students have a variety of opportunities to work collaboratively with teachers, peers, & others. One example is eighth grade students worked in groups for a debate project. Eighth grade students also collaborated with the Youth Service Center head, Glenda Byers, to assist SMES & JES fifth graders before their transition to the middle school. In this Pen Pals project, the eighth grade students send & receive letters with the fifth grade students that will be attending SMMS next year.
Seventh grade students completed a PBL about governor campaign preparation that resulted in students asking questions about issues that are important to them to Matt Bevin when he visited our school just before the governor election.
Furthermore, one of the Language Arts teachers utilizes group seating based on students' test scores & writing abilities (e.g. On-Dem&).
Sixth grade students are given opportunities to work cooperatively on assignments, activities, & games.

D.) The Language Arts teachers use exemplar papers (teacher-written or from KDE website) to expose students to quality work. Teachers often use modeling to demonstrate how to do a skill correctly & to let the students know what they expect. Teachers also display exemplary student work on bulletin boards in the classrooms or in the hallways to provide others students with examples & to provide positive reinforcement for the distinguished students.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.25

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

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

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

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

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

A.) lesson plans, writing prompts, school writing plan

B.) writing reflection & goal setting chart, On-Dem& Writing Rubric

C.) lesson plans, student work samples, student writing reflection, parent letter, parent letter with feedback

D.) lesson plans, parent letter, parent letter with feedback

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

A.) The Language Arts teachers collaborate with to integrate writing concepts across the curriculum. Language Arts teachers may discuss issues, curriculum, pacing, planning, & strategies during PLCs & teacher work days.
Additionally, the SMMS Language Arts teachers collaborate with other content areas (reading, social studies, science, & electives) to incorporate other curriculum into the Language Arts curriculum. For example, students do writing prompts/activities that provide background knowledge to preview concepts that will be taught or review concepts that have been taught. Teachers in other content areas also incorporate writing concepts by completing one writing assignment with a specific writing purpose during the school year as requested by the school writing plan.

B.) One of the Language Arts teachers created a document for writing reflection & goal setting. Ideally, teachers would complete one of these for each student & update it throughout the course of middle school. Although that goal is not always fully accomplished, teachers monitor student progress in writing in various ways. Teachers access data from state testing (K-PREP, EXPLORE, STAR, etc.), formative & summative assessments (sometimes On-Dem& Practice Prompts/Scrimmages), etc. to monitor student progress. When time allows, teachers have one-on-one conferences with students. In a conference, the teacher & student discuss current writing skills & set goals for the future based on feedback & assessments (again, ideally, utilizing the writing reflection & goal-setting chart).

C.) Throughout the writing process, students can share their writing during class with their teachers & peers to receive feedback. Students are also encouraged to take their writing home regularly to receive feedback from family members (they can assist with revising & editing). Also, teachers periodically allow students to revise & edit individually, in partners, &/or in small groups. Teachers may provide written & verbal feedback throughout the writing process & especially after a writing assignment is turned it. When time is available, teachers may also have conferences with students about their writing goals, strengths & weaknesses, etc.

D.) As stated previously, students are feedback from various people throughout the writing process, not just at the end. Therefore, students are provided with opportunities to revise & edit before summative products are assessed.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

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

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

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

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

A.) bell-ringers, practice assignment, photo, writing checklist

B.) writing reflection & goal-setting chart, parent letter, standards checklist

C.) student self-assessment checklist, lesson plans

D.) exemplar papers (from KDE website), lesson plans, assignment rubric, PowerPoint presentation (teacher-made), exemplar paper (teacher-written), On-Dem& Writing Rubric

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

A.) Students & teachers are consistently using standards-specific language in bell-ringers, lessons, learning targets, class work/homework, activities, & assessments. One of the Language Arts teachers features a word wall containing examples of important terms. Students are often given a checklist or a rubric for assignments to inform them of teacher expectations.

B.) One of the Language Arts teachers created a document for writing reflection & goal setting. Ideally, teachers would complete one of these for each student & update it throughout the course of middle school. Although that goal is not always fully accomplished, teachers monitor student progress in writing in various ways. Teachers access data from state testing (K-PREP, EXPLORE, STAR, etc.), formative & summative assessments (sometimes On-Dem& Practice Prompts/Scrimmages), etc. to monitor student progress. When time allows, teachers have one-on-one conferences with students. In a conference, the teacher & student discuss current writing skills & set goals for the future based on feedback & assessments (again, ideally, utilizing the writing reflection & goal-setting chart).

C.) Part of the process of writing reflection & goal setting in the aforementioned category includes self-assessment. Some ways that teachers encourage self-assessment include checklist & finger tallies (on conventions bell-ringers, students tally how many questions they get correct out of four, for a correlating score of Novice, Apprentice, Proficient, or Distinguished).

D.) The Language Arts teachers use exemplar papers (teacher-written or from KDE website) to expose students to quality work. Teachers often use modeling to demonstrate how to do a skill correctly & to let the students know what they expect. Teachers also display exemplary student work on bulletin boards in the classrooms or in the hallways to provide others students with examples & to provide positive reinforcement for the distinguished students. Teachers & students usually use the On-Dem& rubric instead of developing their own; however, occasionally, one of the Language Arts teachers offers an extra credit assignment in which students create a scoring rubric. Also, sometimes, when students share writing with the class, the teacher provides score cards ("4", "3", "2", or "1") for students to hold up to provide their classmates with feedback.

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Professional Learning: Opportunity

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

Overall Rating: 2.25

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

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

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

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

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

A.) PGPs

B.) informational document about teacher's YouTube channel, flipped classroom video

C.) school PD hours spreadsheet, professional growth plan

D.) informational document about collaboration opportunities, school calendar, schedules (bell, master, & meeting), professional growth plan,

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student growth goals

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

A.) All teachers are required to complete a Professional Growth Plan (PGP) each school year. Teachers used date. self-reflection, etc. to create their PGPs. The principal & the teacher meet at least twice during the school year to discuss the PGP (once near the beginning & once near the end).

B.) Teachers are allowed to select PD for the school year based on availability, choice, student data, PGP, etc. The principal usually arranges for a few opportunities to complete PD hours (twenty-four hours are required each school year) at the school throughout the school year. Teachers can also elect to attend other PDs. Occasionally, teachers request to attend a PD that requires funding; the principal is almost always accommodating of the PD requests. For example, two Language Arts teachers attended a Flipped Classroom Professional Development at Murray State University in the summer of 2014. The information learned from that PD is still being utilized on a regular basis. Also, this school year all of the Language Arts teachers & one of the Special Education teachers also attended a PD at Murray State University about reading &/or writing strategies, ideas, etc.

C.) The principal allows time in the schedules for job-embedded professional learning opportunities through during PLC meetings & Teacher Work Days.

D.) Language Arts teachers utilize PLCs & time on Teacher Work Days to meet to collaborate, exchange ideas, etc. Also, teachers sometimes hold meetings after school as needed (e.g. to work on Program Review!).

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Professional Learning: Participation

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

Overall Rating: 2.0

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

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

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

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

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

A.) school PD hours spreadsheet, PD certificates, informational document about teacher's YouTube channel, flipped classroom video

B.) informational document about collaboration, schedules (bell, master, & meetings), PLC schedule, email about co-teaching

C.) informational document about writing leaders, PowerPoint presentation (teacher-made, presented to faculty), school writing plan, school writing rules

D.) informational document about collaboration with external partners, project schedule, student work sample, project information document, photos, email about Operation Preparation

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

A.) Teachers participate in PD for the school year based on availability, choice, student data, PGP, etc. The principal usually arranges for a few opportunities to complete PD hours (twenty-four hours are required each school year) at the school throughout the school year. Teachers can also elect to attend other PDs. For example, two Language Arts teachers attended a Flipped Classroom Professional Development at Murray State University in the summer of 2014. The information learned from that PD is still being utilized on a regular basis. Also, this school year all of the Language Arts teachers & one of the Special Education teachers also attended a PD at Murray State University about reading &/or writing strategies, ideas, etc. Teachers from SMMS also planned for & participated in two co-teaching days with another teacher in the same content area from BMS (Benton Middle School), the school that we will be merging with next school year.

B.) The principal allows time in the schedule for PLCs for each content area including Language Arts. These meetings are used to collaborate, exchange ideas, discuss instructional practices, analyze data, discuss how to increase student learning, etc. `

C.) All of the Language Arts teachers are members of MCEA (Marshall County Education Association) & KEA (Kentucky Education Association). Two of the Language Arts teachers are members of the school's PBIS (Positive Behavioral Intervention & Supports) Committee.

D.) Eighth grade students participated in an event called Operation Preparation in which they were able to meet with professionals from the community & discuss their prospective careers. Eighth grade students also participated in a Pen Pal Program with local elementary school students. They wrote letters as a "mentor" to prepare fifth grade students for middle school. They met with their "pen pal" after completion of the program. Teachers might also collaborate in others ways community members businesses, & postsecondary partners (e.g. newsletters, events, special projects, etc.).

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.0

	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.

A.) informational document on administrative support, PowerPoint presentation (for school PD), school writing plan, school writing rules

B.) informational document on school budget

C.) schedules (bell, master, & meeting), informational document of implementing the writing program

D.) teaching certificate, schedules (bell, master, & meeting), informational document on staff assignment

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

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A.) Last school year, Mr. Marchetti encouraged the writing teachers, Mrs. Leonard & Mrs. Edwards to present a writing professional development to the faculty. In the training, teachers received the SMMS Writing Plan & the SMMS Writing Rules. Teachers are to follow these two documents for this school year as well.

B.) Language Arts teachers are able to make budget requests for items, resources, equipment, etc. that will assist with writing instruction through Budget Request Forms & POs (Purchase Orders).

C.) A change was made to this year's master schedule to allow for a Writing Enrichment class for sixth & eighth graders (since they are the grade levels tested in writing). These classes allow sixth & eighth grade students to receive extra writing instruction, practice, & feedback. The classes also allow for more non-traditional learning like creative writing, project-based learning, & other activities.

D.) The Language Arts teachers all have teaching certificates in the appropriate subject area (English) & grade levels (Middle Grades). Students scoring below the 40th percentile on the STAR Reading Test are placed in an RTI (Response to Intervention) Reading class. Teachers &/or teacher aides with the appropriate skills &/or certification work with these students to make improvements in reading skills.

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.0

	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.

A.) informational document about student achievement, PowerPoint presentation (principal-made, presented to faculty), informational document on administrative support, PowerPoint presentation (teacher-made, presented to faculty), school writing plan, school writing rules

B.) informational document about professional learning, schedules (bell, master, & meetings)

C.) informational document about communication, PDF of teacher website, parent letter, newsletters, photos of school social networking media accounts

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

A.) Administration gave a presentation at a faculty meeting about KPREP released scores. The student data scores were discussed, & teachers were encouraged to set goals based on this data. Teachers are aware of the goals for student achievement for the current school year, & they are discussed during principal/teacher one-on-one conferences to if progress if being made towards these goals.

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B.) Last school year, Mr. Marchetti encouraged the writing teachers, Mrs. Leonard & Mrs. Edwards to present a writing professional development to the faculty. In the training, teachers received the SMMS Writing Plan & the SMMS Writing Rules. Teachers are to follow these two documents for this school year as well.

C.) Our principal & other faculty members work to communicate with students, parents/guardians, & community members in a variety of ways: school webpage, newsletter (sent through email), social networking media, emails, phone calls, text messages (through the app Remind), teacher webpages, face-to-face conversations, etc.

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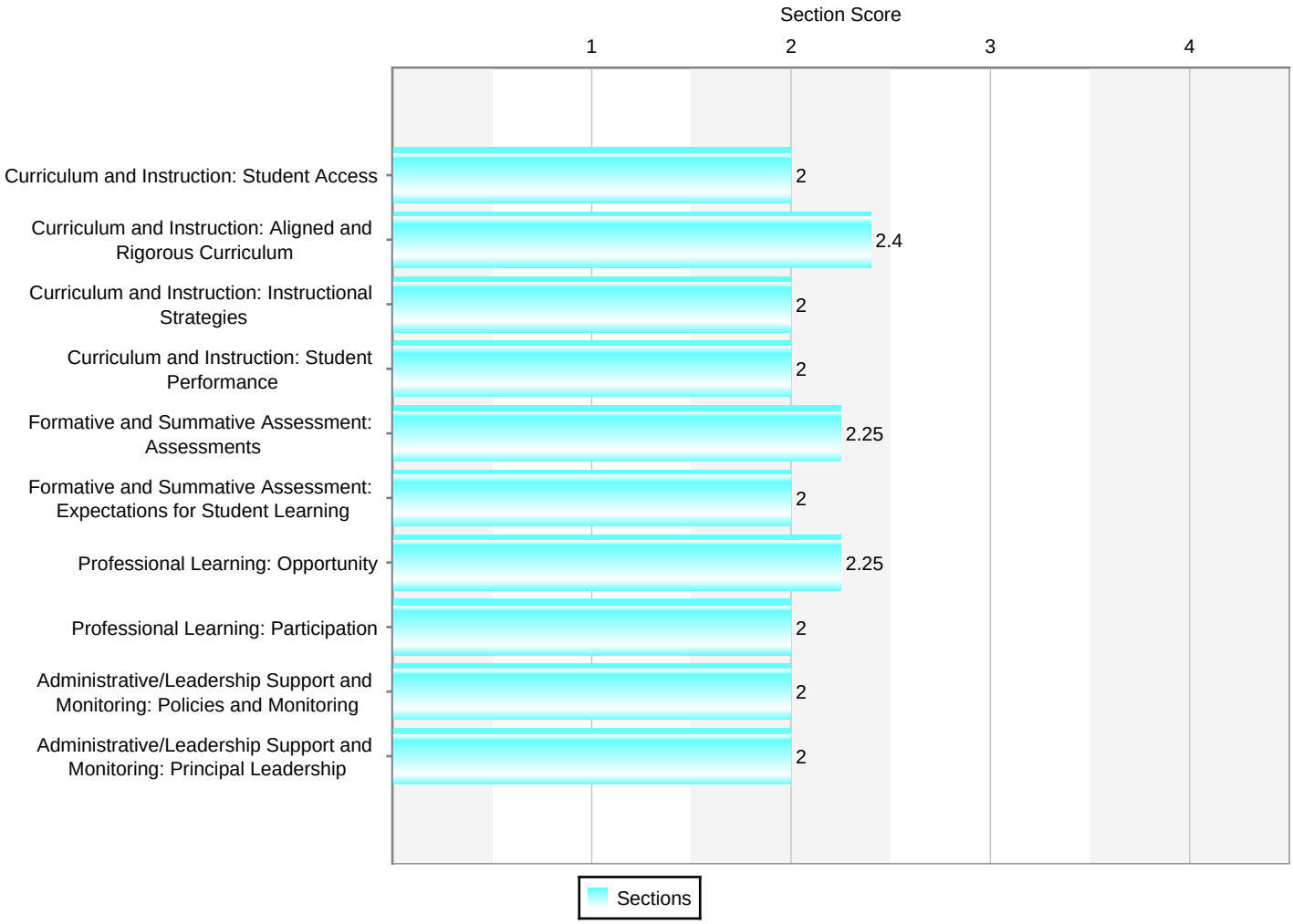
Report Summary

Scores By Section



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Program Review: Next Step Diagnostic

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Introduction

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

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

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In-Depth Review

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

Response:

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

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Arts and Humanities Program Review

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

Visual Arts has been identified as a strength in the Arts and Humanities Program. These areas are being sustained by offering visual arts to students and incorporating it into classes. Also, students have the opportunity to participate in band. Choir and drama are offered as extra curricular activities.

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.

Student performance in is an area that has been identified as an area of improvement for the Arts and Humanities Program.

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

With the consolidation of our school with Benton Middle School, the opportunity to improve the Arts and Humanities Program will exist. The teachers will sit down and review what both schools do and work to improve upon it at the new school.

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Practical Living/Career Studies Program Review

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

The areas that have been identified as strengths in the Practical Living/Career Studies Program are the Consumerism, Health, and ILP programs. In order to sustain these strengths, many things are being done. The teachers plan to continue to implement the programs they are using in these areas.

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.

A CTE Advisory Committee does not exist at the middle school level. Students also need more access to guest speakers in the career and consumerism portion of the Program Review. The Physical Education class does not utilize the CSPAP.

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

With our consolidation with Benton Middle School next year, there are many things that can be done with the program. The teachers have been meeting and plan to meet more to discuss ways to blend the two schools' programs. They then can look at ways on sustaining and improving the new school's program.

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Writing Program Review

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

A strength that the Writing Program has is the development and implementation of a school writing plan.

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.

The writing teachers feel that they could improve in the area of providing feedback. To clarify, they would like to have more opportunities to have one-on-one conferences with students to reflect on their writing scores and their strengths and weaknesses. Based on this information, the student would create goals for their future scores.

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

With our consolidation with Benton Middle School next year, there are many things that can be done with the program. The teachers have been meeting and plan to meet more to discuss ways to blend the two schools' programs. They then can look at ways on sustaining and improving the new school's program.

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K-3 Program Review

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

N/A

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.

N/A

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

N/A

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Global Competency/World Languages Program Review

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

A strength of this program area is that students were offered Spanish, which could lead to a high school credit. Students had the opportunity to take a test at the end of the course in order to receive a high school credit.

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.

An area of improvement in this program area is that we need to make Spanish available for more students.

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

With our consolidation with Benton Middle School next year, there are many things that can be done with the program. This will provide an opportunity to revamp and change the way we offer these courses.

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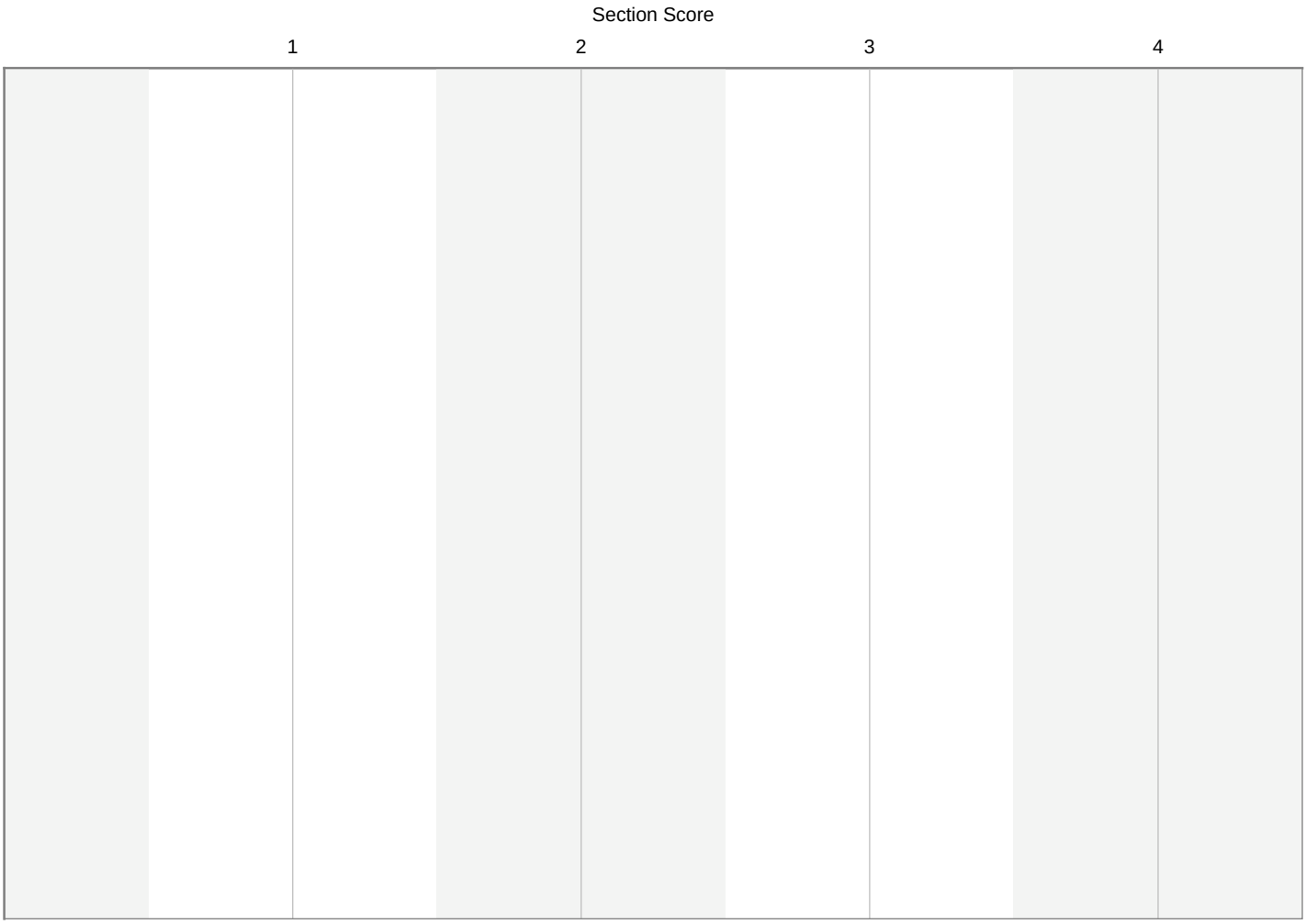
Report Summary

Scores By Section



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Program Review: Global Competency/World Language

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Introduction

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

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

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Curriculum and Instruction: Student Access

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

Overall Rating: 1.67

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

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

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

Students learn about foreign language and culture in multiple content areas.

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

Students learn about foreign language and culture in multiple content areas.

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 1.67

	Statement or Question	Response	Rating
a)	To what extent does the Global Competency/World Languages curriculum focus on communicative proficiency and alignment to the ACTFL World-Readiness Standards for Learning Languages (national) and the Kentucky Standard for World Languages Proficiency (state)?	The Global Competency/World Languages curriculum focuses on communicative proficiency and is aligned to the national and state standards.	Proficient

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

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

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

Students learn about foreign language and culture in multiple content areas.

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

Students learn about foreign language and culture in multiple content areas.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 1.0

	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 more on grammar than communication; and limited opportunities to communicate in the target language with other individuals in authentic cultural contexts.	Needs Improvement

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

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

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

Students learn about foreign language and culture in multiple content areas.

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

Students learn about foreign language and culture in multiple content areas.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 1.0

	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 demonstrate slow and/or inconsistent growth in the achievement of proficiency in only one or two modes of communication for language learning.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent and how do students demonstrate benchmarked growth in their World Languages intercultural competencies (abilities to interact and negotiate language usage in an authentic cultural setting) based on the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency; and Global Competency skills (the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance) based on the Global Competency Matrix?	Students demonstrate limited growth in meeting benchmarks for World Languages intercultural competencies and/or Global Competency skills.	Needs Improvement

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

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

Students learn about foreign language and culture in multiple content areas.

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

Students learn about foreign language and culture in multiple content areas.

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Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent are formative and summative assessments aligned to the state and national standards/expectations for Global Competency/World Languages proficiency and demonstrate sound assessment design principles?	Global Competency/World Languages formative and summative assessments are aligned to state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices. All assessments demonstrate sound design principles including assessment methods that match learning targets, representative sampling of learning targets, high quality tasks and scoring guides, free from bias and designed so students can self-assess and set goals for further learning.	Proficient

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

Assessments are completed on PLATO, which are aligned to the standards.

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

Assessments are completed on PLATO, which are aligned to the standards.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 1.0

	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 occasionally 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.	Needs Improvement

	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 occasionally 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.	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.

Assessments are completed on PLATO, which are aligned to the standards.

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

Assessments are completed on PLATO, which are aligned to the standards.

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Formative and Summative Assessment: Assessment Of/For Learning

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

Overall Rating: 2.0

	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 provided with meaningful, relevant and timely feedback from a variety of sources (e.g., facilitators/teachers, peers, experts, etc.) so they may improve their performance in Global Competency and World Languages skills.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills?	Students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills.	Proficient

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

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

Assessments are completed on PLATO, which are aligned to the standards.

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

Assessments are completed on PLATO, which are aligned to the standards.

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Professional Learning: Opportunity

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

Overall Rating: 2.25

	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?	Ongoing assessment of the implementation of the PGP results in necessary adjustments that result in increased teacher effectiveness and student learning.	Distinguished

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

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

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

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

Each teacher has a PGP based on a self-reflection. Regular PD opportunities are provided for all teachers.

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

Each teacher has a PGP based on a self-reflection. Regular PD opportunities are provided for all teachers.

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Professional Learning: Participation

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

Overall Rating: 1.75

	Statement or Question	Response	Rating
a)	To what extent do teachers participate in content-specific professional learning opportunities based on analysis of school and student data; and to what extent is there evidence of implementation?	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.

Each teacher is a member of a district PLC related to their content area.

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

Each teacher is a member of a district PLC related to their content area.

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School Leadership: Policies and Monitoring

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

Overall Rating: 1.22

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

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

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

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

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

	Statement or Question	Response	Rating
f)	To what extent does school leadership allocate equitable time (including travel time between buildings), appropriate facilities and resources to implement the Global Competency/World Languages program?	School leadership allocates equitable time, appropriate facilities and resources to implement the Global Competency/World Languages program.	Proficient

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	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

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

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

District/school does support the World Languages Program.

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

District/school does support the World Languages Program.

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School Leadership: Principal Leadership

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

Overall Rating: 1.5

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

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the Global Competency/World Languages program?	The principal 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 creates opportunities to engage in dialogue with school, parents and community regarding the Global Competency/World Languages program.	Proficient

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

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

Principal provides necessary support for world languages program.

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

Principal provides necessary support for world languages program.

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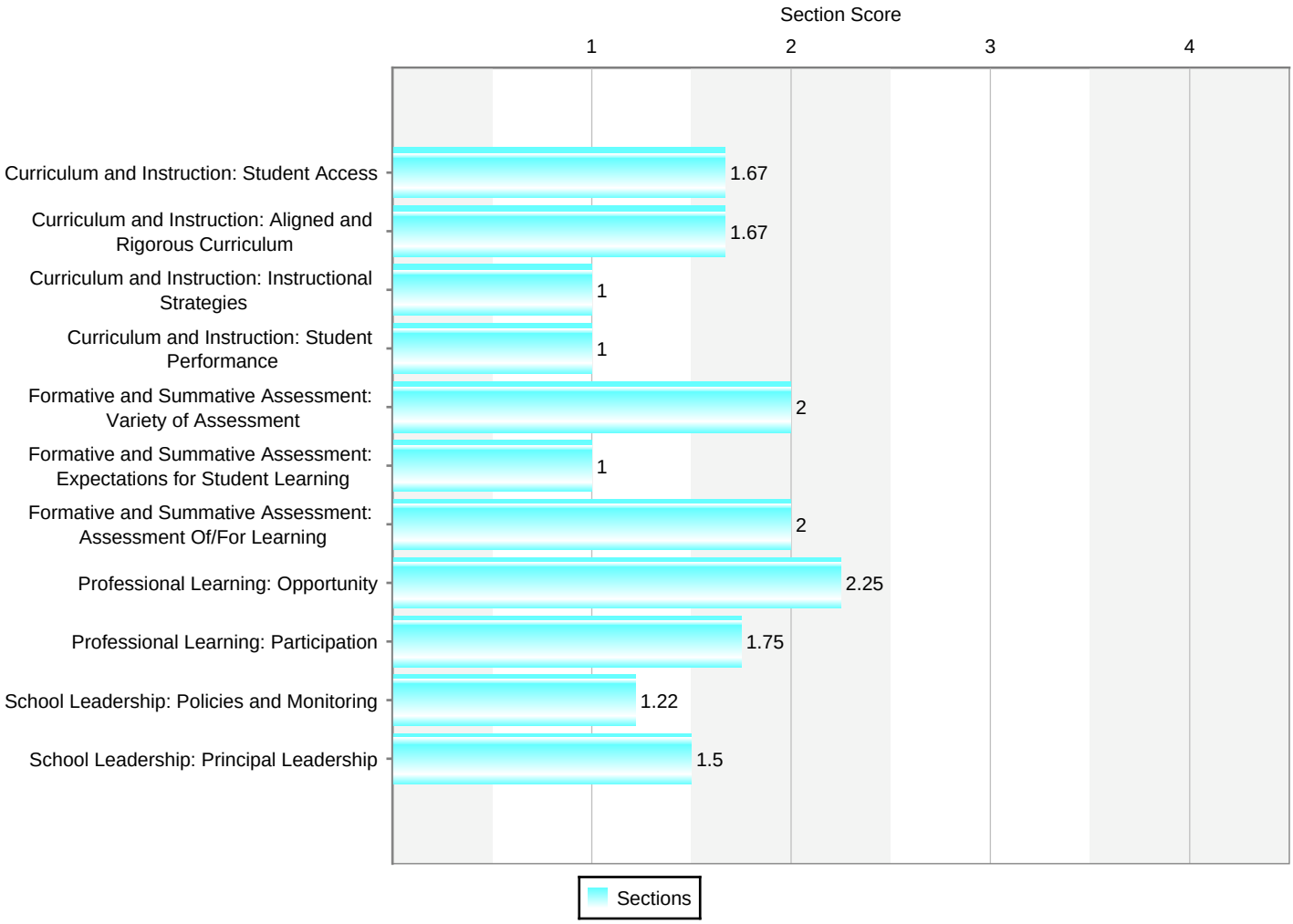
Report Summary

Scores By Section



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Career Advising Diagnostic (required grades 6-12)

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Introduction

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

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

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

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

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

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

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

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Advising Program

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

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

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

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

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

	Statement or Question	Response	Rating
6.	Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.	School & staff have a limited advising program but does not ensure every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP. Some students have access to accelerated learning opportunities that are aligned with their ILPs.	Proficient

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

	Statement or Question	Response	Rating
8.	Advising program sets goals and implements strategies to address achievement gaps.	The school utilizes the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off-track students are provided intensive services.	Distinguished

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

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