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Program Review: Practical Living and Career Studies

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Southgate Independent School

Southgate Independent School District

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Southgate, KY 41071

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Introduction

This report contains Program Review results for Practical Living and Career Studies. This program review is required as part of Kentucky's new assessment and accountability model. 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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Program Review: Practical Living and Career Studies

Curriculum and Instruction: Student Access

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

	Statement or Question	Response	Rating
Question A:	To what extent does the school ensure all students, including those from diverse populations, receive PL/CS instruction?	The PL/CS curriculum includes instruction for students from diverse populations (i.e., special needs, gifted/talented, ethnicity, gender, socio-economics, etc.) and maintains high quality teaching and learning.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school provide advising programs that include components of the ILP?	An advising program is offered and utilized by all students and includes all relevant components of the ILP as part of the curriculum.	Distinguished

	Statement or Question	Response	Rating
Question C:	To what extent does the school provide PL/CS interdisciplinary and advanced courses?	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Individual Learning Plan (ILP) student interest reports
- Pacing guides/curriculum maps
- Master schedule
- Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/ILP/Limited English Proficient(LEP)

a. Lesson plans, master schedule and curriculum maps document that the PL/CS curriculum is offered to all grade levels throughout the course of the year.
   The PL/CS teacher has a copy of IEP's and works with Special Education teachers to adequately provide intruction.
b. ILP's are introduced starting in grade 6 and are monitored through grade 8.The same teacher works with students and tracks progress of ILP.
c. Our district does not have a secondary level.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
Question A:	To what extent does the school's PL/CS curriculum develop core knowledge and skills?	PL/CS curriculum is aligned vertically to ensure development of core knowledge, motor skills, life skills, self-efficacy, confidence, self-management abilities that are essential to personal growth and development of all students.	Distinguished

	Statement or Question	Response	Rating
Question B:	To what extent does the school's PL/CS curriculum provide opportunities for students to develop decision-making skills?	The PL/CS curriculum provides opportunities for all students to develop decision-making skills impacting their own health, nutrition and environment.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the school's PL/CS curriculum provide opportunities for all students to demonstrate life skills?	PL/CS curriculum provides opportunity for all students to practice life skills such as goal-setting, critical thinking, problem solving, coping, accessing information and resources, and decision-making.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school's curriculum include integration of historical and current leaders?	Studies of historical and current leaders are limited in the PL/CS curriculum.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent are the students exposed to guest speakers?	Students are exposed to few or no guest speakers in a variety of leadership positions and career fields.	Needs Improvement

	Statement or Question	Response	Rating
Heath Education - Question A:	To what extent is the school's health education curriculum planned, sequential, integrated, and aligned?	The K-12 Health education curriculum is planned, sequential and integrated to meet the health and safety needs of all students.	Proficient

	Statement or Question	Response	Rating
Heath Education - Question B:	To what extent does the school's health education curriculum address local, state, and national standards?	The K-12 curriculum addresses all local, state and national health education standards appropriate to the applicable grade levels and is vertically aligned within the district.	Distinguished

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	Statement or Question	Response	Rating
Heath Education - Question C:	To what extent does the school's health education curriculum provide strategies and activities for the National Health Education Standards?	The health education curriculum provides active learning strategies and activities of most of the National Health Education Standards, and covers most of the health education content areas.	Proficient

	Statement or Question	Response	Rating
Heath Education - Question D:	To what extent does the school's health education curriculum life skills that influence healthy relationships?	Information about healthy relationships and the life skills to interact appropriately with family, peers and the workplace, is integrated into the PL/CS curriculum.	Proficient

	Statement or Question	Response	Rating
Physical Education - Question A:	To what extent does the school's physical education curriculum meet the expectations of the Physical Education Curriculum Analysis Tool (PECAT)?	A physical education curriculum exists, with many consistencies with the expectations delineated by the CDC's Physical Education Curriculum Analysis Tool (PECAT).	Proficient

	Statement or Question	Response	Rating
Physical Education - Question B:	To what extent do the students implement Frequency, Intensity, Type, Time (FITT) Plans?	Physical Education curriculum includes an introduction to Frequency, Intensity, Type, Time (FITT) Plans.	Needs Improvement

	Statement or Question	Response	Rating
Physical Education - Question C:	To what extent do students participate in a comprehensive school-based physical activity program?	All students actively participate in two components of a comprehensive school-based physical activity program (e.g., classroom physical activity breaks, recess/activity breaks, out-of-school program, intramurals, activities including parents, and community based programs, etc.).	Needs Improvement

	Statement or Question	Response	Rating
Consumerism/Financial Literacy - Question A:	To what extent do all students learn about consumer rights, responsibilities, and decision making?	All students learn about consumer rights, responsibilities, and decision-making (e.g. wants, needs, values, comparing products/services, evaluating advertising techniques/media).	Proficient

	Statement or Question	Response	Rating
Consumerism/Financial Literacy - Question B:	To what extent are instruction and opportunities provided for students to evaluate the impact of consumer decisions on the environment?	Instruction and opportunities are provided for all students to evaluate the impact of consumer decisions on the environment (e.g. reducing, reusing, recycling, green choices).	Proficient

	Statement or Question	Response	Rating
Consumerism/Financial Literacy - Question C:	To what extent does curriculum include current information on product safety and values?	Curriculum does not include instruction related to current information on product safety and value (e.g. recalls, ratings, consumer reports).	Needs Improvement

	Statement or Question	Response	Rating
Consumerism/Financial Literacy - Question D:	To what extent are instructional opportunities provided for all students to evaluate the impact of consumer decisions on nutrition and health?	Few instructional opportunities are provided for all students to evaluate impact of consumer decisions on nutrition and health.	Needs Improvement

	Statement or Question	Response	Rating
Consumerism/Financial Literacy - Question E:	To what extent do all students have opportunities to learn about problem solving and critical thinking regarding money management, financial planning, savings, investments, and consumer credit?	All students have opportunities to learn about problem-solving and critical thinking regarding money management, financial planning, savings, investments and consumer credit.	Proficient

	Statement or Question	Response	Rating
Consumerism/Financial Literacy - Question F:	To what extent does the PL/CS curriculum include content related to taxes and their impact on services provided by various governmental agencies?	The PL/CS curriculum does not include content related to taxes and its impact on services provided by various government agencies.	Needs Improvement

	Statement or Question	Response	Rating
Consumerism/Financial Literacy - Question G:	To what extent do students engage in financial decision making or entrepreneurial experiences?	Limited for no opportunities are provided for students to engage in financial decision-making or entrepreneurial experiences.	Needs Improvement

	Statement or Question	Response	Rating
Consumerism/Financial Literacy - Question H:	To what extent do students have opportunities to learn from outside experts about available resources of financial systems?	Students have limited or opportunities to learn from outside experts about available resources of financial systems (e.g. guest speakers from local banks, credit unions, financial planners).	Needs Improvement

	Statement or Question	Response	Rating
Career Studies - Question A:	To what extent are the career pathways implemented in the state's 14 identified Career Clusters for high school students? (HIGH SCHOOL)	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

	Statement or Question	Response	Rating
Career Studies - Question B:	To what extend does the PL/CS curriculum incorporate connections to community, society, industry, and current events?	The PL/CS curriculum provides few or no connections to community, society, industry, and current events.	Needs Improvement

	Statement or Question	Response	Rating
Career Studies - Question C:	To what extent are articulation agreements and dual credit agreements a part of career pathways at the high school level? (HIGH SCHOOL)	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

	Statement or Question	Response	Rating
Career Studies - Question D:	To what extent are all students introduced to the 14 career clusters at the elementary level? (ELEMENTARY)	A minimal introduction to the 14 Career Clusters is provided at the elementary level.	Needs Improvement

	Statement or Question	Response	Rating
Career Studies - Question E:	To what extent is a formalized plan for introducing and using the ILP in place for the 6th grade and beyond? (MIDDLE AND HIGH SCHOOL)	A formalized plan for introducing and using an ILP is started in the 6th grade and is monitored and revised to reflect student needs and interests over time.	Distinguished

	Statement or Question	Response	Rating
Career Studies - Question F:	To what extent to all high school students select and note in their ILP's at least four course related to their career major and one of the state's 14 Career Clusters?	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Pacing guides/curriculum maps
- Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements
- Rubrics, skill assessments, lesson plans showing a variety of strategies for instruction and assessment
- Documentation of Guest Speakers
- Newspaper articles and other media artifacts
- Evidence of Reality Store activities on school schedule
- Documentation of physical activity opportunity offerings
- Artifacts from physical activity opportunities (e.g. pictures of parent nights, flyer for fun run)
- Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)

PL/CS: Lesson plans docoment lessons on goal setting, decision making, problem solving, etc

Health: Lesson plans and curriculum map show sequential learning. One teacher teaches all students in health class. Allows for vertical allignment, power points on different health topics, Health Fair for all students yearly

Physical Education: use of SPARK curriculum which uses the PECAT tool as a reference, lesson plans document teaching of FITT Model, FITT Model posters hang in gym, school schedule includes weekly PE time and daily recess for all students, karate class offered once a year, Flying Piglet (using running logs) offered once a year, school sports teams available to all

Consumer: Lesson plans document lessons on consumer literacy, Reality Store happens every other year

Career: Lesson plans document 14 Career Clusters, media teacher keeps records of ILP's starting in 6th grade, works with students on revising and completion of ILP.

Curriculum and Instruction: Instructional Strategies

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

	Statement or Question	Response	Rating
Question A:	To what extent does the school's PL/CS curriculum engage students in higher order thinking, creativity, and problem-solving skills?	The PL/CS curriculum engages all students in higher order thinking, creativity and problem-solving skills.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the PL/CS curriculum attend to multiple intelligences and abilities?	The PL/CS curriculum attends to multiple intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional).	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the school integrate relevant technology tools into classroom content?	Relevant technology tools (e.g., smart boards, keyboarding at elementary level, internet research, podcasting, pedometers, Wii) are integrated into classroom content and utilized by students and teachers.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school utilize Advisory Committees?	Beyond the PL/CS staff, there are few additional stakeholders engaged as support or resource for student career and wellness instruction.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the school integrate appropriate communication skills and presentation techniques?	Appropriate communication skills (e.g., verbal, non-verbal, written, listening, and interview skills) and presentation techniques are integrated across a variety of content areas.	Proficient

	Statement or Question	Response	Rating
Question F:	To what extent does the school's academic and PL/CS teachers collaborate to integrate core academic areas in the PL/CS curriculum?	There is minimal collaboration among Academic and PL/CS teachers to integrate core academic areas in PL/CS curriculum.	Needs Improvement

	Statement or Question	Response	Rating
Question G:	To what extent do the school's students apply technical mathematics, reading, and writing skills to support and demonstrate learning?	Students are not given an opportunity to systematically apply technical mathematics, reading and writing skills to support and demonstrate learning.	Needs Improvement

	Statement or Question	Response	Rating
Question H:	To what extent are the students provided opportunities to utilize social and life skills in a cooperative learning and/or teamwork environment?	Students are regularly provided opportunities to utilize social and life skills (e.g., problem-solving, goal setting, decision-making) in a cooperative learning and/or teamwork environment.	Proficient

	Statement or Question	Response	Rating
Question I:	To what extent do students use problem-solving and critical thinking skills to interpret and analyze data as related to specific PL/CS content?	Students rarely use problem-solving and critical thinking skills to interpret and analyze data as related to specific PL/CS content.	Needs Improvement

	Statement or Question	Response	Rating
Question J:	To what extent does the school's PL/CS curriculum connect to the community, society, and current events?	The PL/CS curriculum incorporates connections to community, society and current events.	Proficient

	Statement or Question	Response	Rating
Heath Education - Question A:	To what extent does the school integrate techniques and strategies to effectively resolve conflict in the PL/CS curriculum?	Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are integrated school wide.	Distinguished

	Statement or Question	Response	Rating
Physical Education - Question A:	To what extent does the school's physical education instructional strategies demonstrate teaching strategies that are consistent with national expectations as defined by NASPE?	The physical education instructional strategies usually demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.	Proficient

	Statement or Question	Response	Rating
Career Studies - Question A:	To what extent does the school integrate the ILP in some course to use as a research tool for career choices?	The school integrates the ILP in some courses to use as a research tool for career choices.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

• Examples of innovative use and integration of technology (lesson plans and student products)
• Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements
• Artifacts from school-wide programs in place to reduce conflicts and behavior issues

PL/CS: lesson plans document higher order thinking and assessments, smart board used daily in classroom, lesson plans document a variety of research projects, lesson plans document lessons attending to visual, kinesthetic, musical, linguistic, and intrapersonal learning, lesson plans document lessons on problem solving, goal setting, decision making,

and teamwork, PL uses the community in a yearly Health Fair, karate class, bi-annual Reality Store, and yearly Flying Piglet Marathon.

Health: Lesson plans document conflict resolution, posters hung around school, school counselor meeting with small groups,Girls on the Run

Physical Education: SPARK curriculum provided for full inclusion and differentiation, SPARK professional development workshops provide teachers with the instructional strategies as well as the necessary pedagogical skills needed to align instruction with the national expectations as defined by NASPE. Additionally, each SPARK lesson plan identifies the NASPE standards addressed and assessment tools demonstrate student achievement of standards-based skills and concepts.

Career Studies: The ILP is completed in media class but made available to all teachers to incorporate into their classroom as they see fit.

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Curriculum and Instruction: Student Performance

When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.

	Statement or Question	Response	Rating
Question A:	To what extent does the school provide service learning/community service activities through all PL/CS courses?	No service learning/community service activities are available through instruction or extra/co-curricular activities	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent are students provided opportunities to develop leadership skills in extra-curricular/co-curricular activities?	Student leadership opportunities are limited.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school provide student organizations or clubs?	Few student organizations or clubs are available.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent do students participate in extra/co-curriculum activities related to the PL/CS curriculum?	Extra/co-curricular activities related to PL/CS curriculum are limited and few students participate in at least one extra/co-curriculum activity per year.	Needs Improvement

	Statement or Question	Response	Rating
Heath Education - Question A:	To what extent are students provided opportunities to earn health related certificates?	Students are provided opportunities to earn health related certificates.	Proficient

	Statement or Question	Response	Rating
Physical Education - Question A:	To what extent are students provided opportunities to earn physical education related certificates?	Students are not provided opportunities to earn physical education related certificates.	Needs Improvement

	Statement or Question	Response	Rating
Physical Education - Question B:	To what extent do students demonstrate the knowledge and skills associated with the National Standards for Physical Education?	Students demonstrate the knowledge and skills associated with 3-4 of the National Standards for Physical Education.	Proficient

	Statement or Question	Response	Rating
Career Studies - Question A:	To what extent do teachers and students work together using formative and assessment data to formulate student ILP's?	Using both formative and summative assessment data as a guide, teachers and students work together to construct the Individual Learning Plan (ILP).	Proficient

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	Statement or Question	Response	Rating
Career Studies - Question B:	To what extent are a variety of work based learning opportunities provided across Career Pathways and majors?	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

	Statement or Question	Response	Rating
Career Studies - Question C:	To what extent is the ILP development for all 6th grade students?	ILP development begins at 6th grade for all students.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- •Reports from Individual Learning Plans tool
- •Student assessments of physical education knowledge and skills, i.e. motor skills, physical fitness

PL/CS: Building social skills and specifically leadership skills are a focus the SPARK curriculum. We participate in many partner and team activitites that give students opportunities to lead groups and make decisions as they work together with their classmates. These collaborative expreriences can be transferred to other activities outside of the school day.

Health: All students participate in the 5 A Day challenge with the opportunity to earn prizes. Certain grade levels (girls) are offered the opportunity to participate in Girls on the Run which provides many awards upon completion. Certain grade levels (1-6) are offered the opportunity to participate in the Flying Piglet race which offers medals upon completion.

PE: SPARK has been proven to increase moderate to vigorous physical activity (MVPA) to above 50% during PE classes. SPARK lessons are designed to provide all students many opportunites to practice skills and improve at their own pace. SPARK addresses NASPE Standard 4 by promoting physical fitness in almost every lesson and in grades 3-8.

Career Studies: Students begin work on their ILP beginning in 6th grade for all students. The media teacher works closely with each student on creating and maintaining ILP's until students leave in 8th grade.

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Formative and Summative Assessment: Variety of Assessment

Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.

	Statement or Question	Response	Rating
Question A:	To what extent are state standards used in the development of formative and summative assessments?	State standards are always used in the development of formative and summative assessments.	Distinguished

	Statement or Question	Response	Rating
Question B:	To what extent do PL/CS assessment measures respond to a variety of learning styles and abilities?	PL/CS assessment measures are responsive to a variety of learning styles and abilities (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection).	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent are formalized plans in place to monitor the completion of the students' ILP?	A formalized plan is in place to monitor the completion of students' ILP, using both formative and summative review to verify support of the student and reflect on overall quality of program implementation.	Distinguished

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

   •Individual Learning Plan usage tools
   •Pacing guides/curriculum maps
   •Lesson plans

 SPARK uses a variety of tools to provide authentic assessments teachers can use to measure student progress. Sample assessments include skill-based, performance based, cognitive, behavioral assessments.
Lesson plans and curriculum maps document state core content numbers that are being taught and assessed.
ILP's are introduced in 6th grade and are closely monitored via logs by the media teacher.

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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.

	Statement or Question	Response	Rating
Question A:	To what extent does the school's PL/CS curriculum include high expectations for all students to demonstrate progress and achievement?	The PL/CS curriculum maintains high expectations for all students to demonstrate individual progress and achievement.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent are middle and high school students required to successfully pass a health education course?	There is no requirement for middle and high school students to pass a health education course.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent can students demonstrate the knowledge and skills addressed in local, state, and national PL/CS standards?	Students can demonstrate the knowledge and skills addressed in a majority of the local, state, and national PL/CS standards.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent are students active during physical education lesson time?	Students are active for 50-74% of the physical education lesson time.	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent do students participate in physical education and/or physical activity?	Students have limited opportunity to actively participate in physical education and/or physical activity daily.	Needs Improvement

	Statement or Question	Response	Rating
Question F:	To what extent are middle and high school students required to pass a physical education course?	There is no requirement for middle and high school students to pass a physical education course.	Needs Improvement

	Statement or Question	Response	Rating
Question G:	To what extent do PL/CS teachers develop scoring guides and/or rubrics?	To create clear expectations for quality performance, the teacher develops scoring guides and/or rubrics to share with students.	Proficient

	Statement or Question	Response	Rating
Question H:	To what extent do PL/CS teachers model and guide students to apply rubrics to assess overall performance?	The teacher guides students to apply rubrics to assess overall performance.	Needs Improvement

	Statement or Question	Response	Rating
Question I:	To what extent do PL/CS teachers provide feedback to parents and students on student's performance?	Teacher provides consistent and timely feedback to student and parents on student's performance (e.g., grades, weekly, monthly and mid-term reports).	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- •Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)
- •Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)
- •Scoring guides and rubrics

a)Through SPARK workshops, teachers are provided with knowledge and strategies for holding students accountable for their individual progress and achievement through the leveled assessments, social skills instruction and goal setting activities.

c) SPARK lesson plans identify each of the NASPE standards addressed and included assessment tools demonstrate student achievement of standards-based skills and concepts.

d) The SPARK curriculum offers strategies to increase activity in physical education class. Research studies have shown that SPARK lessons increase MVPA levels in students to over 50% of class time.

e) The SPARK curriculum includes over 500 different activities presented in more than 20 themed, instructional units allowing for teachers to provide daily physical education.

f)Students who participate in Flying Piglet run keep a log of mileage run. Students who participate in Girls on the Run complete a running log also. Scoring guides accompany any major project or assignment. Smaller assignments have a shorter rubric written on smart board.

Formative and Summative Assessment: Response to Assessment

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

	Statement or Question	Response	Rating
Question A:	To what extent do PL/CS teachers use sources to reflect on and improve instructional practice?	The PL/CS teacher uses a variety of sources (including student work, assessment data, observations, and anecdotal evidence) to reflect on and improve instructional practice.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school's leadership provide access to teachers for data to use in improving student learning and achievement?	School leadership ensures all teachers have access to data (e.g., ILP, Infinite Campus, state performance reports, EPAS, access, interest inventory, etc) to analyze and use for improving student learning and achievement.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the school have a system in place to assist teachers in gathering data to assess student learning and develop an intervention plan?	No system is in place to assist teachers in gathering data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent do teachers monitor and assess the needs of diverse student populations?	Teachers use informal means to monitor and address the needs of a diverse student population including those with special needs, English language learners (ELL) and gifted students.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the school monitor student progress in the PL/CS disciplines?	Schools monitor student progress in all PL/CS disciplines.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

•Master schedule

Lesson plans document a variety of assessment including tests, performances, observations, etc. to help improve instructional practices. All teachers have access to ILP's, Infinite Campus, state test scores, MAP scores, etc. and can use this information to improve student learning. PL/CS scores are monitored through Infinite Campus and quarterly report cards and progress reports.

Professional Development and Support Services: Planning

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

	Statement or Question	Response	Rating
Question A:	To what extent is feedback at the end of professional development sessions gathered and used in the development of follow-up training?	Feedback at the end of professional development sessions is gathered but rarely used in the development of follow-up training.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent is school and student data used in planning professional development sessions?	School and student data is considered in planning professional development sessions.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent are the school's professional development opportunities aligned with Individual Professional Growth Plans?	There is no alignment between Individual Professional Growth Plans and the school's professional development offerings for PL/CS teachers.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent does the school schedule allow PL/CS and core subject teachers to collaborate?	The school schedule does not accommodate PL/CS and core subject teachers collaboration.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the school provide professional development specific to PL/CS teachers?	Professional development is provided, not specific to PL/CS teachers.	Needs Improvement

	Statement or Question	Response	Rating
Question F:	To what extent does the school provide professional development for 21st century skills?	Professional development is provided to integrate 21st century skills (e.g., problem solving, critical thinking, analyzing, and health literacy), not specific to PL/CS teachers.	Proficient

	Statement or Question	Response	Rating
Question G:	To what extent does the school provide professional development in technology?	Professional development in technology is provided for teachers.	Proficient

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	Statement or Question	Response	Rating
Question H:	To what extent does the school provide teachers with access to professional development that supports research based effective instructional strategies specific to their discipline?	Teachers have little or no access to professional development that supports research based effective instructional strategies specific to their discipline.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- •Professional development agendas and sign-in sheets for PL/CS teachers
- •Master schedule

a) Professional Development feedback is taken but rarely targeted to PL/CS so it is difficult to develop follow up training.

b) Test results are often used to steer professional development opportunites within our school. This is very rarely targeted to PL/CS.

c-e) Before this year, professional development has not been offered that related to PL/CS.

f-g) 21st Century Skills and technology professional develepment are provided within the school by the media specialist. She keeps a log of topics covered and attedees.

h) Befoe this year no PL/CS professional development has been offered. This year the SPARK curriculum has been offered. SPARK professional development workshops are designed to address the professional needs of a particular audience (based on the formative assessments conducted prior to the workshop) and to provide each attendee with a practical knowledge of SPARK's unique content and instructional strategies. Teachers leave motivated and ready to "SPARK-up" their students for a lifetime of good health.

Professional Development and Support Services: Participation

Teachers participate in program-specific professional development designed to meet their needs. All teachers participate in professional development focused on 21st century skills.

	Statement or Question	Response	Rating
Question A:	To what extent do PL/CS teachers collaborate with community partners to participate in various Advisory Committees?	Teacher representatives have limited interactions with community partners to participate on various Advisory Committees.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent does the school provide training to staff regarding the use of the ILP to help students select course offerings and develop career goals?	The school provides training to staff and communicates with parents regarding the use of the ILP to help students select course offerings and develop career goals.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the school provide PL/CS teachers with opportunities to participate in content-specific dialogue with their colleagues?	PL/CS teachers have opportunities to participate in content-specific professional dialogue with their colleagues.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school provide opportunities in the master schedule for PL/CS teachers to plan and collaborate with external partners?	Opportunities are available within the master schedule for PL/CS teachers to plan and collaborate with external partners (e.g., postsecondary education partners, business and industry personnel, civic/community organizations and area technology center staff).	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent does the school provide professional development opportunities to work with postsecondary partners?	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

	Statement or Question	Response	Rating
Question F:	To what extent do PL/CS teachers collaborate with community/business partners?	There is limited or no collaboration between PL/CS teachers and community/business partners.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- ILP usage logs
- Master schedule
- List of professional development

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•Documentation of industry and community partnerships

ILP logs are kept for all students. Staff is briefed on usage of ILP and media teacher uses the ILP to help steer students toward certain courses when they get to high school.

The master schedule shows time allowed for planning for PL/CS teachers.

During the annual Health Fair and bi-annual Reality Store the community and business partners collaborate with the PL/CS teacher.

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Professional Development and Support Services: Teacher Leadership

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

	Statement or Question	Response	Rating
Question A:	To what extent does the school provide opportunities for job-embedded professional development for PL/CS teachers?	Job-embedded professional development opportunities are provided for PL/CS teachers to encourage continuous learning and growth.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school provide leadership opportunities for all teachers?	Leadership development opportunities are available to all teachers.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Certificate of participation
- PD agenda

Professional development is offered outside of the school by the Northern Kentucky Co-Op. It has several sessions aimed at PL/CS teachers. There is also the ability to attend state wide PL/CS professional development. Due to being a PEP Grant recipient, SPARK curriculum PD was offered to PL/CS teachers.

Administrative/Leadership Support and Monitoring: Shared Vision

School Councils and administrators have developed a shared vision for insuring quality Writing instructional programs.

	Statement or Question	Response	Rating
Question A:	To what extent does the school involve school leadership, department staff, and community stakeholders in shaping and refining the vision statement?	The vision statement is shaped and refined by school leadership.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent does the school use the vision to guide decision-making and allocation of resources?	The vision is rarely used for the purpose of decision-making.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school's collaborative vision address state requirements, 21st century skills, and national standards?	The collaborative vision neglects state requirements.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent do the school's activities and projects for most program areas and grade level(s) align with the vision?	Few program areas and grade level activities and projects are aligned with the vision.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the school's vision reflect a commitment to the inclusion of PL/CS throughout the curriculum and the student's academic experience?	The school's vision reflects a commitment to the inclusion of PL/CS throughout the curriculum and throughout the student's academic experience (K-12).	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- •School Vision/Mission Statement
- •SBDM policies and minutes

There is a school mission statement but not one that particularly addresses PL/CS instructional programs. That mission statement was made by school administration. The mission statement is found throughout the school but is not used to make decisons regarding PL/CS content. The statement is also not used to align PL/CS activities and projects. The SBDM minutes will reflect a commitment to PL/CS curriculum. They allocate a money for a qualified, certified teacher that sees all students weekly to teach the curriculum.

Administrative/Leadership Support and Monitoring: Time and Resources

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

	Statement or Question	Response	Rating
Question A:	To what extent does the school provide PL/CS programs with quality materials, equipment, and technology to teach the curriculum?	The PL/CS programs have adequate quality materials, equipment and technology to teach the curriculum.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school invite teachers to participate in planning the annual school budget?	School leadership and select teachers plan the annual school budget.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school have access to external resource that benefit PL/CS instruction?	The school has access to external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants).	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the school's space meet KDE adequacy requirements to support appropriate teaching and learning?	School space does not meet KDE adequacy requirements to support appropriate teaching and learning.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the high school utilize the Career & Technical Education and Kentucky Schools Facility Planning Manuals for program planning?	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

	Statement or Question	Response	Rating
Question F:	To what extent do the school's PL/CS facilities meet industry and classroom standards for size, safety, and accessibility?	PL/CS facilities do not meet industry and classroom standards for size, safety, accessibility.	Needs Improvement

	Statement or Question	Response	Rating
Question G:	To what extent does school leadership provide instructional planning time for PL/CS teachers?	School leadership provides adequate instructional and planning time for PL/CS teachers.	Proficient

	Statement or Question	Response	Rating
Question H:	To what extent does the school assign PL/CS teachers with manageable class loads based on course and facilities?	PL/CS teachers are assigned manageable class loads based on course and facilities.	Proficient

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	Statement or Question	Response	Rating
Question I:	To what extent does the school schedule allocate time for all students to receive instruction in all four PL/CS disciplines?	Time in the school schedule is not adequately allocated for all students to receive instruction in the four PL/CS disciplines (i.e., health education, physical education, consumerism, career studies).	Needs Improvement

	Statement or Question	Response	Rating
Question J:	To what extent does the school base staff allocation on student need?	There are no policies in place to assess student need against staff allocation.	Needs Improvement

	Statement or Question	Response	Rating
Question K:	To what extent does the school provide instruction by appropriately certified teachers in all PL/CS courses?	All Instruction is provided by appropriately certified teachers in all specific PL/CS courses.	Proficient

	Statement or Question	Response	Rating
Question L:	To what extent does the school use technology and media resources to community with students and parents?	Technology and media resources are used minimally to communicate within or outside the school.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- •SBDM policies and minutes
- •Artifacts of use of technology
- •Master schedule
- •Class attendance rosters

a) PL/CS teacher has own classroom, complete with smartboard and computer to teach classroom activities. Clickers and laptops are also available. There is also a gym for PE classes. Due to receiving the PEP grant there is adequate equipment to teach the PE curriculum.

b)The PL/CS budget is set by the SBDM council.

c)At different stages in the year the school works with the Northern Kentucky Co-op, Northern Kentucky Extension Office, local banks, and other health related businesses. These resources are used in the annual Health Fair, bi-annual Reality Store, and to help with various lessons.

d)The gym does not have adequate space for older grades PE.

e) DNA

f) The gym is too small for older students and is not handicap accessible.

g)The PL/CS teachers receive adequate planning time as evidenced in the master schedule.

h) Class rosters show that class sizes are manageable and comparable to other classrooms.

i) The master schedule shows that all students receive PE once a week and see the PL teacher one other time a week. This is not enough time to cover the other 3 areas of the PL/CS curriculum.

j) All classroom teachers receive that same allocated money to help with classroom instruction.

k) The PL/CS teacher has a Bachelor's degree, a Master's degree, and is Nationally Board certified.

l) Technology is readily available and used minimally due to time constraints in the PL/CS curriculum.

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school's writing

instructional program.

	Statement or Question	Response	Rating
Question A:	To what extent does the middle and high school use data from ILP reports to determine PL/CS course offerings?	In middle and high school, data from ILP reports is not a factor in determining PL/CS course offerings.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent does the school use Advisory Committees to ensure quality PL/CS programming and policies?	The school has no system or an informal system to review PL/CS programming and policies.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does the school offer PL/CS courses?	PL/CS course offerings are limited.	Needs Improvement

	Statement or Question	Response	Rating
Question D:	To what extent does the school have a system in place for PL/CS program review?	The school uses an informal system for PL/CS program review.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the school have consistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities?	There is inconsistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities.	Needs Improvement

	Statement or Question	Response	Rating
Question F:	To what extent does the high school have measures in place to check for and prevent duplication of coursework between secondary and postsecondary levels?	This characteristic refers to a specific grade level(s) that is not a part of our school.	Not Applicable

	Statement or Question	Response	Rating
Question G:	To what extent is the school's wellness policy developed and reviewed annually, and included in the CSIP?	A school wellness policy is not developed or if one is developed it is not reviewed annually.	Needs Improvement

	Statement or Question	Response	Rating
Question H:	To what extent is the school implementing the district wellness policy via a local wellness policy?	School is implementing the district wellness policy via a local wellness policy.	Proficient

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

- Master schedule
- Wellness policy

a) ILP's are done starting in 6th grade but not used to determine PL/CS offerings.

b) PL/CS programming and policies has no system of review.

c) PL/CS offerings are limited to PE once a week and PL once a week.

d) PL/CS program review is done by the PL/PE teacher at her own pace.

e) The IEPs for students with disabilities do not take into account the career information of the ILP's.

f) na

g) A new school wellness policy is being currently developed and will be reviewed annually. This is new to this year and has not been done in the past.

h) The school wellnees policy that is being developed is based on the policy we received from the Northern Kentucky Health Department.

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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.

	Statement or Question	Response	Rating
Question A:	To what extent do the school's principal and staff collaborate to evaluate and reflect on the impact of the PL/CS instructional practices of the school to inform the professional development action plan?	The principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the PL/CS instructional practices of the school to inform instructional decisions.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school allocate time and resources to implementation of the professional development action plan?	The principal allocates equitable time and resources to implement the professional development action plan.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the school's principal initiate professional learning among staff through collaboration and self-reflection?	The principal initiates professional learning among staff through collaboration and self-reflection.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent does the principal support and participate on various PL/CS Advisory Committees?	The principal does not participate or support various PL/CS Advisory Committees.	Needs Improvement

	Statement or Question	Response	Rating
Question E:	To what extent does the principal participate in professional learning regarding the school's PL/CS program?	The principal does not participate fully in professional learning regarding the school's PL/CS Program.	Needs Improvement

Statement or Question: Identify the evidence your school has to support this demonstrator. Provide additional evidence and rationale in the narrative box below.

Response:

•Professional development action plan
•Master schedule

a) The principal enlists input from PL/CS teacher to reflect on the impact of the PL/CS program. The principal uses input to to make decisions that impact instructional decisions.
b) The professional growth plan is done together with the PL/CS teacher. Time and resources are given to fully implement the plan.
c) Professional development on collaboration is offered. There is collaboration time notes in the master schedule (for PL and media teacher).
d) There are no PL/CS Advisory Comittees.
e) All professional learning is left up to the PL/CS teacher.