



Program Review: Writing

DRAFT

Southgate Independent School

Southgate Independent School District

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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. 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: Writing

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 have access to comprehensive writing instruction?	All students have access to comprehensive writing instruction.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the school ensure that students engage in literacy learning opportunities?	Students engage in daily literacy learning opportunities across content areas.	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 writing policy/plan
- Student journals/learning logs
- Curriculum documents with student samples of integrated literacy instruction across content areas

Our school writing policy and plan state that all contents will use writing and literacy activities. Students school-wide use the four-square extended response graphic organizer. We also utilize pacing guide that require curriculum to be aligned vertically and horizontally to the Kentucky Core Academic Standards. Students across context areas keep learning logs and journals (Science, math, social studies, reading, and writing).

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 is the curriculum vertically and horizontally aligned to the Kentucky Core Academic Standards?	Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards.	Proficient

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

	Statement or Question	Response	Rating
Question C:	To what extent is technology used for instruction?	Curriculum demands competent use of a variety of technologies.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent are students provided opportunities for using technology for communication purposes?	Curriculum provides opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences.	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent do students' communication portfolios demonstrate student interest and develop communication skills across content areas?	Curriculum integrates building a communications portfolio that demonstrates student interest, and the development of writing and communication skills across the content areas and over time.	Proficient

	Statement or Question	Response	Rating
Question F:	To what extent does the curriculum provide student opportunities for demonstrating 21st century skills?	Curriculum provides opportunities for students to practice 21st century critical thinking, problem solving, and communication skills.	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:

- Curriculum documents
- School writing policy and/or plan
- Student communication portfolio meeting characteristic
- Curriculum planning documents, with student samples, that demonstrate students critical thinking, problem-solving

- Student generated podcasts, videos, Media presentations, documentaries, oral histories

Our school's writing policy and plan state that students must be given the opportunity across content areas to use various technologies in writing and communication. Our pacing guides ensure that curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards. The school technology continuum demands competent use of a variety of technologies and integrated strands of literacy across content areas. Our writing policy also states that students writing portfolios will me kept and maintained. Samples of using technology to communicate across content areas include student-produced videos and PowerPoint presentations in Social Studies, research papers and PowerPoints in Writing, research and brochures in Science and podcasts in Reading.

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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 do direct instruction and models connect to specific learning objectives?	Teachers provide direct instruction and models that demonstrates specific learning objectives.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent do students' research opportunities result in deeper understanding of a topic of personal interest?	Students research information around a topic of personal interest.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent is the use of technological tools by students meets an audience's needs?	Students identify and use the technological tools, resources, and applications necessary to attain the communication goals.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent do students integrate online and offline learning?	Students integrate what is learned when using technology with what they learn offline.	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent do students use technology to develop their literacy skills?	Students utilize technology to develop their reading, writing, speaking, listening and language use.	Proficient

	Statement or Question	Response	Rating
Question F:	To what extent do students' communication strategies demonstrate their understanding of appropriate audience, form and purpose?	Students communicate using an appropriate audience, form, and purpose.	Proficient

	Statement or Question	Response	Rating
Question G:	To what extent do students engage in collaborative discussions to inform the writing process?	Students engage in discussion with self, teacher, and peers to inform the writing process.	Proficient

	Statement or Question	Response	Rating
Question H:	To what extent does writing instruction connect to student need?	Students receive deliberate whole-class writing instruction based on determined need.	Proficient

	Statement or Question	Response	Rating
Question I:	To what extent does the school provide means for student to publish/share their work?	The school provides access to a limited means by which students can publish/share their work.	Proficient

	Statement or Question	Response	Rating
Question J:	To what extent does the school's system of interventions develop student writing and communication skills?	The school implements a system of interventions to meet individual student needs in developing writing and communication skills.	Proficient

	Statement or Question	Response	Rating
Question K:	To what extent does the school offer advanced/accelerated learning opportunities that enhance writing and communication skills?	The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication.	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 journals/writer's notebooks
- Video clips of classroom practice Student products that reflect choice and appropriate use of technology for communicating ideas
- School web pages or publications where students have opportunities to publish communication products
- Student products from clubs (journalism), writing and speech contests, publications
- Master schedule of courses, events, avenues for advanced learning opportunities and interventions
- Recordings of student presentations or student-led events

Students are given the opportunity across content areas to publish work via video PowerPoint presentation and print (newsletter). Middle grades elective courses provide writing and literacy interventions and accelerated classes (master schedule). Students participate in community speech competitions and classroom debates across content areas (Reading, Social Studies, Science). Students participate in writing "walk-throughs" in which they score and comment on peer writing samples and participate in peer evaluation workshops.

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 do students craft an appropriate communication for a specific discipline and purpose?	Students craft a communications structure distinctive to a specific discipline and purpose.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent do students build on ideas in their writing and articulate their own ideas when writing?	Students build on ideas and articulate their own ideas as part of the writing process.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent do students work with others to problem-solve?	Students learn and work together with teachers, peers, and others to problem-solve.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent are works of quality and substance referenced by students?	Students reference works of quality and substance as models.	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 writing and communication products appropriate for content areas
- Student developed models
- Unit/planning documents that reflect characteristics
- Digital media that reflects collaboration of students in problem-solving and generating products
- Student products that reflect characteristics

Students participate in debates across content areas. They also build models specific to science and social studies topics (cells, industrial revolution inventions, Greek inventions) along with written explanations. Students in social studies class write poetry to explain specific events in history. Students school wide participate in writing extended response and short answer with rubrics.

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 do teachers deconstruct standards and align learning objectives with instruction and assessments?	Teachers participate in deconstruction of standards to determine specific learning objectives and align both instruction and assessments with those objectives.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent do teachers across grade levels and content areas collaborate to align writing assessments?	Teachers collaborate to develop and /or align writing and communication assessments across grade levels and content areas.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent do teachers across grade levels and content areas collaborate on determining alignment of writing assessments to the standards?	Teachers collaborate to review writing and communication assessments for alignment with standards.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent do teachers across grade levels and content areas embed informal writing to formatively assess communication skills?	Teachers embed informal writing and communication skills to formatively assess content area learning across the curriculum.	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent do teachers formatively assess both students' writing process and products?	Teachers formatively assess student's writing processes as well as products.	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:

- Unit plans/planning documents that show alignment of assessments and instruction to standards
- Unit plans/planning documents that reflect integration of formative and summative assessment practices
- Professional learning community/meeting notes and documents developed that reflect collaborative efforts in designing assessments that meet characteristics

Our school participated in a school-wide PD and students across grade levels and content areas deconstruct learning targets in order to understand the standard. Teachers participated in gap analysis in which we worked together, across grade and content areas, to deconstruct standards and vertically and horizontally align curriculum and identify any gaps in the curriculum. This is reflected in our aligned curriculum documents, pacing guides, and gap analysis documents. Teachers use formative assessment strategies such as bell work, exit slips, questioning, and learning logs/journals across grade levels and content areas.

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 are students aware of work expectations and review and provide feedback?	Students are aware of the expectations for their work and receive and provide feedback.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent is feedback and assessment information used to by teachers and students to inform goals?	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
Question C:	To what extent do students and teachers engage in self-assessment to monitor progress towards goals?	Teachers and students engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent do teachers and students collaborate and use models in developing scoring guides?	Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication.	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 assessment results that reflect students' reflection on learning* Students' goal-setting samples
- Lesson plans that describe strategies for involving students in identifying learning strengths and needs and goals for learning
- Teachers' reflections on student assessment data
- Samples of co-developed scoring guides/rubrics

Students and teachers deconstruct state writing rubrics and score exemplar texts. Students and teachers work together across content areas and grade levels to design rubrics and writing criteria. Students create and maintain goal-setting charts for a variety of content areas. All students are given pre-assessments for every unit and feedback is given and discussed with students. Students deconstruct learning targets in order to have a clear understanding of their goals.

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 teachers across disciplines collaborate about communications assessments?	Teacher engagement in professional dialogue about writing and communications assessments across disciplines is in its early stages.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent is a plan to monitor student progress developed consistent with grade level writing standards?	Teachers are in the developing stages of designing a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent is feedback provided to, and used by, students?	Teachers and peers provide feedback on students' writing and communication products as part of a constructive feedback process.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent are students provided learning opportunities to revise before summative products are assessed?	Teachers provide opportunities for students to revise and apply new learning before summative products are assessed.	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:

- Professional learning community/team meeting notes/documents that reflect discussions and work around formative/summative assessment, including identification of next steps in instruction.
- Unit/lesson plans that reflect instructional decisions based on formative assessment results
- Student work samples that include teacher and peer feedback and reflection
- Students communications portfolio that includes process of feedback, revision before final products are produced

Writing committee and SBDM minutes (approval of writing policy/plan) reflect discussions and work around formative/summative assessments. Students participate in gallery walks and peer review in order to provide and receive authentic feedback. Student portfolios and kept and maintained.

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 does the professional development plan support the school's literacy vision?	The professional development action plan supports the school's vision for literacy (reading, writing, speaking, listening and language).	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the professional development plan meet the needs of the school and the long-term communications program vision?	The professional develop action plan is not designed to meet the needs of the school and the criteria of the district, or the long-term vision for the school's writing and communications program.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent does are stakeholders involved in the professional development plan?	The professional development action plan is not communicated to all invested stakeholders.	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:

Staff participated in differentiated instruction and reading strategies across content areas PD.

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 are teachers engaged in professional learning in support of student learning in communication skills?	Teachers receive limited professional development opportunities to develop understandings of students learning in writing and communication skills.	Needs Improvement

	Statement or Question	Response	Rating
Question B:	To what extent are teachers engaged in professional learning opportunities to enhance 21st century communication instruction?	Teachers are not participants in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.	Needs Improvement

	Statement or Question	Response	Rating
Question C:	To what extent are teachers engaged in a school-wide communications initiative?	Teachers are participants in a systematic school-wide writing and communications initiative.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent are teachers engaged in professional learning to enhance their use of formative and summative assessment learning to improve student' communication skills?	Teachers engage in no professional learning to enhance their ability to use formative and summative assessment to improve student's writing and communication skills.	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:

- Relative Professional Growth Plans
- Relative professional development agendas/notes
- School writing policy or plan that communicates participation of all teachers in the writing program

Teachers maintain individual Professional Growth Plans. The school writing policy and plan was created by teachers from various grade levels and content areas.

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 are teachers engaged as leaders?	Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) are selected to represent an intentional distributed leadership, representing all disciplines and support staff development in teaching writing and communication skills.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent are teacher leaders used in the development of school-wide writing goals?	Teacher leaders develop school-wide writing and communication goals and annually revisit those goals.	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent are teacher leaders supporting the professional development plan for writing and communication?	Teacher leaders support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent are teacher leaders involved in the decision making the school's communication plan?	Teacher leaders are engaged in collaborative decision-making, and follow up on leadership decisions to support teacher writing and communications instruction.	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent are outside experts and resources used to support the professional development action plan?	Teacher leaders utilize outside experts and resources as appropriate to support the professional development action plan.	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:

- Documentation of professional learning opportunities facilitated by teacher/teacher leaders
- Professional Learning Community notes or developed documents/outcomes
- Documentation of professional development opportunities that support instructional practices regarding writing and communication skills
- Teacher leader planning notes for mentoring, coaching, modeling, facilitating presentations

Teacher leaders participate in Kentucky Content Leadership Network and share strategies and updates monthly. The writing committee developed a writing policy and plan, including a school-wide extended response graphic organizer. Teacher leader modeling of deconstructed learning targets and modeling of extended response four-square. SBDM notes document teacher

participation in professional development opportunities.

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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 school leadership communicate expectations to staff for implementing the school's writing program?	School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does school leadership support teachers in the school's vision for literacy?	School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language).	Proficient

	Statement or Question	Response	Rating
Question C:	To what extent does the culture of student success promote critical thinking, problem solving and effective communication?	School leadership promotes a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators.	Proficient

	Statement or Question	Response	Rating
Question D:	To what extent is the culture of student and staff participation in communication promoted?	School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the school community.	Proficient

	Statement or Question	Response	Rating
Question E:	To what extent does school leadership provide support to new staff for implementing the school's writing and communications program?	School leadership supports staff new to the school in implementing the school's writing and communication program.	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:

- Program expectations within the writing policy, writing plan, and/or professional development action plan
- School publications, blogs, bulletin boards that include student and staff participation in communication

School writing policy and plan and implementation of school wide extended response graphic organizer.

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 are time and resources equitably allocated?	The principal allocates equitable time and resources to implement the professional development action plan.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the SBDM monitor staffing allocations?	The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school's program and makes informed allocation recommendations.	Distinguished

	Statement or Question	Response	Rating
Question C:	To what extent does the SBDM monitor the availability of resources?	The SBDM council monitors availability of resources for supporting the school's program and makes informed recommendations about adding to or removing from that list of resources.	Distinguished

	Statement or Question	Response	Rating
Question D:	To what extent does the SBDM monitor the use of efficient instructional time?	The SBDM council monitors the use of instructional time for supporting the school's program and offers recommendations to efficiently and resourcefully use that time.	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:

- Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic

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 SBDM use data analysis to facilitate improvement in the school's writing and communications program?	The SBDM council collects data regarding the implementation of the school's writing and communications 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:

- Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic
- Revised writing policy

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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 principal and staff collaboratively evaluate and reflect on the writing and communications program instructional practices?	The principal and staff collaboratively evaluate and reflect on the impact of the writing and communication instructional practices of the school to inform the professional development action plan.	Proficient

	Statement or Question	Response	Rating
Question B:	To what extent does the 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 C:	To what extent does professional learning regarding the school's writing and communication program?	The principal participates fully in professional learning regarding the school's writing and communication program.	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:

- Professional Learning Community (PLC) or staff meeting notes/minutes that document principal's leadership regarding the writing program
- PLC/meeting notes or outcomes that demonstrate collaborative evaluation of the writing program

Teachers maintain individual professional growth plans and attends professional development opportunities accordingly. SDBM principal's report documents professional development opportunities attended by individual teachers.