# Program Review: Arts and Humanities

# Southgate Independent School

## Southgate Independent School District

Mr. Jim Palm, Superintendent
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Southgate, KY 41071

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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.

# Curriculum and Instruction: Student Access

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

| | 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 creating, performing, and responding processes in the arts, but not all four arts disciplines are included. | Needs Improvement |

| | 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 Core Academic Standards? | Discipline-based instruction is not provided for each arts discipline as outlined in the Kentucky Core Academic Standards.<br><br>• Elementary: All students have scheduled discipline-based arts instruction providing for exploration three or less art forms outlined in the KCAS.<br><br>• Middle School: All students have access to regularly scheduled discipline-based, arts courses in three or less art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes.<br><br>• High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in three or less art forms 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. | 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

- Master schedule
- Pacing guides
- Lesson plans

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

The master schedule shows that all students have regularly scheduled music and visual art classes, but there is no regularly scheduled

dance or drama instruction. Lesson plans show that there is some access to dance instruction within music and physical education classes, though this is not on a regularly-scheduled basis. Lesson plans also show that there is some access to drama instruction within language arts classes, though this is also not on a regularly scheduled basis. Pacing guides and lesson plans show that arts instruction, while only occurring regularly in 2 arts disciplines, does include creating, performing, and responding processes.

# Curriculum and Instruction: Aligned and Rigorous Curriculum

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

| | 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 Core Academic Standards? | The arts curriculum is not fully aligned with the Kentucky Core Academic Standards. | Needs Improvement |

| | 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 Common Core Standards for English/Language Arts? | The curriculum may be designed to develop some basic arts literacy skills in the arts, but does not support full literacy in the four arts disciplines. | Needs Improvement |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **c)** | To what extent does the school ensure that the school's curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas? | Cross-curricular integration between the arts and other content areas is happening but it is not fully developed or intentionally based on the Kentucky Core Academic standards. | Needs Improvement |

| | 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, theater and visual arts from a variety of artists, cultural traditions and historical periods? | Students receive little exposure to exemplary works of dance, music, theatre and visual. | Needs Improvement |

| | 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 based on a single or limited indicator(s) of student performance. | 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, and Practical Living/Career Studies) 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.**

- Pacing guides

- Lesson plans

- Master schedule

- Student work samples

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

The arts curriculum is partially aligned with Kentucky Core Academic Standards, but there is no developed dance or drama curriculum. More work is needed in aligning the music and art curriculum vertically. Pacing guides and lesson plans show some intentional cross-curricular integration between the arts and other content areas, particularly Social Studies. Lesson plans and student work shows evidence of the study of exemplary works of art, though not in all 4 arts disciplines.

# Curriculum and Instruction: Instructional Strategies

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

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

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| b) | To what extent do teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills? | Teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills. | Proficient |

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

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| d) | To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day? | Guest artists are not used, or guest artists provide arts instruction in place of regular disciplined based arts instruction. | 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, and Practical Living/Career Studies) 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.**

- Pacing guides
- Lesson plans

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

Lesson plans show that arts teachers regularly incorporate creating, performing, and responding processes in arts instruction, as well as the use of exemplary artistic performances and products to enhance student learning. Pacing guides and lesson plans show that arts teachers provide regular theory and skills based instruction in music and art, which is applied toward the creation of original works.

# 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.

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

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

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

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

|  | 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?}? | Some students are encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment. | 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

- Lesson plans

- Student work

- Performance videos

- Performance programs

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

Lesson plans and student work samples show  variety of products and performances that engage students in creating, performing, and responding to the arts. Descriptions in paper programs, photographs, and video recordings of student performances show a variety of purposes, active student engagement, and a high level of expression.

# 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.

|  | 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 Core Academic Standards; and authentically measure a specific concept, understanding and/or skill and lead to student growth? | Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the Kentucky Core Academic Standards and authentically measure a specific concept, understanding and/or skill and lead to student growth. | Proficient |

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

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- Lesson plans
- Assessments
- Peer evaluation

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

Lesson plans and peer reviews/evaluations show evidence of students evaluate their own an others' work. Assessments used in arts classes show a focus on assessing specific learning targets.

# Formative and Summative Assessment: Expectations for Student Learning

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

|  | 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 use clearly defined rubrics or scoring guides but do not share them with students. | Needs Improvement |

|  | 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 goals that are attainable, reflect acceptable growth and are related to identified student needs, but the SMART (specific, measurable, appropriate, realistic and time bound) goals process needs refining. | 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments**

- Lesson plans
- Rubrics

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

Lesson plans indicate that arts teachers regularly use exemplars/models embedded into instruction. Rubrics/scoring guides are developed by teachers and are usually shared with students, but students do not provide input into the development of these rubrics.

# Formative and Summative Assessment: Assessment for Teaching

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

|  | 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 provide limited documented feedback to students on performances/products. | Needs Improvement |

|  | 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 engage in critique and evaluation of artistic products; but those processes are not formalized or students are not yet capable of making strong evaluations. | 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

- Lesson plans
- Student work samples
- Peer evaluations

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

Lesson plans show that students are given opportunities to critique and evaluate their own and others' work, but there is no formalized process for this. Student work samples show that arts teachers do provide students with meaningful feedback on their performances and products, but this feedback is usually from only the arts teachers and not from other staff members, adjudicators, etc.

# Professional Development: Opportunity

Professional learning 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 |
|---|---|---|---|
| **a)** | To what extent does the school ensure that the professional learning action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities? | A professional development action plan is developed. | Needs Improvement |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **b)** | To what extent does the school ensure that Job embedded professional learning opportunities are available to Arts and Humanities teachers to encourage continuous growth? | Job embedded professional development opportunities are available to Arts and Humanities teachers to encourage continuous growth. | Proficient |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **c)** | To what extent does the school ensure that Arts and Humanities professional learning opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans? | Arts and Humanities professional development opportunities are limited and do not focus on research based best practices that will support teacher Professional Growth Plans. | Needs Improvement |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **d)** | To what extent does the school ensure that the schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas? | The school encourages collaboration between Arts and Humanities and academic core teachers, but does not allocate time for collaboration to occur. | Needs Improvement |

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- School calendar

- Master schedule

- Professional development action plan

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

The professional action plan is in place at the beginning of the school year and is linked to the CDIP (Comprehensive District Improvement Plan), but it does not include any specific mention of Arts and Humanities instruction. Planning days in the school calendar provide all

teachers with the opportunity to seek out additional professional development. Arts teachers do engage in some collaboration with academic core teachers, but the master schedule does not provide common time for this to happen on a regular basis.

# Professional Development: Participation

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| a) | To what extent do Arts and Humanities teachers participate in arts content-specific professional learning selected based on school, student and teacher data analysis? | Arts and Humanities teachers participate in arts content-specific professional development, but no evidence of implementation. | Needs Improvement |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| b) | To what extent do Arts and Humanities teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement? | Arts and Humanities teachers do not participate in professional learning communities. | No Implementation |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| c) | To what extent are Arts and Humanities teachers leaders in professional organizations and the school? | Arts and Humanities teachers are not members of professional organizations. | No Implementation |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| d) | To what extent do Arts and Humanities teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on the arts? | Arts and Humanities teachers have limited contact with external partners. | Needs Improvement |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| e) | To what extent do most teachers in the school receive and implement professional learning to enhance the integration of the Arts and Humanities content into school curricula? | No teachers receive professional learning opportunities to enhance the integration of the Arts and Humanities content. | No Implementation |

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- Professional growth plans

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

All teachers, including arts teachers, maintain individualized professional growth plans.

## 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.

|  | 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? | There are no policies in place to ensure that arts concepts are taught throughout the school and across the curriculum. | No implementation |

|  | 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 and Humanities disciplines? | Time is not allocated in the school schedule for all students to receive instruction in all arts disciplines instruction. | No implementation |

|  | 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? | School leadership and select teachers plan the annual school budget. | Needs Improvement |

|  | 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 and Humanities teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs? | The principal and Arts and Humanities teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs. | Proficient |

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

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- SBDM policies
- Master scxhedule

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

SBDM policies and minutes show the process of school budget planning, equitable financial resources, appropriate facilities, and staffing allocations. The master schedule reflects protected time for visual art and music, but not for dance and drama. The master schedule also reflects that arts teachers receive planning time that is equitable with other contents, as well as manageable class loads.

# 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.

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

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **b)** | To what extent does the principal initiate and participate in professional learning regarding the school's arts programs? | The principal does not participate in professional learning regarding the school's arts programs | No implementation |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| **c)** | To what extent does the principal provide frequent communication with parents and community about arts and humanities programs? | The principal rarely provides communication with parents and community about arts and humanities programs. | 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, and Practical Living/Career Studies) 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's newsletter
- Principal's report

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

The Principal's Report is submitted to the Board of Education and SBDM on a monthly basis, and the Principal's Corner provides parents with dates and times of upcoming arts events.