Program Review: Practical

Living/Career Studies

Southgate Independent School

Southgate Independent School District

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Introduction

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

Curriculum and Instruction: Health Education

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Core Academic Standards for PL/CS?	A comprehensive health education curriculum is sequentially planned and aligns with the Kentucky Core Academic Standards for Practical Living.	Proficient

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Heath Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee annually collects and analyzes data to create/review the school wellness policy and utilizes the policy to guide collaboration and integration of health education instruction throughout the school environment.	Distinguished

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

1. The health education curriculum map
2. The master schedule
3. Lesson plans and curriculum map
4. Sign in sheets, notes, and agendas of regular Coordinated School Health Committee meetings
5. Fit for Life (PEP Grant) team data
6.Fit for Life Nights

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

1. The health education curriculum map shows a sequentially planned and aligned curriculum for all students in grades k-8.
2. The health education curriculum map and lesson plans show that all lessons are aligned with the Kentucky Core Academic Standards for Practical Living.
3. The master schedule shows weekly opportunities for all students k-8 to participate in a health education class.
4. Lesson plans and curriculum map shows that all studens k-8 receive instruction in all health education content areas.
5. Fit for Life nights give students and community opportunity to learn and practice healthy choices.
5. Data collected by PEP team members shows all students health levels are monitored.

Curriculum and Instruction: Physical Education

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Core Academic Standards for PL/CS?	The physical education curriculum utilizes CDC's Physical Education Curriculum Analysis Tool (PECAT) to develop a K-12 (district and/or school) scope and sequence; as part of a comprehensive physical education program that is aligned to the KCAS for practical living.	Distinguished

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Heath Committee utilize a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of physical education instruction as well as increase physical activity opportunities throughout the school environment?	A Coordinated School Health committee is in place but is not used to inform instructional practices and/or increase physical activity opportunities within the school environment.	Needs Improvement

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

1. PECAT scores
2. SPARK curriculum
3. PE curriculum map
4. Master schedule
5. Lesson plans
6. Coordinated School Health Committee minutes, sign in sheets, agendas
7. Events such as Flying Piglet, Health Fair, Fit for Life Night

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

1. PECAT analysis tool was used to assess the school's physical education curriculum.
2. The use of the SPARK curriculum ensures a comprehensive physical education program that is aligned to the KCAS for practical living. The SPARK curriculum teaches all of the basic movement and motor skills that children need for development. Each program provides social skills lessons to develop skills such as confidence, cooperation, responsibility, and improve social interaction among their peers.
3. PE curriculum map shows an aligned physical educatiom curriculum for all students k-12.
4. Master schedule shows weekly opportunities for physical education for all students in grades k- 12.
5. Lesson plans show differentitated learning strategies and activities to ensure all students develop compentency and confindence in motor skills.
6. Coordinated School Health Committee minutes, sign in sheets, agendas prove the existence   of said committe but little is done to increase physical activity opportunities within the school.
7. Physical education is rarely integrated into other content areas.

Curriculum and Instruction: Consumerism

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

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?	Students have limited opportunities to engage in financial decision making.	Needs Improvement

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

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

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

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.

1. Curriculum map
2. Lesson Plans
3. Reality Store

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

1. The curriculum map shows that consumer education is taught to all students in grades k-8 and
   follows KCAS for practical living.
2. Lesson plans show consumer education for all students k-8 that involves problem-solving, goal
   setting, critical thinking, decision making, and analyzing information.
3. Participation in a bi-yearly Reality Store lets students in 7th and 8th grade apply core academic
   skills to solve real world problems related to consumerism.
4. Use of smart boards, and computes help with delivery of consumer education.

Curriculum and Instruction: Career Education

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

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information?	Students acquire basic career education knowledge, but have limited opportunities to develop real world skills related to the topic.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs?	Career education curriculum has limited connection to local business and industry.	Needs Improvement

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

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

	Statement or Question	Response	Rating
f)	To what extent does the school ensure information about careers is routinely integrated into the total school curriculum?	Information about careers is limited to specific classes and/or grade levels.	Needs Improvement

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

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

1. Curriculum Map
2. Lesson plans
3. Technology usage

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

1. Curriculum Map shows career education that is aligned to state standards being taught to all
   students in grades k-8.
2. Lesson plans show all students in grades k-8 receiving basic career education knowledge.
3. Smart boards and computers are used to deliver career education.

Curriculum and Instruction: ILP

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. A process is in place to ensure that parents have received access information for the ILP?	ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. Parents receive access information for the ILP, while school and community trainings are also provided for teachers and parents regarding the integration of the ILP tool.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP?	Students and teachers do not use assessment data to construct, revise or update the ILP.	No Implementation

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	Monitoring of ILP completion is informal and irregular.	Needs Improvement

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

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1. Student ILP logs

2. Parent ILP meetings

3. ILP advising meetings

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

1. Students beging ILP in 6th grade under the direction of the media specialist. It is part of their class requierement. It is revisited in 7th and 8th grade undert the direction of the same teacher who monitors each student's progress.

2. Parent ILP meetings are offered through the media specialist at the beginning of each year. The media specialiste explains how the ILP works and how each student can use their ILP.

3. ILP advising meetings with each student are held at least 2 weeks out of every quarter by the media specialist. While these meetings are at regular intervals, they are informal.

Formative and Summative Assessment: Assessments

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

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

	Statement or Question	Response	Rating
b)	To what extent are traditional PL/CS assessment measures responsive to a variety of learning styles and abilities?	Traditional PLCS assessment measures are responsive to a variety of learning styles and abilities.	Proficient

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

1. Lesson Plans
2. SPARK Curriculum

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

1. PLCS lesson plans show a variety of assessments for each lesson. These assessments are responsive to a variety of learning styles. Some include written quizzes, tests, exit slips, extended response and short answer questions. Others include performances, skits, partner or group discussions, drawings, and songs.

2. SPARK curriculum 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.

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
a)	To what extent do PL/CS teachers develop scoring guides, models and rubrics, and apply these to assess student performance?	PLCS teachers develop scoring guides, models and rubrics, and apply these to assess student performance.	Proficient

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

1. SPArK Curriculum

2. Lesson Plans

3. Examples of scoring guides

4. Posted Learning Targets

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

1.a)Though SPARK workshops and curriculum content, 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.

g) Performance rubrics are provided with each SPARK instructional unit. Hard copies can be found in the SPARKfolio while electronic copies are located on the SPARKfamily.org website.

2. Lesson plans document that larger units come with scoring guides.

3. Scoring guides give students a clear understanding of what is expected of them and how they will be assessed.

4. Learning targets are posted daily which show what students should be able to do by the end of the class.

Professional Development and Support Services: Opportunities

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
a)	To what extent does the school ensure that the professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the PL/CS disciplines?	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 development opportunities are available to PL/CS teachers to encourage continuous growth?	Job embedded professional development opportunities are available to PLCS teachers to encourage continuous growth.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that PL/CS professional development opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans?	PLCS professional development opportunities focus on research-based best practices that support teacher Professional Growth Plans.	Proficient

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

1. Planning Days
2. SPARK Training
3. National AAHPERD Convention

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

1. There are planning days built into the school calendar that allow for all teachers to receive professional development in their content area or general education.
2. SPARK PE curriculum training was attended in the beginning of the year to refresh encourage professional growth.

3. PE teacher attended the National AAHPERD convention in Charlotte, NC.

Professional Development and Support Services: Participation

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

	Statement or Question	Response	Rating
a)	To what extent do PL/CS teachers participate in content-specific professional development selected based on school, student and teacher data analysis?	PLCS teachers are provided opportunities for content-specific professional development, but do not participate.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent do PL/CS teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement?	PLCS teachers are members of professional learning communities.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent are PL/CS teachers leaders in professional organizations and the school?	PLCS teachers are members of professional organizations.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do PL/CS 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?	PLCS teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs, and community groups.	Proficient

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

1. SPARK workshops

2. AAHPERD convention

3. Health Fair, Flying Piglet, Reality Store

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

1. SPARK workshops- a) SPARK has each workshop attendee complete an in-service evaluation after a workshop. These evaluations measure the effectiveness of the training session and are then presented to the host. In addition SPARK provides a Final Debriefing Form for the district to administer near the end of the school year to all SPARK workshop attendees. This survey asks questions regarding teacher/youth leader utilization of the program (quantity and quality) and their impressions of its effects on student achievement.
b) SPARK workshops are modified and targeted to meet the needs of each school or agency. To accomplish this goal, SPARK staff conducts a phone interview to understand the vision and direction of the participating school. Additionally, SPARK disseminates a survey to each workshop attendee to analyze current offerings, ascertain program strengths, successes, and what they would like to focus on during staff development.
c) 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.

2. AAHPERD convention- PE/PL teacher attended the national convention in Charlotte, NC. Along with this came membership into the professional organization and a networking of teachers from around the country to discuss instructional practices, data analysis, and student achievement.

3. Health Fair, Flying Piglet, Reality Store- these events are held annually and rely on regular collaboration with community and business partners.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

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

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

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

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

	Statement or Question	Response	Rating
f)	To what extent do the principal and program teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the PL/CS programs?	School leadership and program teacher leaders collaborate to allocate time and resources to implement the PLCS programs.	Proficient

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

	Statement or Question	Response	Rating
h)	To what extent does school leadership ensure that Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PL/CS programming policies?	Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies.	Proficient

	Statement or Question	Response	Rating
i)	To what extent does school leadership ensure that the school is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; and goals for school wellness are included in the CSIP?	School is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; the school utilizes collection of BMI percentile data in their annual wellness policy review process; and goals for school wellness are included in the CSIP and CDIP.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

1. Master schedule
2. Class rosters and schedule
3. Wellness Policy

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

1. Master schedule- the master schedule documents that all students k-8 receive PLCS concepts
   throughout the school year. This time is protected from students being pulled out of class for any
   reason (i.e. counseling, speech, etc)
2. Class rosters and schedule- class rosters and schedules show that PLCS courses receive
   equitable course loads with student ratios comparable to other teachers.
3. Wellness Policy-the Wellness Policy is not in the CDIP but is reviewed annually by a committee.
   BMI data is collected along with data on eating habits, and cardiorespiratory health. This data is
   used to analyze the effectiveness of the Wellness Policy. The Wellness Committe meets several
   times throughout the school year to discuss the effectiveness and possiblity of improving the
   plan. The committee has made great changes to the overall health of the school by changing
   nutrition in the cafeteria and school parties.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist program area teacher leaders to collaborate, evaluate and reflect on the impact of PL/CS instructional practices on overall student achievement in the school?	The principal is the only evaluator of the impact of PLCS, Arts and Writing instructional practices on overall student achievement in the school.	Needs Improvement

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

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

1. Bi-annual review
2. Newsletter

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

1. Bi-annual review- the principal observes and gives feedback to the PLCS about every other year.
2. Newsletter-principal promotes some PLCS events (such as Fit for Life Nights) through the take
   home bulletin.