



Program Review: Writing

Southgate Independent School

Southgate Independent School District

Mr. Jim Palm, Superintendent
Wm. Blatt and Evergreen
Southgate, KY 41071

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Introduction

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

Curriculum and Instruction: Student Access

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

	Statement or Question	Response	Rating
a)	To what extent do students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas?	Students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments).	Students have some access to equipment and materials.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent do teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students?	Teachers provide some differentiated strategies in literacy instruction according to student need.	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

iPad integration and mobile computer lab

SmartBoards in every classroom

Student writing projects in Science and Social Studies (middle grades)

School writing policy/plan

Student journals/learning logs

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

Our school writing and policy plan state that all contents will implement writing and literacy activities. Students across content areas keep learning logs and journals. Curriculum documents show evidence of complex, close reading activities across grade levels and content areas.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
a)	To what extent is the curriculum aligned vertically and horizontally to the Kentucky Core Academic Standards for Language Arts?	Curriculum is partially aligned vertically and horizontally to the Kentucky Core Academic Standards.	Needs Improvement

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

	Statement or Question	Response	Rating
c)	To what extent does the curriculum provide opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information?	Curriculum provides opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do the communication portfolios demonstrate student interests and the integration of writing and communication skills across the content areas and over time?	Communications portfolio reflects student interests and represents the development of writing and communication skills only across some content areas.	Needs Improvement

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

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Curriculum documents

School writing policy/plan

Student writing portfolios

Curriculum planning documents, with student samples, that demonstrate student's critical thinking, problem-solving

Student generated videos, media presentation, PowerPoint presentations

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

Our writing policy and plan states that students must be given the opportunity across content areas to use various technologies in writing and communication. Students across content areas and grade levels are given the opportunity to use various forms of technology in writing and communication (glogs, blogs, videos, PowerPoint). Our 2013-2014 CDIP reflects that work will begin on vertically and horizontally aligning our curriculum in the summer of 2013. Samples of using technology to communicate across content areas include student-produced videos and PowerPoint presentations in social studies, research papers, PowerPoints, videos, brochures, glogs, blogs, videos in language arts and research, brochures, and PowerPoint in science.

Curriculum and Instruction: Instructional Strategies

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

	Statement or Question	Response	Rating
a)	To what extent do teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives?	Teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products?	Students research information around a topic of personal interest and demonstrate understanding.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent do students demonstrate media literacy through regular use of technological tools, resources and applications in reading, writing, speaking, listening and language use to meet specific communication goals?	Students access and use technological tools, resources and applications in reading, writing, speaking, listening and language use to meet general communication goals.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do students integrate what is learned when using technology with what they learn offline to develop understanding and communication?	Students seldom integrate what is learned when using technology with what they learn offline to develop understanding and communication.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent do students use varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposes?	Students use varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposes.	Proficient

	Statement or Question	Response	Rating
f)	To what extent are students engaged in discussion with teachers and peers to inform the writing process and provided a means to publish/share work?	Students engage in discussion with teachers and peers to inform the writing process and are provided with a means to publish/share work.	Proficient

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Student products that reflect choice and appropriate use of technology for communicating ideas

Student products from writing and speech competitions

Master schedule of courses for advanced learning opportunities and interventions

Recordings of student presentations or student-led events

Student gallery walks and reviews

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

Students are given the opportunity across content areas to publish work via PowerPoint presentation, video, blog, glog, and print. Middle grades elective courses provide writing and literacy interventions and accelerated courses (master schedule). Primary students are provided response to intervention courses in reading. Students participate in community speech, writing, and poster competitions and classroom debated across content areas. Students participate in writing gallery walks in which they provide and receive peer feedback. Students in middle grades participate in writing competitions monthly.

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 do students craft communication distinctive to specific disciplines and purposes?	Students demonstrate an understanding of communication structures for specific disciplines and purposes.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent do students respect cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face or virtually) to build on and articulate their own ideas?	Students respect cultural differences and attempt to build on ideas of others and articulate their own ideas.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent do students learn and work together with teachers, peers and others either face-to-face or virtually to problem-solve and generate products/outcomes tied to curriculum and learning goals?	Students learn and work together with teachers, peers and others either face-to-face or virtually to problem-solve and generate products/outcomes tied to curriculum and learning goals.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students reference works of quality and substance as models to inform their work?	Students are indiscriminate in their reference of others work as models to inform their work.	Needs Improvement

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Student writing and communication products appropriate for content areas

Student developed rubrics and models

Unit/planning documents that reflect characteristics

Student products that reflect characteristics

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

Students participate in debates across content areas. Students build models specific to content areas (science and social studies) along with written explanations. Students in social studies write poetry to explain specific events in history. Students in middle grades participate in

monthly writing scrimmages.

Formative and Summative Assessment: Assessments

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

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

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

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

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

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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

Student deconstruction of learning targets

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

Some teachers participated in PD in order to deconstruct standards and integrate formative and summative assessments. Teachers use formative assessment strategies such as pre-tests, bell work, exit slips, questioning, and learning logs/journals across grade levels and

content areas.

Formative and Summative Assessment: Expectations for Student Learning

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

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

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

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

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

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Student learning logs and journals show student reflection and goal-setting

Lesson plans indicate differentiation

Teacher reflection on student assessment data

Samples of student and teacher developed rubrics

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

Students and teachers deconstruct state writing rubrics and score exemplar texts with rationales. Students create and maintain goal-setting charts for a variety of content areas. Students deconstruct learning targets in order to have a clear understanding of their goals.

Professional Learning and Support Services: 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 professional learning action plan link to the Comprehensive School Improvement Plan (CSIP) and support grade level appropriate instruction in writing?	The professional development action plan links to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in writing.	Proficient

	Statement or Question	Response	Rating
b)	To what extent are job-embedded writing professional learning opportunities available to teachers to encourage continuous growth?	Teachers have access some job-embedded specific writing professional development opportunities.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent are writing professional learning opportunities focused on research-based best practices and planned based on school and student data and teacher Professional Growth Plans?	Writing professional development opportunities lack a 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 schedule allow for teachers to collaborate and exchange ideas about literacy best practices?	The school encourages collaboration among teachers concerning writing, but does not allocate time for collaboration to occur.	Needs Improvement

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School PD plan

CDIP

Master Schedule

Individual teacher professional growth plans

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

Some teachers have participated in writing professional development opportunities but there is little time to share and collaborate.

Professional Learning and Support Services: Participation

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

	Statement or Question	Response	Rating
a)	To what extent do teachers participate in writing content-specific professional learning selected based on school, student and teacher data analysis?	Teachers participate in writing content-specific professional development selected based on school, student and teacher data analysis.	Proficient

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

	Statement or Question	Response	Rating
c)	To what extent are teachers writing leaders and communicators in the school and professional organizations?	Teachers are not members of writing professional organizations.	Limited/No Implementation

	Statement or Question	Response	Rating
d)	To what extent do teachers regularly collaborate with community, business and postsecondary partners through advisory committees, work exchange programs and community groups with a focus on writing?	Some collaboration with external partners specifically related to writing occurs.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent do most teachers in the school receive and implement professional learning related to the integration of literacy (reading, writing, speaking, listening and language) concepts?	Some teachers outside of English/language arts in the school receive professional development related to the integration of writing/literacy concepts (reading, writing, speaking, listening and language use).	Needs Improvement

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Relative professional growth plans

School writing policy/plan that communicates participation of all teachers in literacy instruction

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

Teachers maintain individual professional growth plans. The school writing policy and plan is currently being implemented.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

	Statement or Question	Response	Rating
a)	To what extent does the school council/leadership ensure that writing concepts are taught throughout the school and across the curriculum as established in policy?	School council/leadership establishes policies to ensure that writing concepts are taught throughout the school and across the curriculum.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing?	School council/leadership and select teachers are included in the planning of the annual school budget with some consideration of allocation of resources for writing.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	School council/leadership allocates time and resources to implement the writing program, but these are not equitable to other content areas.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent are decisions related to staff assignment based on established policies that include student literacy needs and teacher certification?	Decisions related to staff assignment are based on the established policies that include student literacy needs and teacher certification.	Proficient

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SBDM agenda and minutes

CDIP

School writing policy and plan

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

SBDM minutes reflect implementation of a writing policy and plan, planning of school budget, and staff assignments.

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
a)	To what extent does the principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school?	The principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school.	Proficient

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

	Statement or Question	Response	Rating
c)	To what extent and frequency does the principal communicate with parents and the community about the writing program?	The principal does not communicate with parents about the writing program.	Limited/No Implementation

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Writing Committee

Principal's Report

Instructional Content Leadership Network

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

The principal present a report to SBDM and the Board of Education monthly. The principal participates in the Instructional Content Leadership Network and designates teachers to participate in the Kentucky Content Leadership Networks for ELA and Math.