



# **Program Review Next Step Diagnostic**

**Southgate Independent School**

**Southgate Independent School District**

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## **Introduction**

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, and the K-3. This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program.

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## **In-Depth Review**

**Statement or Question:** Identify the programs given an in-depth review during the current school year. You may select more than one.

**Response:**

- Arts and Humanities
- Practical Living/Career Studies
- Writing
- K-3

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## **Arts and Humanities Program Review**

### **What areas have been identified as strengths in the Arts & Humanities Program? What is being done to sustain these strengths?**

Students have access to weekly classes in Arts and Humanities and create, perform and respond to A and H curriculum.

Students create original works of Art

Students are actively engaged in performing and responding to the Arts

Formative/Summative Assessments are utilized and align to standards

Job embedded PD is available for the Arts

Class loads and class times are equitable for A and H teachers

Arts and Humanities Teachers reflect on impact of the Arts Programs

### **What areas have been identified that need to be improved in the Arts & Humanities Program?**

Alignment of curriculum to state standards; Arts basic in the 4 core content curriculums

More cross-curricular activities needed along with additional time for this to occur

Students need more exposure to exemplary workd in dance and theatre

Students rarely reflect on exemplary exhibits

Need to develop more rigorous academic learning goals and provide more direct feedback

Align PD in Arts and Humanities to CSIP/CDIP

Arts and Humanities teachers have limited contact with professional organizations

Arts and Humanities need greater inclusion in planning the school budget

Additional polices need to be considered to ensure all arts concepts are taught throughout curriculum; Principal does not participate in A and H PD or communicate consistently with parents/community regarding A and H program

### **What steps need to be taken to improve the Arts & Humanities program?**

Professional Development in August 2013 to provide time for cross-curricular planning between Arts and Humanities and core area teachers.

Professional Development in August 2013 to align Arts and Humanities curriculum to state standards

Professional Development and Planning Days in August 2013 to develop lesson plans and include ideas for students to reflect and receive exposure to: rigorous curriculum with feedback, reflect on exemplary exhibits, incorporate additional dance and theatre, align to CSIP/CDIP

Principal include all Arts and Humanities events on School Marquee, Website and Newsletter

Establish a budget advisory committee with cross-curricular representation

## **Practical Living/Career Studies Program Review**

**What areas have been identified as strengths in the Practical Living/Career Studies Program? What is being done to sustain these strengths?**

Health and Physical Education Curriculum is identified and taught with fidelity

The School Health Committee meets at least on a quarterly basis and reviews activities and plans events

The ILP is completed for all students and all students receive adequate advising

Kentucky Core Academic Standards are aligned and taught with fidelity

Formative Assessment

**What areas have been identified that need to be improved in the Practical Living/Career Studies Program?**

Integration of health into other subject areas

The Consumerism Curriculum is not taught in depth

Career Curriculum is limited in connections with businesses

ILP is not routinely changed based on the changing data

CSIP aligning to Professional Development for PL/CS

Collaboration time between PL and Core Areas

Principal has limited participation in PL Curriculum

**What steps need to be taken to improve the Practical Living/Career Studies program?**

Look for ways to include more consumerism into instruction

Utilize data more consistently in updating the ILP

Provide PLC time for PL to meet with Core area teachers

Increase Principal involvement in PL Curriculum

## **Writing Program Review**

### **What areas have been identified as strengths in the Writing program? What is being done to sustain these strengths?**

Literacy learning is intentionally planned across content areas

Technology is embedded into the curriculum

The Writing Process is formally discussed and taught

Learning is aligned to the curriculum and teachers, peers, others work face to face

Frequent opportunities for revision and application of new learning prior to summative assessments

Students know expectations and are given feedback using standard specific language

PD aligns to CSIP for the writing program

Teachers have engaged and participated in writing specific PD

Teacher leaders are enlisted to impact writing practices

### **What areas have been identified that need to be improved in the Writing program?**

Communication Portfolio only represents skills over some content areas

Curriculum does not provide sufficient opportunities for to practice 21st century critical thinking skills and connect to real world experiences sufficiently

Students seldom integrate what is learned online to offline understanding and communication

Students limited to the extent informaton is researched to seek a deeper understanding of a topic and demonstrate understanding through products

Students are indiscriminate in their referencing of others work as models to inform their work

Limited in collaboration, monitoring student progress consistent with writing standards and providing constructive feedback

Professional Development with research based best practices is needed across all contents

Greater attention by SBDM and Leadership on Writing Program and communication to parents about the writing program

### **What steps need to be taken to improve the Writing program?**

Literacy and Writing need to be expanded along with Professional Development to ensure all content areas are adequately represented

Intentional focus needs to be placed on writing across the curriculum, providing meaningful feedback and aligning to 21st Century Skills

Collaboration between contents and time to meet in PLC's with the focus on Literacy and Writing needs to take place more often

SBDM and Leadership need to increase focus on Literacy and Writing to ensure adequate implementation of the standards

## **K-3 Program Review**

**What areas have been identified as strengths in the K-3 program? What is being done to sustain these strengths?**

Standards are taught and mostly aligned to grade level

Frequent formative assessment is used that impacts instruction

Students are assigned RTI based on data

A variety of equipment and materials (programs, technology, etc...) is available and utilized on a daily basis

The schedule maximizes instructional time

Professional Development is aligned to the CDIP and embedded into instruction

**What areas have been identified that need to be improved in the K-3 program?**

Increased collaboration between grade levels is needed

The curriculum continues the need to be refined and standards fully developed

RTI continues to be effective, but process needs to be fine-tuned

Differentiation and Formative assessment continue to be completely developed

**What steps need to be taken to improve the K-3 program?**

Regular PLC time for teachers to meet and share practices, strategies, discuss students, etc...

Fine-Tune RTI process

Continue with PD and utilizing Plan Days for effective instructional strategies