



KDE Program Review Report for Schools

Southgate Public School

Southgate Independent

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TABLE OF CONTENTS

Introduction.....	1
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Program Review: Arts and Humanities

Introduction.....	3
Curriculum and Instruction: Student Access.....	4
Curriculum and Instruction: Aligned and Rigorous Curriculum.....	6
Curriculum and Instruction: Instructional Strategies.....	8
Curriculum and Instruction: Student Performance.....	10
Formative and Summative Assessment: Assessments.....	12
Formative and Summative Assessment: Expectations for Student Learning.....	13
Formative and Summative Assessment: Assessment for Learning.....	14
Professional Learning: Opportunity.....	15
Professional Learning: Participation.....	17
Administrative/Leadership Support and Monitoring: Policies and Monitoring.....	19
Administrative/Leadership Support and Monitoring: Principal Leadership.....	21
Report Summary.....	22

Program Review: Practical Living/Career Studies

Introduction.....	24
Curriculum and Instruction: Health Education.....	25

Curriculum and Instruction: Physical Education.....	27
Curriculum and Instruction: Consumerism.....	29
Curriculum and Instruction: Career Education.....	31
Curriculum and Instruction: ILP.....	33
Formative and Summative Assessment: Assessments.....	35
Formative and Summative Assessment: Expectations for Student Learning.....	37
Professional Learning: Opportunities.....	38
Professional Learning: Participation.....	40
Administrative/Leadership Support and Monitoring: Policies and Monitoring.....	42
Administrative/Leadership Support and Monitoring: Principal Leadership.....	44
Report Summary.....	46

Program Review: Writing

Introduction.....	48
Curriculum and Instruction: Student Access.....	49
Curriculum and Instruction: Aligned and Rigorous Curriculum.....	51
Curriculum and Instruction: Instructional Strategies.....	53
Curriculum and Instruction: Student Performance.....	55
Formative and Summative Assessment: Assessments.....	57
Formative and Summative Assessment: Expectations for Student Learning.....	59
Professional Learning: Opportunity.....	61
Professional Learning: Participation.....	63

Administrative/Leadership Support and Monitoring: Policies and Monitoring.....	65
Administrative/Leadership Support and Monitoring: Principal Leadership.....	66
Report Summary.....	67

Program Review: Next Step Diagnostic

Introduction.....	69
In-Depth Review.....	70
Arts and Humanities Program Review.....	71
Practical Living/Career Studies Program Review.....	72
Writing Program Review.....	73
K-3 Program Review.....	74
Global Competency/World Languages Program Review.....	75

Program Review: Global Competency/World Language

Introduction.....	77
Curriculum and Instruction: Student Access.....	78
Curriculum and Instruction: Aligned and Rigorous Curriculum.....	80
Curriculum and Instruction: Instructional Strategies.....	81
Curriculum and Instruction: Student Performance.....	83
Formative and Summative Assessment: Variety of Assessment.....	85
Formative and Summative Assessment: Expectations for Student Learning.....	86
Formative and Summative Assessment: Assessment Of/For Learning.....	87
Professional Learning: Opportunity.....	88

Professional Learning: Participation.....	90
School Leadership: Policies and Monitoring.....	92
School Leadership: Principal Leadership.....	94
Report Summary.....	95

Career Advising Diagnostic (required grades 6-12)

Introduction.....	97
Advising Program.....	98

Program Review: K-3

Introduction.....	101
Curriculum and Instruction: Student Access.....	102
Curriculum and Instruction: Aligned and Rigorous Curriculum.....	103
Curriculum and Instruction: Instructional Strategies.....	104
Curriculum and Instruction: Kentucky Systems of Intervention (KSI) /Response to Intervention (Rtl)...	106
Formative and Summative Assessment: Assessments.....	108
Formative and Summative Assessment: Expectations for Student Learning.....	109
Professional Learning: Opportunities.....	110
Professional Learning: Participation.....	112
Administrative/Leadership Support and Monitoring: Policies and Monitoring.....	114
Administrative/Leadership Support and Monitoring: Principal Leadership.....	116
Report Summary.....	117

Introduction

The submission of this report is required by the Kentucky Department of Education (KDE) as part of Unbridled Learning: College/Career Readiness for All accountability system. Document each of your school's required Program Reviews under the "Diagnostic" tab and then add each completed component to this document for submission. Each of the required Program Review components is listed below. Work with your district and Site Based Decision Making Council (SBDM) to obtain feedback and approval prior to clicking the submit button. Once submitted, this report will be made available to your district for review and approval.

DRAFT

Program Review: Arts and Humanities

DRAFT

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.

Overall Rating: 2.0

	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?	Access is provided for all students through intentionally scheduling time within the instructional day for a balanced program of the artistic processes of creating, performing and responding to the arts in each of the four arts disciplines (dance, drama, music, visual arts).	Proficient

	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 Academic Standards?	The arts curriculum provides discipline-based instruction and protected time in each arts discipline containing its own body of knowledge, skills, and ways of thinking as outlined in the Kentucky Academic Standards. •Elementary: All students have regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KAS. •Middle School: All students have access to regularly- scheduled discipline-based, arts courses in each of the four 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. •High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in each art form 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.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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
- 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 in all grades have regularly-scheduled Music and Visual Art classes. Teacher lesson plans show that Dance content is taught by the PE and Music teachers. Teacher lesson plans show that Drama content is taught to students in SY 2015-2016

grades K-2 as a unit in Music class, and that Drama content is taught to students in grades 3-8 within their Language Arts classes. Lesson plans of Art, Music, PE, and Language Arts teachers show that arts instruction regularly includes creating, performing, and responding processes.

DRAFT

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 1.8

	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 Academic Standards?	The arts curriculum encompasses the artistic processes of creating, performing and responding and is fully aligned with the Kentucky Academic Standards.	Proficient

	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 Kentucky Academic Standards for English/Language Arts?	The arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Kentucky Academic Standards for English/Language Arts.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that the arts curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas?	The school curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas.	Proficient

	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, theatre and visual arts from a variety of artists, cultural traditions and historical periods?	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.	Proficient

	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

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- Master schedule
- Lesson plans
- Student work samples

- Connections board

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

The arts curriculum is aligned with Kentucky Core Academic Standards. Teacher lesson plans show intentional cross-curricular integration between the arts and other content areas. The working program review connections board gives teachers an opportunity to quickly share how they have integrated the arts into their content areas. Lesson plans and student work show evidence of the study of exemplary works of art at all grade levels.

DRAFT

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

	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 artistic processes 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

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- Lesson plans
- Student work samples

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. Lesson plans also show that arts teachers provide regular theory and skills based instruction in Music and Art, which is applied toward the creation of original works. Student work samples

demonstrate that these original works are developmentally appropriate for students at various grade levels and ability levels.

DRAFT

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.

Overall Rating: 1.83

	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 three artistic processes of creating, performing and responding in 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 use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments.	Proficient

	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

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- Lesson plans
- Student work
- Performance programs
- Performance videos
- Student work samples

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 a variety of products and performances that engage students in creating, performing, and responding to the arts. Paper programs, photographs of student artwork, and video recordings of student performances show a variety of purposes, active student engagement, and a high level of expression. Student work samples demonstrate reflection upon artwork and performances.

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.

Overall Rating: 2.5

	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 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 KAS and inform instruction in the classroom leading to student improvement.	Distinguished

	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

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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
- Assessments
- Student peer evaluation

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

Lesson plans, student peer reviews/evaluations, as well as self-reflections show evidence of students evaluating their own work and the work of peers. 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.

Overall Rating: 1.67

	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 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.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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
- Learning targets
- Student growth goals
- 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 Learning

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

Overall Rating: 1.5

	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 regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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
- Self-reflections

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 using peer evaluation guides/rubrics, as well as self-reflection prompts. Student work samples show that arts teachers 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 Learning: Opportunity

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	Ongoing assessment of the implementation of the PGP results in necessary adjustments that result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school provides a variety of job embedded professional learning opportunities (tailored to meet teachers' individual needs) all teachers.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for teachers to collaborate and exchange ideas.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

- School calendar
- Professional development action plan
- Professional growth plans

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

The professional development plan is in place well before the beginning of the school year. PGP's are linked to the plan and are individualized, allowing for each teacher's needs to be met. Planning days in the school calendar provide all teachers with the opportunity to seek out additional professional development to assist with reaching professional growth goals. Arts teachers engage in some collaboration with academic core teachers, as provided by professional development days, planning days, and after-school PLC opportunities. Arts teachers are provided common planning time with one another regularly.

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Professional Learning: Participation

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

Overall Rating: 1.25

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are not members of professional organizations.	No Implementation

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have limited contact with external partners.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

- Professional growth plan
- Professional development action plan
- School calendar

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. The school calendar, as well as the professional development action plan, outlines time allocated for arts teachers to participate in professional learning opportunities.

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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.

Overall Rating: 2.43

	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 disciplines?	Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the needs of students in the arts.	Distinguished

	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?	Arts teachers participate in and provide input into the school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

	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 teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs?	The principal collaborates with Arts teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.	Distinguished

	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

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

- SBDM policies
- SBDM minutes
- Master schedule
- Principal communication

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

Written communication from the principal demonstrates collection of input from arts teachers regarding needs, budgeting, resources, etc. SBDM policies and minutes show the process of school budget planning, distributing equitable financial resources, making appropriate facilities decisions, and staffing allocations. The master schedule reflects protected time for visual art and music. Dance and drama are not reflected specifically in the school schedule, although lesson plans show that dance instruction is provided in PE and Music classes, and that drama instruction is provided in Language Arts and Music classes. The master schedule also reflects that arts teachers receive planning time that is equitable with other contents, as well as the same class loads as other teachers.

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.

Overall Rating: 1.33

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist Arts 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 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 initiates professional learning regarding the school's arts programs.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about arts programs?	The principal rarely provides communication with parents and community about arts 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

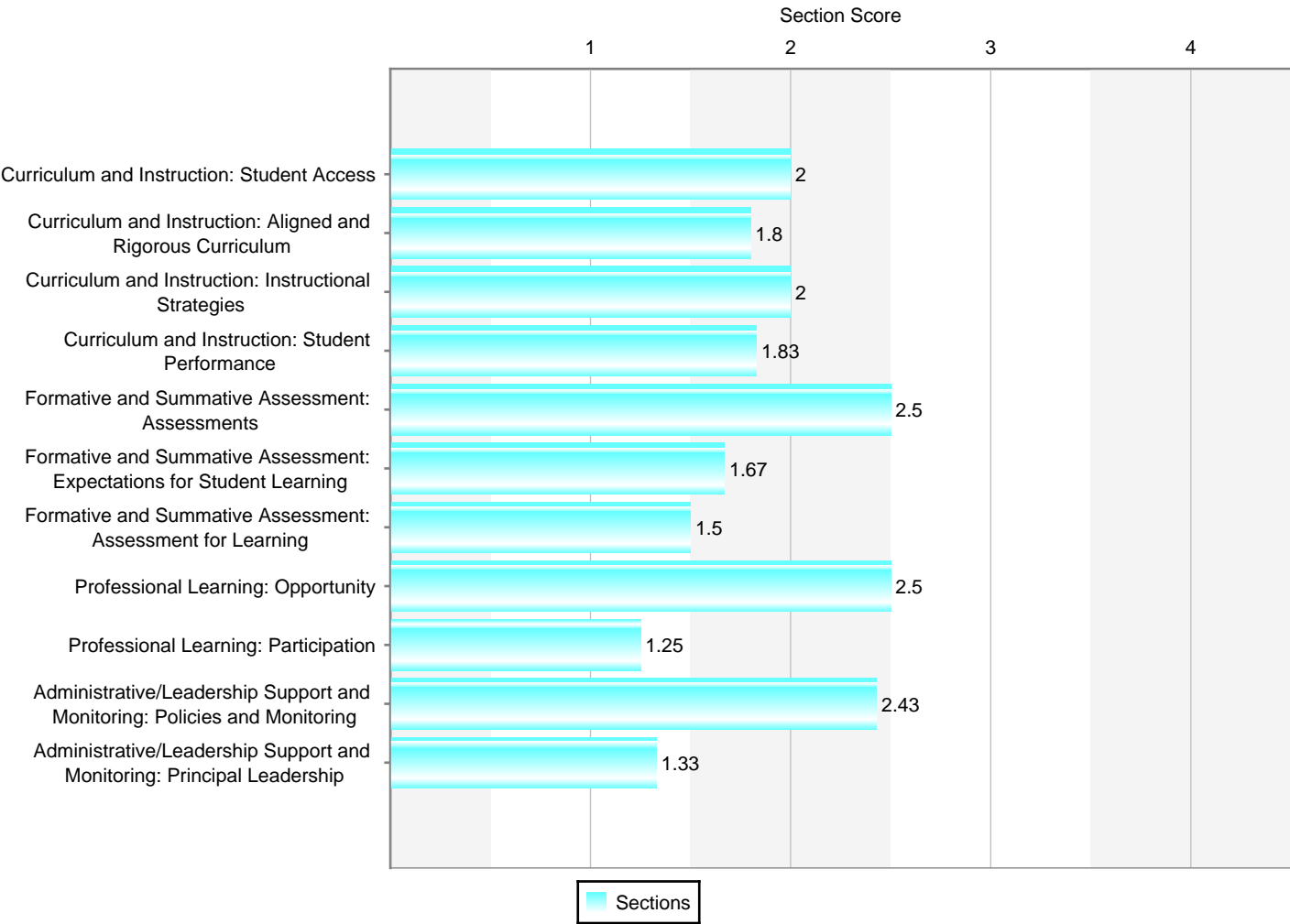
- Principal's newsletter
- Principal's report
- Master schedule

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 newsletter provides parents with dates and times of upcoming arts events. The master schedule shows that the principal provides arts teachers with plentiful scheduled time for collaboration, evaluation, and reflection,

Report Summary

Scores By Section



Program Review: Practical Living/Career Studies

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.

DRAFT

Curriculum and Instruction: Health Education

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

Overall Rating: 2.6

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Academic Standards for PL/CS?	A comprehensive health education curriculum is sequentially planned and aligns with the Kentucky Academic Standards for Practical Living; adequate instructional time is regularly planned within the school calendar.	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 annual 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).	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health 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 representative of all components of the Whole School, Whole Community, and Whole Child model 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 ensures content of the health education curriculum is frequently integrated into all content areas to meet the health and safety needs of all students.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Our school district is one of the smallest in the state. We have one p-8 school with limited resources. I am the only teacher in the district (school) that teaches health education. Every child in the district receives health education once a week for 50 minutes, except half day kindergarten who receives it for 25 minutes. The following is evidence to support the school's analysis of Health Education: Curriculum and Instruction.

1. Health Education Curriculum Map
2. Master schedule
3. Lesson plans
4. Sign in sheets from Coordinated School Health Committee meetings
5. Core subject lesson plans documenting the integration of health education into their lessons
6. Program review board in teachers' workroom
7. HECAT score

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

- 1a. The health education curriculum map shows that all grades receive instruction in the areas of nutrition, safety, hygiene, disease prevention, mental wellness, drug prevention, and environmental health.
- 1b. The health education curriculum map is aligned to Kentucky Academic Standards for each level (primary, intermediate, middle school).
2. The master schedule shows weekly opportunities for all students k-8 to receive health education. The allotted time is protected from students being pulled out for other academic areas.
3. Lesson plans show that all students k-8 receive weekly instruction in all areas of health education.
4. Sign in sheets from Coordinated School Health Committee proves that the committee meets twice a year.
5. Other teachers' lesson plans document the implementation of health education content into the regular classroom.
6. There is a "Program Review Board" in the teacher workroom that serves as a place to document how each classroom teacher is implementing health education into their lessons. It also shows the entire staff what others are doing in their classroom to collaborate with the health education teacher.
7. The HECAT tool was used several years ago to assess the health curriculum and make recommendations for improvement.

Curriculum and Instruction: Physical Education

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

Overall Rating: 2.4

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Academic Standards for PLCS?	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 KCS for practical living; adequate instructional time is regularly planned within the school calendar.	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 provides differentiated learning strategies and activities for all lessons that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health 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 is in place but is not used to inform instructional practices and/or increase physical activity opportunities within the school environment. (Districts and/or schools are required to do annual reports on physical activity environments in compliance with KRS 158.856 and 160.345).	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 ensures content of the health education curriculum is frequently integrated into all content areas to meet the health and safety needs of all students.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Our school is one of the smallest in the state. There is one physical education teacher of the entire district (a p-8 school). Each class has PE once a week for 50 minutes, except for half day kindergarten who receives 25 minutes. Our gym is extremely small which sometimes makes instruction difficult.

1. PECAT score
2. SPARK curriculum
3. PE curriculum map
4. Master Schedule
5. Lesson Plans
6. Regular classroom teacher lesson plans
7. Coordinated School Health Committee sign in sheets
8. Events outside of the school day: Flying Piglet, Girls on the Run, My Heart Rocks
9. Program Review Board in teacher workroom

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

1. The PECAT tool was used a few years ago to assess the school's physical education program. Due to training and implementation of the SPARK curriculum, the score was very positive.
2. The SPARK curriculum is used for all physical education classes, grades k-8. The PE teacher has been trained in how to implement and best use the curriculum. This ensures that all students are receiving a comprehensive physical education program that is aligned to state and national standards. The SPARK curriculum teaches all of the basic movements and motor skills needed for a child to develop. Each program provides social skill lessons that develop confidence, sportsmanship, cooperation, responsibility, and socialization.
3. The PE curriculum map shows an aligned physical education curriculum for all students in grades k-8. The map also shows that all units of study line up with state and national standards.
4. The master schedule shows weekly PE opportunities for all students k-8. Most middle school students also receive additional amounts of physical education for one quarter at a time due to the elective schedule.
5. The PE lesson plans show differentiated learning strategies and activities to ensure all students develop basic motor skills.
6. The regular classroom teachers' lesson plans show the integration of physical activity and physical education content.
7. The Coordinated School Health Committee meets several times a year to evaluate physical education classes and their effectiveness.
8. The Working Program Review Board in the teacher workroom gives teachers a chance to highlight the ways they are integrating physical activity and physical education content into their curriculum.
9. Many physical activities outside of the regular PE class are done at the school to help stress the importance of PE concepts such as teamwork, cardiorespiratory endurance, benefits of exercise, and importance of rules. Some of the events are Girls on the Run, Flying Piglet Race, and My Heart Rocks.

Curriculum and Instruction: Consumerism

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

Overall Rating: 1.86

	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 rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Proficient

	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 academic skills such as math and reading to solve real world problems related to consumerism?	Students apply 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?	A variety of technology tools are integrated into the delivery of the consumerism curriculum and are routinely used by students and teachers to demonstrate media literacy.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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. Regular classroom teachers' lesson plans
4. Reality Store
5. Daily assignments
6. Working Program Review Board

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 k-8 and follows KCAS for practical living.
- 2a. Lesson plans show consumer education for all students k-8 that involves problem solving, goal setting, critical thinking, decision making, and analyzing information.
- 2b. Lesson plans also document the use of smart boards, IPads, and Chrome Books in the lessons relating to consumerism.
3. Regular classroom teachers' lesson plans show the inclusion of consumer education into the regular classroom.
4. Participation in a bi-yearly Reality Store lets students in 7th and 8th grade practice real life consumer skills to solve real world problems.
5. Daily assignments during the consumer unit involve reading and math skills to solve real world problems related to consumerism.
6. The Working Program Review Board in the teachers workroom is used to document the integration of consumerism into the regular classroom.

Curriculum and Instruction: Career Education

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

Overall Rating: 1.71

	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 rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Proficient

	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 develop and practice real world skills related to careers 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 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?	Not Applicable - Elementary & Middle	N/A

	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 academic skills such as math and reading to solve real world problems related to career education?	Students apply academic skills such as math and reading to solve real world problems related to career education.	Proficient

	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 routinely integrated into the total school curriculum.	Proficient

KDE Program Review Report for Schools

Southgate Public School

	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, extracurricular and co-curricular activities?	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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. Regular classroom teachers' lesson plans
4. Reality Store
5. Technology Usage
6. Program Review Board
7. Speakers

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 career education is taught to every student in grades k-8 and follows state standards.
2. Lesson plans show career education for all students k-8 that involves problem solving, goal setting, critical thinking, decision making, and analyzing information.
3. The regular classroom teachers' lesson plans shows the integration of career content into their lessons.
4. Participation in a bi-yearly Reality Store ensures that every 7th and 8th grader will participate before leaving the school. The Reality Store gives students a chance to practice real life skills related to having a career that were learned in the classroom. Through the Reality Store, the students are also involved in problem solving and critical thinking.
5. Daily assignments within the career unit use technology such as smart boards, iPads, and Chromebooks.
6. The working Program Review Board shows how regular classroom teachers are integrating career concepts into the regular classroom.
7. Guest speakers were brought in throughout the year to talk to students about their career. Speakers discussed such things as schooling/training, daily tasks, and responsibilities of their career.

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.

Overall Rating: 1.75

	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? Is a process 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?	A formalized plan is in place to monitor the completion of the ILP.	Proficient

	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 - Elementary & Middle	N/A

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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. Student ILP logs
2. Parent ILP meetings
3. ILP advising meetings

- 4. Completion records
- 5. Master schedule

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

1. All students begin working on their ILP's in 6th grade under the supervision of the media specialist. This is part of a class requirement. It is then re-visited and revised throughout their 7th and 8th grade years.
2. The media teacher, who is in charge of ILP completion, is available for parent meetings to explain the purpose and results of ILP's.
3. Students have a quarter each year to work on ILP's. The media specialist is available during that time to meet with each student to discuss individual needs and questions.
4. Completion logs are used to help the media specialist create a formalized plan for each student completing the ILP.
5. The master schedule shows that each student in grades 6-8 is allocated one quarter a year in the media elective. This time is solely dedicated to completing the ILP.

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.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent are Kentucky Academic Standards, 21st Century Skills and Knowledge, and other applicable content standards used in the development of formative and summative assessments related to PLCS?	Kentucky 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 PLCS assessment measures responsive to a variety of learning styles and abilities?	PLCS assessment measures are responsive to a variety of learning styles and abilities and include performance and project-based measures.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do PLCS 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 PLCS assessments support individual growth of all PLCS 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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
3. Skills Checklist
4. Infinite Campus

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 questions, short answer questions, participation, observation, performance, creating a skit or song, drawings, and groups discussions.

2. The SPARK curriculum uses a variety of tools to provide authentic assessments that teachers can use to measure student progress.

Sample assessments include skill based, performance based, cognitive and behavioral assessments.

3. A skill checklist is used to note mastery of basic skill in PE.

4. By using Infinite Campus to post assessment results, parents and students can check grades and progress whenever they choose.

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Formative and Summative Assessment: Expectations for Student Learning

Teachers should have common and high standards for student learning in the content area.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do PLCS 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 PLCS 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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
5. Infinite Campus

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

1. SPARK workshops and curriculum content provide teachers with knowledge and strategies for holding students accountable for their individual progress and achievement through leveled assessments, social skill interaction, and goal setting activities.
2. SPARK lesson plans assure that all of the NASPE standards are addressed. Included assessment tools demonstrate that student achievement of standards based skills and concepts is being met. The teachers lesson plans show that all Kentucky Core Academic standards are being taught and assessed.
3. Scoring guides are used to give students a clear understanding of what is expected of them and how they will be assessed.
4. Learning targets are posted and read aloud before each class and reviewed at the end of most classes. By doing that, students are made aware of what they should be able to know, explain, and perform by the end of each class period. All assessments are made to match the posted learning targets.
5. Infinite campus is used to document each students' current grade along with grades for each assessment. Students and parents are urged to use infinite campus as a tool and the link is put on the school's home webpage. Grades are entered into infinite campus in a timely manner and always up to date.

Professional Learning: Opportunities

Professional development opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school offers job embedded professional learning opportunities that are integrated in the work day to all teachers.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school allocates time for PLCS and academic core teachers to collaborate and exchange ideas.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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. Regional P.E. professional development days
3. PLC days
4. Common planning time

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

1. Planning days are built into the school calendar to provide time for teachers to work together to make a plan for implementing instruction based on the CSIP.
2. The school district belongs to a regional co-op program that provides quarterly professional development in the area of P.E.
3. Time is built into the school calendar for all teachers to meet, discuss, and plan instruction through monthly PLC meetings.
4. Special area teachers have a common planning time so that there is an opportunity to collaborate lessons and plan instruction to meet the needs of students.

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Professional Learning: Participation

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

Overall Rating: 1.8

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members of professional organizations and actively participate in them.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have contact and collaborate with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do teachers (beyond PLCS) receive and implement professional learning to enhance the integration of the PLCS 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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 training
2. Participation in the regional Co-op meetings
3. Summer workshop
4. Flying Piglet, Recycling Crew, News Crew, Reality Store, Girls on the Run
5. Guest speakers

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

1. SPARK training is available online and through different workshops. The P.E. teachers has attended several of these trainings that helps utilize all tools available to make students healthy, life long exercisers and learners.
2. The P.E. teacher attends several regional co-op meeting designated for PLCS teachers. The meetings work as a sound board for local teachers to discuss different lesson and assessment ideas specific to their content area.
3. The P.E. teacher has the opportunity to be a presenter at summer workshops with the local co-op.
4. Outside of the school day programs like the Flying Piglet, Recycling Crew, News Crew, Girls on the Run, and Reality Store rely on regular collaboration with community and business partners.
5. Guest speakers from the community visit the classroom throughout the year to talk with students about their role in the community and within their career. Some examples include local EMT/fireman, college students in the computer science fields, and yoga teachers.

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.

Overall Rating: 2.22

	Statement or Question	Response	Rating
a)	To what extent does the school councils/leadership ensure that PLCS concepts are taught throughout the school and across the curriculum?	School Council/Leadership monitors and evaluates the teaching of PLCS concepts throughout the school and across the curriculum.	Distinguished

	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 PLCS disciplines and instruction?	Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the PLCS and needs of students.	Distinguished

	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 PLCS 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 PLCS 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 PLCS programs?	The principal enlists program area teacher leaders to collaborate, evaluate and reflect on the impact of the PLCS instructional practices on overall student achievement in the school.	Proficient

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

KDE Program Review Report for Schools

Southgate Public School

	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 PLCS 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; implementation of policy is measured by the an assessment tool; and goals for school wellness are included in the CSIP.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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 and Notes

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

1. The master schedule documents that all students in grades k-8 receive PLCS throughout the school year. This time is protected from students being pulled out of class for any reason (i.e. counseling, speech, etc).
2. The class rosters and schedules show that PLCS courses receive equitable course loads with student ratios comparable to other teachers.
3. The Wellness Policy is reviewed twice a year by the Wellness Committee. BMI data is collected along with data resulting from physical fitness tests. This data is used to analyze the effectiveness of the wellness policy. The committee also discusses the possibility of improving the plan. The committee has in the past made changes to nutrition in the cafeteria and during 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.

Overall Rating: 2.67

	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 PLCS instructional practices on overall student achievement in the school?	The principal and program area teachers collaboratively evaluate, reflect on the impact of, and provide support for the PLCS instructional practices on overall student achievement.	Distinguished

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

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about PLCS programs?	The principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about PLCS programs.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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. Principal observations
2. Newsletters
3. School billboard
4. Principal Meetings
5. Facebook page

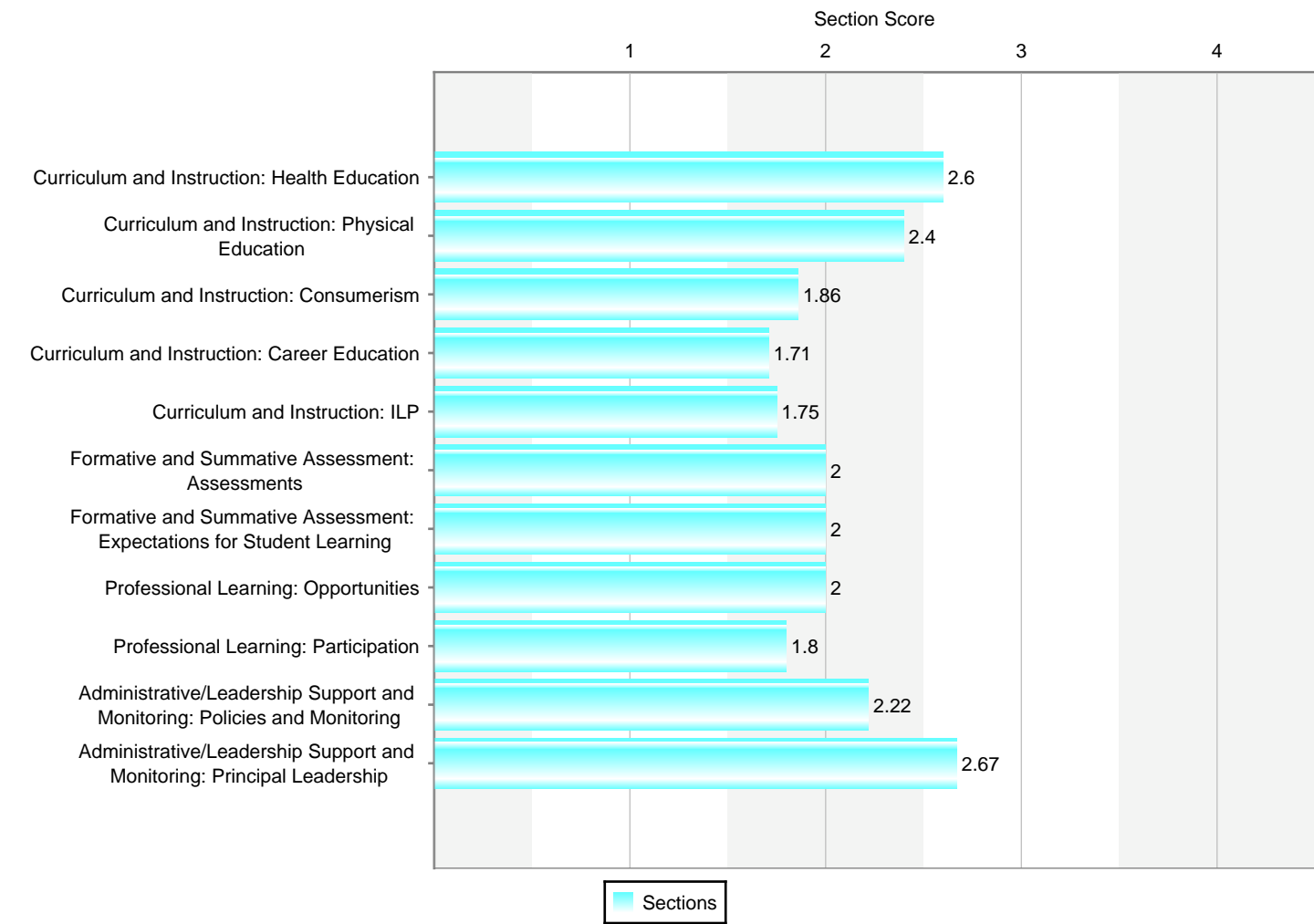
The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator

1. The principal observes the PL/PE teacher in the classroom setting and gives feedback on both strengths and weaknesses.
2. The principal promotes events of the PL/PE curriculum through the send home bulletin or email.
3. PE/PL events are posted on the school bulletin board for the public to see.
4. The principal meets with the PL/PE teacher periodically to discuss the impact of instructional practices.
5. Under the guidance of the principal, the district Facebook page promotes events, activities, and day to day activities of the PL/PE program.

DRAFT

Report Summary

Scores By Section



Program Review: Writing

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.

Overall Rating: 2.0

	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 access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments).	Proficient

	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 instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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

Projector in every classroom

Student writing projects in science and social studies

School writing policy/plan

Student journals/learning logs

Rtl

IEP/504 accommodations

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 closed reading activities across grade levels and content areas. Staff members have participated in higher level thinking professional developments in order provide differentiated instruction.

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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.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the language arts curriculum is aligned vertically and horizontally to the Kentucky Academic Standards for Language Arts?	Curriculum is aligned vertically and horizontally to the Kentucky Academic Standards for Language Arts.	Proficient

	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 school's curriculum ensure opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information?	The school's 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 communication portfolios demonstrate student interests and the integration of writing and communication skills across the content areas and over time?	Communications portfolio demonstrates student interests and the integration of writing and communication skills across the content areas and over time.	Proficient

	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, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Curriculum documents with student samples, that demonstrate students' critical thinking and problem solving
school writing policy/plan
student writing portfolios
book projects

essay topic choice

media 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. Staff created unit plans and curriculum documents across content areas that are horizontally and vertically aligned to KCAS. Samples of using technology to communicate across content areas include PowerPoint presentations, research papers, brochures, and book projects, etc.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 1.83

	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 to seek a new or deeper understanding around a topic and demonstrate new understanding through products.	Proficient

	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 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.	Proficient

	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 integrate what is learned when using technology with what they learn offline to develop understanding and communication.	Proficient

	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 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 do students engage in discussion with teachers and peers to inform the writing process and publish/share their work?	Students are given opportunities to engage in conversations with the teacher during the writing process.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Student journals/writer's notebooks

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

student lead events

evaluations of student work using rubrics

book projects/oral presentations

use lexile ranges for independent reading and journaling

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 presentations 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 debates across content areas.

Students participate in the evaluation of writing pieces in which they provide and receive peer and teacher feedback.

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.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do students craft communications distinctive to specific disciplines and purposes?	Students craft communications distinctive to specific disciplines and purposes.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students demonstrate through the strands of literacy (speaking, listening, writing, language use and reading) a respect for 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 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 through the strands of literacy.	Proficient

	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 refer to works of quality and substance as models to inform their work?	Students refer to works of quality and substance as models to inform their work.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

student writing and communication products appropriate for content areas

student developed rubrics and models

unit/planning documents

student products

book projects

print/oral presentations products

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 along with written explanations. Students write poetry to explain specific events and assignments.

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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.

Overall Rating: 2.0

	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 engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas.	Proficient

	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 and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments.	Proficient

	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, 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.	Proficient

	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

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

unit plans/planning documents that show alignment of assessments and instruction to standards

unit plans that reflect integration of formative and summative assessments

student deconstruction of learning targets

professional learning communities

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

Teachers use formative assessments such as pretests, bell work, exit slips, questioning, and learning logs/journals across grade levels and content areas. All teachers participate in monthly professional learning communities in order to discuss and analyze data from formative and summative assessments.

DRAFT

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 1.75

	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
b)	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 engage in self-assessment to monitor progress toward meeting writing and communication goals.	Proficient

	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 models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Student learning logs/journals show student reflection
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 the goals.

DRAFT

Professional Learning: Opportunity

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuits of professional learning opportunities focused on research/evidence-based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence-based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school offers job embedded professional learning opportunities that are integrated in the work day to all teachers.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for teachers to collaborate and exchange ideas.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

School professional development plan

CDIP

master schedule

individual teacher professional growth plans

professional learning communities

Kentucky Content Leadership Networks in Science and Social Studies

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

Teachers have participated in writing professional development opportunities. They share and collaborate monthly in professional learning communities. Outside of the district, teachers participate in a variety of opportunities, such as KCLN for Science and Social Studies and other conferences geared toward the development of teaching writing.

DRAFT

Professional Learning: Participation

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members of professional organizations and actively participate in them.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have contact and collaborate with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Relative professional growth plans

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

professional learning communities

participation in Kentucky Content Leadership Networks

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/plan is currently being implemented. Teachers participate

in professional learning communities. Teachers also participate in Kentucky Content Leadership Networks.

DRAFT

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.

Overall Rating: 2.0

	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 ensures that writing concepts are taught throughout the school and across the curriculum as established in policy.	Proficient

	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 teachers participate in the planning of the annual school budget with clear consideration of allocation of resources for writing.	Proficient

	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 equitable time and resources to implement the writing program.	Proficient

	Statement or Question	Response	Rating
d)	To what extent are decisions related to staff assignment based on the 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

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

SBDM council (agenda/minutes)

CDIP

school writing policy

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, planning for 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.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist 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 does the principal communicate with parents and the community about the writing program?	The principal communicates with parents and the community frequently about the writing program.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Writing committee

principal's report

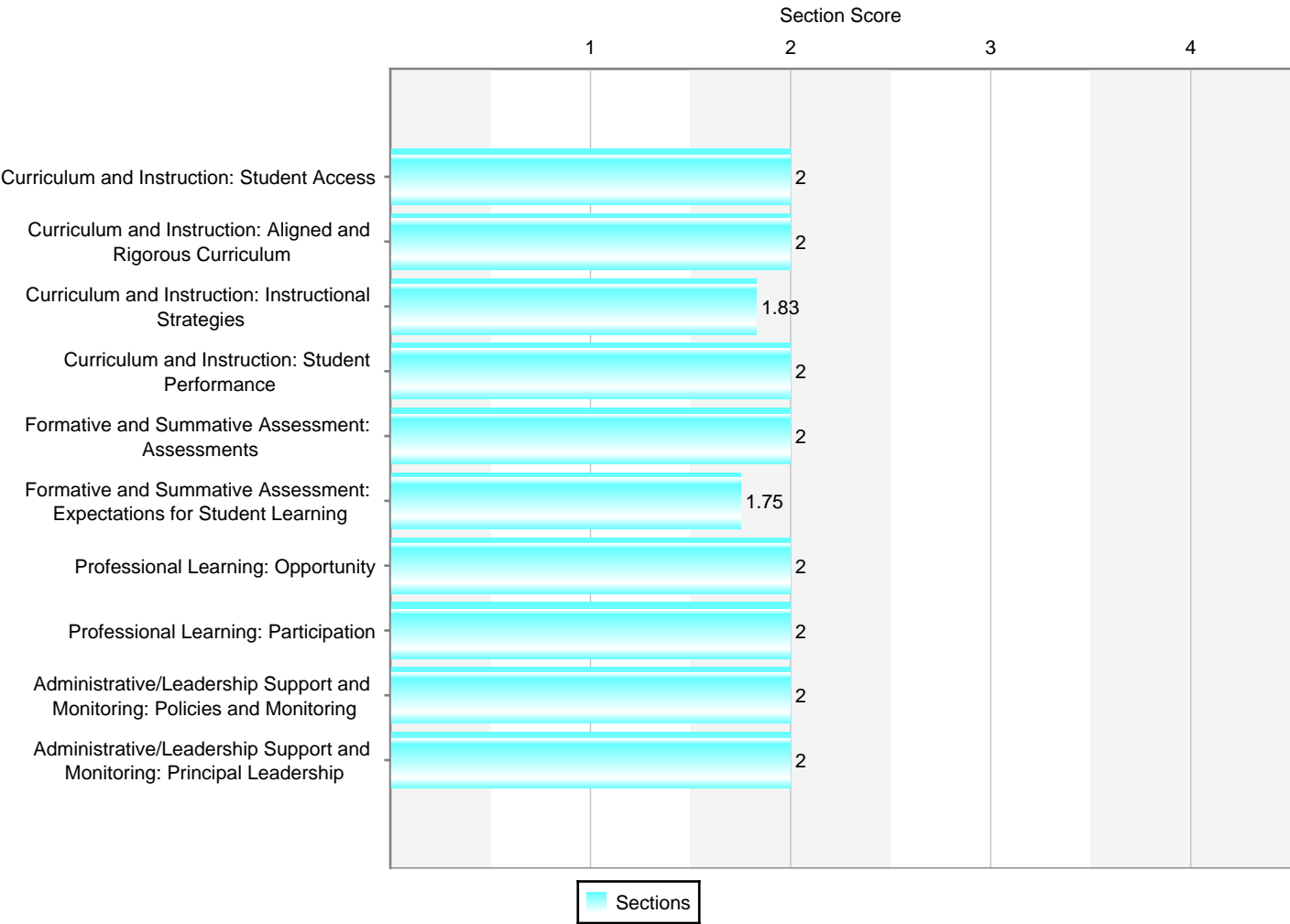
Instructional Content Leadership Network

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

The principal presents 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 Social Studies and Science.

Report Summary

Scores By Section



Program Review: Next Step Diagnostic

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.

DRAFT

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
- Global Competency/World Languages

DRAFT

Arts and Humanities Program Review

List the standards and characteristics that have been identified as strengths in the Arts and Humanities Program. Explain why each of these is a strength in your school's Arts and Humanities Program. What is your plan to sustain these strengths in the area of Arts and Humanities?

Students have access to weekly classes in Arts and Humanities and create, perform and respond to Arts and Humanities curriculum
Students create original works of art
Students are actively engaged in creating and responding to the Arts
Formative/Summative Assessments are utilized and aligned to the standards
Job embedded PD is available for the Arts and is individualized
Class loads and planning times are equitable for Arts and Humanity teachers
Arts and Humanities teachers reflect on impact of the Arts Programs
Arts and Humanities staff provide budgetary input via the needs assessment

Identify the standards and characteristics that have been identified as needing improvement or focus in the Arts and Humanities Program. Explain why each of these needs improvement.

Curriculum is not revised using multiple indicators
More cross-curricular activities needed along with additional time for this to occur
Curriculum is not enhanced by guest artists
Establish or increase contact with professional organizations
Additional policies need to be considered to ensure all arts concepts are taught throughout curriculum; Principal does not participate in Arts and Humanities PD

What are the steps your school plans to take to improve the identified areas of your Arts and Humanities Program?

Professional Development and Plan days utilized to align Arts and Humanities curriculum to state standards, vertical alignment and PLCs
Professional Development and Planning Days utilized to develop lesson plans that include ideas for students to reflect and receive exposure to: rigorous curriculum with feedback, reflect on exemplary exhibits, incorporate additional dance and theatre, align CSIP/CDIP

Practical Living/Career Studies Program Review

List the standards and characteristics that have been identified as strengths in the Practical Living/Career Studies Program. Explain why each of these is a strength in your school's PLCS Program. What is your plan to sustain these strengths in the area of Practical Living/Career Studies?

Health and Physical Education Curriculum is identified and taught with fidelity
The School Health Committee meets twice a year to review policies and plan events
The ILP is completed for all students and all students receive adequate advising
Kentucky Core Academic Standards are aligned and taught with fidelity
Overall curriculum and instruction in Health and Physical Education is proficient or better
Assessment, both formative and summative, is proficient or better
Integration of health into other content areas has occurred via a Pinterest Program Review Board

List the standards and characteristics that have been identified as needing improvement or focus in the Practical Living/Career Studies Program. Explain why each of these needs improvement.

The Consumerism Curriculum is not taught in depth
Career Curriculum/Consumerism is limited in connections with businesses and community-progress has been noted this year
Student do not regularly engage in appropriate grade level financial decision making activities
Collaboration time between PL and Core Areas is limited

What are the steps your school plans to take to improve the identified areas of your Practical Living/Career Studies Program?

Look for ways to include more consumerism into instruction
Provide PLC time for PL to meet with core areas teachers
Develop a "Career Day" for students to participate in and investigate careers, consumerism, etc...Guest speakers were added this year
Get additional guest speakers from the community and work force
Continue use of Pinterest type working program review board for all staff to contribute

Writing Program Review

List the standards and characteristics that have been identified as strengths in the Writing Program. Explain why each of these is a strength in your school's Writing Program. What is your plan to sustain these strengths in the area of Writing?

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, other 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
Formative and Summative Assessments are incorporated on a continuing basis

List the standards and characteristics that have been identified as needing improvement or focus in the Writing Program. Explain why each of these needs improvement.

More specific standard based writing goals are needed
More collaboration with outside businesses, agencies, and advisory committees with a focus on writing is needed

What are the steps your school plans to take to improve the identified areas of your Writing Program?

Continue curriculum work and unit alignment to focus on specific standards of writing
Reach out to community partners to provide support and collaboration for writing. Possibly tie in with existing events (Reality Fair, Tutoring Volunteers, Career Day)
Continue with focus on broadening writing throughout all content areas

K-3 Program Review

List the standards and characteristics that have been identified as strengths in the K-3 Program. Explain why each of these is a strength in your school's K-3 Program. What is your plan to sustain these strengths in the area of K-3?

Standards are taught and mostly aligned to the grade level

Frequent formative assessment is used that impacts instruction

Students are assigned Rtl 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

Teachers in the K-3 Program meet in regular monthly PLCs

List the standards and characteristics that have been identified as needing improvement or focus in the K-3 Program. Explain why each of these needs improvement.

More Vertical Alignment of curriculum between grade levels is needed

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

Rtl for behavior needs to be more fully developed

Differentiation and Formative assessment need to move to refinement

What are the steps your school plans to take to improve the identified areas of your K-3 Program?

Professional Development and Planning Time to complete vertical alignment of curriculum

Curriculum night to communicate with parents the curriculum in the K-3 program

Fine tune Rtl for behavior

Continue with PD and utilizing Plan Days for effective instructional strategies

Global Competency/World Languages Program Review

List the standards and characteristics that have been identified as strengths in the GC/WL Program. Explain why each of these is a strength in your school's GC/WL Program. What is your plan to sustain these strengths in the area of GC/WL?

Professional Development is a strength and used based off of a needs assessment

List the standards and characteristics that have been identified as needing improvement or focus in the GC/WL Program. Explain why each of these needs improvement.

Global Competencies need to be more intentionally taught throughout all grade levels and content areas

World Language Program needs to be developed

What are the steps your school plans to take to improve the identified areas of your GC/WL Program?

Professional Development devoted to implementing a World Language/Global Competency Program has been planned prior to the beginning of the 2016-17 school year

Financial Resources have been approved for implementing a program

Program Review: Global Competency/World Language

Introduction

This report contains Program Review results for Global Competency/World Language . 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 work 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.

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Curriculum and Instruction: Student Access

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

Overall Rating: 0.33

	Statement or Question	Response	Rating
a)	To what extent does the school provide opportunities for students (including English Language Learners - ELL) to learn and build global competency skills, through instruction and experiences focused on a range of global cultures across different content area, including benchmarked proficiency skills in a World Language (e.g. scheduling time for instruction, monitoring and providing resources in both Global Competency and World Languages areas)?	The school does not provide opportunities for students to learn global competency skills or benchmarked proficiency skills in a world language.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent does the school provide opportunities for students to learn and build global competency skills in various content areas (including world languages) and benchmarked proficiency skills in a world language by interacting (virtually or face to face) with native or near native speakers (in addition to the World Languages teacher), and accessing authentic cultural materials.	The school does not provide opportunities for students to interact with native or near native speakers, or access to authentic cultural materials.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the school promote, encourage and recognize students to find opportunities outside of school to learn and build global competency skills in the various content areas (including World Languages) and benchmarked proficiency skills in a world language, recognizing the achievement of these skills?	The school encourages students to find opportunities outside of school to learn global competency skills in at least one content area, and/or a world language.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Multiple content areas encourage students to learn from a global perspective

Lesson Plans and Unit Guides

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

Rational is based on no world language being offered

DRAFT

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.

Overall Rating: 0.67

	Statement or Question	Response	Rating
a)	To what extent does the Global Competency/World Languages curriculum focus on communicative proficiency and alignment to the ACTFL World-Readiness Standards for Learning Languages (national) and the Kentucky Standard for World Languages Proficiency (state)?	The Global Competency/World Languages curriculum does not focus on communicative proficiency but is aligned to some of the national and state standards.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent are the Global Competency/World Languages curriculum designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and provide opportunities for students to learn and practice those skills?	The Global Competency/World Languages curriculum includes some 21st century skills, but without integrating the P21's Framework for 21st Century Learning.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the Global Competency/World Languages curriculum integrate content from other disciplines and align to the Global Competence Matrix/Content-Area Matrices, facilitate natural connections across content areas and build cognitive and literacy skills, language proficiency and interculturality?	The Global Competency/World Languages curriculum does not integrate content from other disciplines.	No Implementation

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Curriculum is currently limited to the study of cultures

Lesson Plans

Unit Guides

Reading about other cultures

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

Score is based on limited implementation of global competency and no world language

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 0.5

	Statement or Question	Response	Rating
a)	To what extent is the target language used as the language of instruction in the World Languages class and to what extent is this language comprehended?	English is the primary language of instruction.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent are students in the World Languages class provided with instruction in the three modes of communication for language learning (interpretive, interpersonal and presentational); and opportunities to communicate in the target language with other individuals (virtually or face to face) in authentic cultural contexts?	Students in the World Languages class are provided with instruction that focuses only on memorized language and grammatical accuracy, not communication; and/or no opportunities to communicate in the target language with other individuals.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent do students have the opportunity to learn and build on cultural and intercultural competencies through engagement, inquiry and reflection during Global Competency and World Languages instruction?	Students have some opportunities to learn cultural and intercultural competencies during Global Competency and World Languages instruction.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent are students engaged in age- and proficiency level- appropriate activities designed to learn and build Global Competency and World Languages skills?	Age- and proficiency level- appropriate activities are rarely provided to students.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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

Units of study

Fine Arts Night

Occasional guest speakers

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

Score is base on limited access students currently have an opportunity with

DRAFT

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.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent and how do students demonstrate growth in the achievement of proficiency in the three modes of communication for language learning: interpretive (reading and listening), interpersonal (communication) and presentational (speaking and writing)? (This growth must be demonstrated through assessments that are aligned to the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency).	Students do not demonstrate growth in the achievement of proficiency in any of the three modes of communication for language learning.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent and how do students demonstrate benchmarked growth in their World Languages intercultural competencies (abilities to interact and negotiate language usage in an authentic cultural setting) based on the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency; and Global Competency skills (the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance) based on the Global Competency Matrix?	Students demonstrate no growth in meeting benchmarks for World Languages intercultural competencies or Global Competency skills.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent do students use the target language both inside and outside of the World Languages class?	Students do not use the target language.	No Implementation

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Students are currently not taught a world language

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

There is no targeted world language instruction at this time

DRAFT

Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent are formative and summative assessments aligned to the state and national standards/expectations for Global Competency/World Languages proficiency and demonstrate sound assessment design principles?	Global Competency/World Languages formative and summative assessments are not aligned to state and national standards/expectations.	No Implementation

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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
Curriculum Units

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

The program is limited to global competency in certain contents at this time

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations for student learning in World Language and Global Competency.

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent do Global Competency/World Languages teachers use and share with their students learning targets and objectives aligned to the state and national standards/expectations for Global Competency/World Languages proficiency?	Global Competency/World Languages teachers do not use (i.e., planning instruction and assessment, providing feedback to students and parents) or share with their students learning targets and/or objectives that are aligned to state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent do Global Competency/World Languages teachers use rubrics/scoring guides to communicate and clarify performance expectations to students?	Global Competency/World Languages teachers do not use rubrics/scoring guides based on state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices to communicate and clarify performance expectations to students.	No Implementation

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Evidence is limited to lesson plans that occasionally cover global competency within the content

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

Score is based on no current World Language/Global Competency targeted program

Formative and Summative Assessment: Assessment Of/For Learning

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

Overall Rating: 0.0

	Statement or Question	Response	Rating
a)	To what extent are students provided with meaningful, relevant and timely feedback that advances their learning of identified targets/objectives?	Students are not provided with feedback.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent do students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills?	Students do not self-assess, reflect or evaluate evidence of their performance.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the school document and report student growth based on performance in the Global Competency and World Languages areas?	Student growth in the Global Competency and World Languages areas is not documented or reported.	No Implementation

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

No current targeted world language/global competency program

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

No current targeted world language/global competency program

Professional Learning: Opportunity

Professional learning opportunities are planned according to the Standards for Professional Learning, with teacher learning needs in mind, and in response to data available about current teacher practice and student learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school offers job embedded professional learning opportunities that are integrated in the work day to all teachers.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for teachers to collaborate and exchange ideas.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

PD Plan

Needs Assessment

FLEX PD opportunities

PLCs

School Calendar

Master Schedule

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

Multiple resources are identified that support teacher PD opportunities and collaboration time

DRAFT

Professional Learning: Participation

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

Overall Rating: 1.75

	Statement or Question	Response	Rating
a)	To what extent do teachers participate in content-specific professional learning opportunities based on analysis of school and student data; and to what extent is there evidence of implementation?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members of professional organizations but do not participate in them.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have contact and collaborate with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

PD Plan

Needs Assessment

Various community support activities (Optimist Club Events, City Council, Reality Store, Memorial and Veterans Day programs, etc...)

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

Evidence supports multiple examples of PD implementation and community involvement opportunities

DRAFT

School Leadership: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources and facilitates space and instructional time to support highly effective world language and global competency instructional programs.

Overall Rating: 0.38

	Statement or Question	Response	Rating
a)	To what extent does district and school councils/leadership implement established policies to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum?	District or school councils/leadership does not have policies in place to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent is time allocated and protected in the school schedule so that all students can receive instruction in Global Competency and World Languages?	Time is not allocated in the school schedule for all students to receive instruction in Global Competency and World Languages.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the annual school budget (approved by SBDM councils) support Global Competency/World Languages programs?	The annual school budget (approved by SBDM councils) supports a school wide Global Competency/World Languages programs.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that World Languages teachers are assigned class loads based on programmatic goals?	There is no World Languages program in the building.	No Implementation

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that World Languages teachers receive planning time that is equitable with other content areas?	World Languages teachers receive no planning time.	No Implementation

	Statement or Question	Response	Rating
f)	To what extent does school leadership allocate equitable time (including travel time between buildings), appropriate facilities and resources to implement the Global Competency/World Languages program?	The principal allocates time and resources to implement the Global Competency/World Languages program, but these are not equitable to other content areas.	Needs Improvement

	Statement or Question	Response	Rating
g)	To what extent does district and school leadership hire World Languages teachers and establish a hiring policy for them (e.g., international teachers and language and culture assistants, Fulbright teachers)?	District and/or school leadership does not hire World Languages teachers.	No Implementation

KDE Program Review Report for Schools

Southgate Public School

	Statement or Question	Response	Rating
h)	To what extent does district and school leadership establish policies to support student/teacher international travel/exchange, field trips and community service?	District and/or school leadership does not have policies that support outside learning opportunities and/or travel.	No Implementation

	Statement or Question	Response	Rating
i)	Not applicable to Elementary School - To what extent does district and school leadership establish and implement a policy that assures performance/proficiency based credit for acquiring Global Competency/World Languages skills outside or inside the classroom? - Not Applicable to Elementary School	Not Applicable-Elementary School	N/A

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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

PD Plan

FY17 SBDM Budget

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

Score is base on limited world language/global competency program currently implemented

School Leadership: Principal Leadership

Principals are the primary leaders of all world language and global competency efforts and support teacher leadership through shared and distributed leadership strategies and actions.

Overall Rating: 1.0

	Statement or Question	Response	Rating
a)	To what extent does the principal evaluate and reflect on the impact of the Global Competency/World Languages program on overall student achievement?	The principal evaluates the impact of the Global Competency/World Languages program 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 Global Competency/World Languages program?	The principal initiates professional learning in the school's Global Competency/World Languages program.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate and involve the school, parents and community in making decisions related to the Global Competency/World Languages program?	The principal rarely shares information with school, parents and community regarding the Global Competency/World Languages program.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does the principal(s) advocate for the Global Competency/World Languages program?	The principal(s) rarely advocates for the Global Competency/World Languages.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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 attendance at World Language Global Summit

Program Review Audit Training

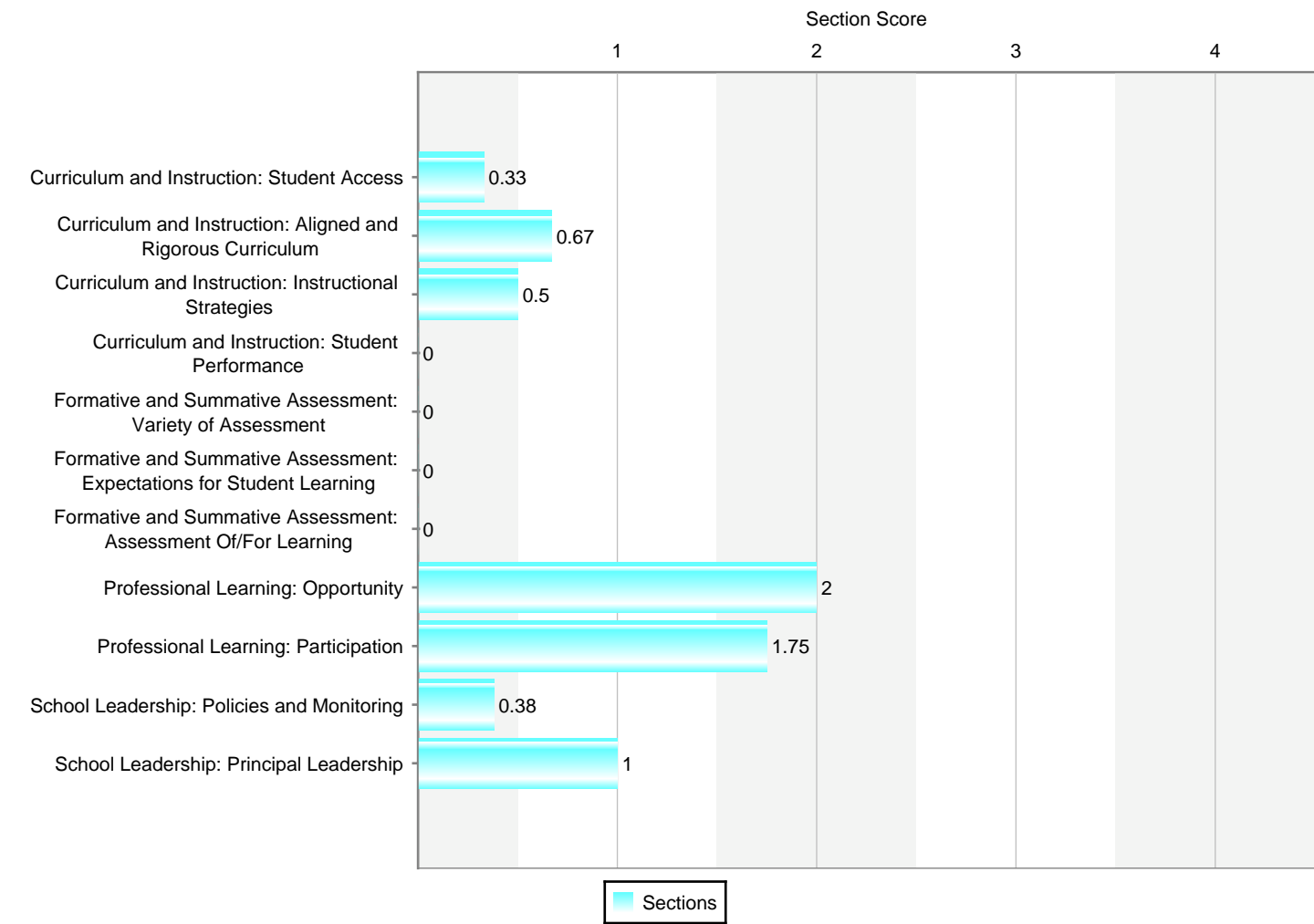
School Wide PD Plan for implementing a world language/global competency program for 2016-17

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

Score based on participation in PD and PD Plan for implementing program review

Report Summary

Scores By Section



Career Advising Diagnostic (required grades 6-12)

Introduction

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Review for Practical Living/Career Studies.

A Comprehensive College and Career Advising Program should:

1. Be School-Wide;
2. Implement or Employ the Individual Learning Plan (ILP) as the core component of college and career advising and exploration;
3. Unite students, staff, parents, the community, businesses, and higher education; and
4. Aim to reduce dropout rates, raises graduation rates, and helps pave the way for students to seek post-secondary pursuits after high school (Hodges, 2010; Schanfield, 2010).

To be most effective schools should create a School Counseling Program Advisory Council, as recommended by the American School Counselor Association National Model (3rd ed.) (ASCA, 2012). In order to effectively meet the needs of all students the Advisory Council should be diverse and consist of representatives from school staff, students, parents, and the community. The involvement of many stakeholders ensures program continuity and broadens the scope of content knowledge, skill development, and the formation of habits necessary for students to be successful in adulthood.

Role and Responsibilities of a School Counsel Program Advisory Council

The Advisory Council helps develop the Comprehensive College and Career Advising plan, which includes interventions that target the unique academic, career and personal/social needs of students as identified through needs assessments, grades, ILP reporting, EPAS scores, Student Gallup Poll results, and other school related data. (3rd ed.) (ASCA, 2012).

Evidence-based monitoring is the responsibility of the school counseling program advisory council to ensure that relevant objectives are met and reached. Revisions of the program are intentional, timely and responsive to student and school needs. Data analysis is used to set priorities for services to address academics, behavior, attendance, retention, and acceleration needs. Further, as described by ASCA (<http://www.ascanationalmodel.org/content.asp?contentid=21>), data are used “to measure the results of the program as well as to promote systemic changes within the school system so every student graduates college- and career-ready” (2012). The School Counseling Program Advisory Council should prioritize services that address the school's Comprehensive Improvement Plan concerning college and career readiness, proficiency for all students and eliminating achievement gaps.

In addition to including ALL students, the advising program must be scheduled to occur at regular intervals throughout the school year and be structured to include frequent updating of student ILPs. Imbedding the ILP into the advising system is critical to: supporting students to set and meet goals, helping teachers building relationships with students, and empowering schools to meet the needs of all students.

References:

American School Counselor Association National Model (3 ed.). (2012). Alexandria, VA: American School Counseling Association.

Advising Program

	Statement or Question	Response	Rating
1.	Advising program is guided by a team comprised of a variety of stakeholders.	No team in place or membership is limited to school staff.	Apprentice

	Statement or Question	Response	Rating
2.	Advising occurs at regularly scheduled intervals throughout the school year.	No structured advising program is in place.	Apprentice

	Statement or Question	Response	Rating
3.	Every student has a regular and on-going advising relationship with at least one adult in the school building.	Every student is assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.	Distinguished

	Statement or Question	Response	Rating
4.	Advising program promotes systemic changes within the school.	The advising program is designed to address the academic needs of all students and provide guidance to students who self-identify a personal/social need.	Proficient

	Statement or Question	Response	Rating
5.	The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.	<p>Leadership support is limited to school counselors and teachers.</p> <p>School integrates the ILP in 1-3 content areas as a teaching tool.</p> <p>School-Based Decision Making Council adopts a policy for ILP implementation including involving parents in ILP review.</p> <p>Data is collected but not analyzed; no clearly defined criteria are followed.</p>	Proficient

	Statement or Question	Response	Rating
6.	Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.	<p>School & staff have established an advising program that ensures every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP.</p> <p>Every student has access to accelerated learning opportunities that are aligned with their ILP.</p>	Distinguished

KDE Program Review Report for Schools

Southgate Public School

	Statement or Question	Response	Rating
7.	Advising is related to academics, career, and personal/social needs.	Advising includes academics and college/career planning but does not address personal/social needs.	Proficient

	Statement or Question	Response	Rating
8.	Advising program sets goals and implements strategies to address achievement gaps.	The school implements school-wide efforts to encourage all students to reach proficiency.	Proficient

	Statement or Question	Response	Rating
9.	Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.	Some data is used to determine advising needs, but is not linked to school improvement.	Proficient

Program Review: K-3

Introduction

This report contains Program Review results for K-3. 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.

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Curriculum and Instruction: Student Access

All students have equitable access to highly effective curriculum and instruction.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum?	Teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students have access to a variety of equipment and materials that are relevant and necessary to support their needs? To what extent is instruction continually revised and students are instructed in how to use the feedback to improve their work?	Students have access to a variety of equipment and materials that are relevant and necessary to support their needs. Instruction is continually revised and students are instructed in how to use the feedback to improve their work.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Students have access to and use a variety of equipment (computer lab, ipads, laptops, smartboards) and materials designed to meet their individual needs and enhance their learning experiences. Instruction is continually revised and student are instructed in how to use the feedback to improve their work. Students regularly use computers, curriculum resources (online and hard copy), Smartboard for instruction, hands on manipulatives, education city, Brainpop jr., etc. Collaboration is regularly scheduled as part of our PLCs. Teachers also meet and discuss individual student achievement within the RTI program. Teachers meet with students to set, review, and monitor MAP goals throughout the year. MAP data is used to support student achievement and success.

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

Based on evidence and review of the level of collaboration and instructional access for students observed in the classroom.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent is the curriculum vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards, including specific pacing recommendations?	The curriculum is vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations.	Proficient

	Statement or Question	Response	Rating
b)	To what extent is adequate instructional time provided for teachers to plan and fully enact the curriculum?	Ample instructional time is provided and utilized effectively by all teachers to address the curriculum. Flexibility is built into the schedule to further address student misconceptions as well as to provide enrichment opportunities to ensure student success.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Ample instructional time is provided and utilized effectively by all teachers to address the curriculum. Flexibility is built into the schedule to further address student misconceptions as well as to provide enrichment opportunities to ensure student success. Master schedule and individual teacher classroom schedule is designed to maximize student instructional time and flexibility. Weekly lesson plans to ensure coverage of required curriculum. curriculum documents aligned to state standards. On-going work and professional development to fine-tune vertical alignment and assessment. Work continues on backward instruction design and unit plans.

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

Master schedule and individual teacher classroom schedule is designed to maximize student instructional time and flexibility. Weekly lesson plans to ensure coverage of required curriculum. Curriculum documents aligned to state standards.

Curriculum and Instruction: Instructional Strategies

All teachers implement research-based instructional strategies that include characteristics of highly effective teaching and learning for all students.

Overall Rating: 1.67

	Statement or Question	Response	Rating
a)	To what extent do teachers routinely use student-centered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills? To what extent does scaffolding of instruction occur? To what extent do students work in flexible, collaborative groups based on student needs and learning styles?	Teachers routinely use studentcentered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills. Teachers scaffold instruction. Students work in flexible, collaborative groups based on student needs and learning styles.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers consistently involve students in defining and/or writing learning targets (using clear and precise language) that are essential to standard attainment? To what extent can students describe what it takes to achieve the target (the success criteria)? To what extent is instruction planned to directly ensure that students meet the targets and ultimately have opportunities to demonstrate understanding of the standard as a whole?	Teachers may share a learning target but do not necessarily ensure the target is connected to intended standards and/or that success criteria for meeting the target is understood by all students.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent are students engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands-on, authentic and applied learning experiences?	Students are engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands-on, authentic and applied learning experiences.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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

Thematic Units

Students are flexibility grouped for reading and math activities

Incorporation of Science and Social Studies into reading (literacy standards for science and social studies)

Cross-connections with special areas (arts, etc.)

Learning Targets

Reading and writing in math and other content areas

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

Variety of instructional strategies are utilized to promote effective teaching and learning for all students. Students are grouped and regrouped throughout the school year.

DRAFT

Curriculum and Instruction: Kentucky Systems of Intervention (KSI) /Response to Intervention (RtI)

A school establishes and uses a systematic, comprehensive system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. A school provides a seamless framework, using state and federal funding, that addresses academic and behavioral needs, that is accessible to all students.

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent is a KSI/RtI decision making protocol established and used to make decisions based on student needs?	A KSI/ RtI decision making protocol has been established and is used to make decisions based on student needs.	Proficient

	Statement or Question	Response	Rating
b)	To what extent is universal screening used to determine students for intervention and the data is used to determine intervention services?	Universal screening is used to determine students for intervention services; diagnostic assessment and/or supplemental report data is used to further inform the individual student's intervention services.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does highly effective instruction include tiered services that provide research-based intervention to increase student achievement, is research-based, aligned to standards as well as across tiers, and accessible to all students?	Highly effective instruction includes tiered services that provide a comprehensive system of interventions to maximize student achievement, is research-based, aligned to standard as well as across tiers, and designed to meet the individual needs of all students.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do intervention team members meet to discuss academic and behavioral needs of students and adequately address those needs?	Intervention team members meet to discuss academic and behavioral needs of students and adequately address those needs.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does progress monitoring data (as required in SB 1 2009, including specifically diagnostic data) inform decisions about instruction and individual student learning? To what extent is instruction adjusted based on the progress monitoring data?	Progress monitoring occurs on a routine schedule. Data collected informs decisions about instruction and individual student learning. Instruction is adjusted based on the progress monitoring data.	Distinguished

	Statement or Question	Response	Rating
f)	To what extent does the school regularly communicate intervention services and progress with the families of those students identified for the intervention? To what extent is family communication focused on improving student learning?	The school regularly communicates intervention services and progress with the families of those students identified for intervention. Family communication is focused on improving student learning.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

RTI Handbook for 2015-2016 school year

Implementation of RTI flowchart

Regular use of progress monitoring data (AimsWeb, and MAP)

MAP meetings with teachers and RTI teacher

Notification of RTI services letter to parents

Progress monitoring data sent to teachers and parents

Attends parent/teacher conferences

Regular sharing of lessons between classroom teachers and RTI teacher

Intervention team meets to make decisions on students progress

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

Students receive RTI in the classroom and with the intervention teacher depending on data. Interventions are continuously monitored and changes are made based on weekly performance checks. Due to the school size each individual grade level teacher collaborates with RTI and special education teachers to determine appropriate interventions.

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's systemic plan/policy)?	Teachers embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's systemic plan/policy).	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers use multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to instruction?	Teachers use multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to instruction.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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 including weekly teacher reflections and differentiation based on data

Previous Professional Development on Formative Assessment

Utilization of a variety of formative assessments in the classroom

Weekly fluency progress monitoring/weekly phonics progress monitoring/weekly math progress monitoring

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

Formative evidence in lesson plan and unit checks and classroom observations. Data sheets from fluency and other forms of assessment.

Follow up from professional development sessions.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in K-3.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent are students and families provided with clear models and descriptions of the intended targets to be mastered?	Students and families are provided with clear models and descriptions of the intended targets to be mastered.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work?	Teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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 and Unit Documents

Daily use of posted and deconstruction of learning targets

Student self-evaluation based on the standard

Individual student feedback on assignments such as writing samples

Each student receives an agenda to track assignments

Parent/Teacher conferences

Newsletter and/or weekly student progress to inform and update parents on standards

Standards based midterm report for reading and math

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

Frequent and specific tracking of standards and student achievement of each one via newsletter and conferences with parents. Use of agenda to communicate on a daily basis. Parents have access to Parent Portal for grade 3 in Infinite Campus.

Professional Learning: Opportunities

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

Overall Rating: 2.25

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning supports individual learning focus (PGP), fosters team collaboration for school improvement and benefits from alignment and coordination with school, district, regional, and state improvement goals for more systemic professional learning experiences.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded professional learning opportunities (teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; is school or classroom based and integrated in the workday) are available?	The school offers job embedded professional learning opportunities that are integrated in the work day to all teachers.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for teachers to collaborate and exchange ideas.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Staff reviewed and revised CDIP and all Professional Development was aligned to it. Monthly meetings of SBDM Council and the Board of Education reviewed implementation of Professional Development and CDIP. Monthly PLC meetings. Teachers would share information gathered at Professional Development if applied to other grades.

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

Staff reviewed and revised CDIP and all Professional Development was aligned to it. Professional Development is based on the Needs Assessment. Monthly meetings of SBDM Council and the Board of Education reviewed implementation of Professional Development and CDIP.

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Professional Learning: Participation

Teachers are leaders in their professional community, and guide/lead professional learning that meets the needs of the professional learning community.

Overall Rating: 1.75

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members of professional organizations but do not participate in them.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers have contact and collaborate with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Community Leaders and Volunteers visit and help in classrooms

Parent Volunteers

CINSAM

Health Fair (local community, business, community service agencies)

Veterans Day Program

Fine Arts Night

Community Fitness Center in the School

Dental Sealant Program

Girls on the Run Program

My Heart Rocks through St. Elizabeth Hospital

Northern Kentucky University practicum program

Open invitation to community for school programs, activities, etc.

Optimist club - Speech contest, basketball shootout

City Council night

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

Parent and Community involvement is regularly integrated. Family Resource Center provides resources as needed. Classroom volunteers on a frequent basis and other agencies on a more limited basis. In part due to the small size of our community.

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 K-3 instructional programs.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the School leadership/SBDM committee continually monitor the availability of resources in an effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program?	School leadership/SBDM committee continually monitors the availability of resources in an effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the SBDM committee establish and enact a process to, at least annually, analyze data related to the implementation and impact of policies and practices specifically for the K-3 program?	SBDM committee establishes and enacts a process to at least annually analyze data related to the implementation and impact of policies and practices specifically for the K-3 program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership communicate with parents and community about the K-3 program?	School council/leadership communicates with parents and community frequently about the K-3 program.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does School leadership/SBDM establish and maintain policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multi-age and multi-ability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement)?	School leadership/SBDM establishes and maintains policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multi age and multiability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement).	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

Monthly Impact and Implementation Checklist review at Board of Education and School Based Decision Making meetings

Regular tracking of student data using K-PREP, MAP, AimsWeb, Dibels, etc...

Lesson Plans, Professional Development focused on best practices in instruction, alignment of curriculum and frequent formative assessments.

Monthly meeting minutes posted on website

Meetings open to public

All calls to inform parents/guardians of upcoming events or pertinent information.

Weekly parent communication

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

Evidence cites a frequent and consistent monitoring of the implementation of best practices to be established in the K-3 Program as well as evaluation of results.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all K-3 program efforts and support teacher leadership through shared leadership strategies and actions.

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the principal work collaboratively with teachers to define, support, and continuously improve the K-3 program? To what extent does the principal regularly facilitate K-3 team meetings in order to monitor and support all K-3 program efforts?	The principal works collaboratively with teachers to define, support, and continuously improve the K-3 program. The principal regularly facilitates K-3 team meetings in order to monitor and support all K-3 program efforts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal participate fully in and facilitate professional learning in relation to the K-3 program?	The principal participates fully in and facilitates research-based professional learning in relation to the K-3 program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the principal make decisions related to staff assignment based on student needs determined by student trend data?	The principal makes decisions related to staff assignments based on SBDM policy which has been determined by student needs and student trend data.	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) 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.

The principal makes decisions based on student overflow and classes over cap makes assignments on various data (assessments, conferences, reflections, Title funds, daytime waiver, etc.)

CDIP has been revised involving all stakeholders

Professional Development specifically aligned to the CDIP and based on Best Practices

K-3 Provides weekly reflections to the principal as part of the lesson plan document

Meetings occur on a less frequent basis due to the size of the school and more on a whole school basis.

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

Principal works collaboratively with teachers to make revisions to the master schedule, building space, instructional practices, etc. to make an efficient school.

Report Summary

Scores By Section

