Program Review Report

COXS CREEK ELEMENTARY SCHOOL

Nelson County School District

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Introduction

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

Curriculum and Instruction: Student Access

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

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

	Statement or Question	Response	Rating
b)	To what extent do students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments).	Students have 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Teacher lesson plans documenting standards-based writing instruction; Young Authors' books; author's chair; author of the week; student writing folders in all grades that include both working folders and finished pieces; writing across the curriculum tasks include all content areas, including PE, music, library, art, guidance, and student selected topics; Kentucky Marker Paper continuum used to identify student instructional needs and strengths and monitored minimum of 2x throughout the year; teacher conferencing with students to identify strengths and set goals; All students have access to high quality comprehensive writing instruction supported by differentiated writing activities and careful alignment to the ELA writing standards. All facets of literacy--listening, speaking, reading, and writing--supported through daily and unit planning. Designated differentiation site; PLC/individual review of test data to develop groupings based on instructional strengths/needs resulting in differentiated literacy instruction.

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

Evidence demonstrates consistent access to quality comprehensive writing instruction. All teachers and all students participate in ongoing writing instruction with authentic writing products and ongoing feedback. All teachers use data to create instruction groupings for core instruction, as well as, interventions/acceleration; teams collaborate to share student for leveled instruction.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
a)	To what extent is the curriculum aligned vertically and horizontally to the Kentucky Core Academic Standards for Language Arts?	Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards and monitored to ensure effective implementation with a focus on 21st Century Skills taught in the context of core subjects and interdisciplinary themes.	Distinguished

	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) to apply communication skills to meaningful work across content areas.	Distinguished

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

	Statement or Question	Response	Rating
d)	To what extent do the communication portfolios demonstrate student interests and the integration of writing and communication skills across the content areas and over time?	Communications portfolio 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Student portfolios maintained at all grade levels that include writing across all content areas for a variety of purposes and a variety of audiences; Teacher lesson plans; student writing with teacher feedback and evidence that it has been through all steps in the writing process; Writing integration as a part of unit planning; Grade level units with writing products, assessments, and rubrics; PLC products; lesson plans; student work samples; Young Author books; learning logs and journals; Total Participation Strategies that include visualization strategies, quick writes, exit slips, and verbal "rehearsal" prior to writing; writing, listening, and speaking rubrics for classroom products and

activities; student generated powerpoint presentations, media presentations, oral histories, documentaries; Curriculum units built around themes integrating all literacy elements including opportunity for technology integration in research, presentation, and publishing; problem-solving and critical thinking integrated through inquiry sessions (Junior Great Books) and Socratic seminars with written & oral presentations; Fiction & non-fiction selections carefully chosen to support curriculum alignment and to provide models/practice with 21st century skills; Standards review, mapping, and unit planning intentionally integrate all literacy strands with emphasis on real-world writing and opportunity for authentic applications; school-wide Flat Stanley campaign integrated social studies, research, and literacy skills;

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

CCES demonstrates consistent emphasis on the integration of KCAS literacy standards (listening, speaking, reading, and writing) across all content areas at all levels. All students are supported in high level tasks to apply and improve literacy skills. Curriculum integration is a priority in unit and lesson development.

Curriculum and Instruction: Instructional Strategies

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

	Statement or Question	Response	Rating
a)	To what extent do teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives?	Teachers, students, and others provide instruction, models and demonstrations that address specific literacy learning objectives and provide time for students to apply this learning for further inquiry, design and interactive collaborative settings.	Distinguished

	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 and for various purposes?	Students use varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposes.	Proficient

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

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Lesson plans; standards-based units reflecting writing to learn and writing to demonstrate learning practices and products; student journals, writers' notebooks; writing and speech contests; publications; master schedule of daily/weekly purposeful integration of writing standards; student presentation opportunities: Poetry, Prose, & Pie evening; Patriot's Day; Mutlicultural Fair; school newspaper; academic team composition awards; student speeches and book response journals; science fair products and presentations; Junior Great Books training for all students, including written products; literacy circles built around inquiry sessions, problem-solving, peer and self-assessment, and critical thinking skills; posted student work throughout the building; student author showcases through author's chair, author of the week, Young Authors' awards; essay competitions; purposeful keyboarding instruction through use of alpha smarts (3-4) and keyboarding class provided to intermediate students. Flat Stanley projects. In-class research projects--author studies, habitats, animals, American symbols project, Historical figures research pumpkin project; web-quests, internet searches, on-line communication through Flat Stanley school communications.

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

Evidence supports multiple writing opportunities that are purposefully planned to support standards integration and reflect high level expectations P-5. Emphasis on writing process, writing to learn, writing to demonstrate learning, range of products and audiences, integration of all elements of literacy (listening, speaking, reading, writing) are all evident through the plans, documents, and products created by all teachers and all students.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

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

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

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Flat Stanley project--students in all classes researched and wrote letters to students in other schools to establish correspondence through the semester; multicultural fair projects--all students participate in research and presentations related to international cultures; writing/literacy activities related to cultural and social skill building activities through Learning for Life and Second Steps curriculum; literature and non-fiction reading & writing around world cultures, international folk and fairy tales, historical influence of various cultures on American life; emphasis on audience in student writing to increase student awareness of point of view/range of readers' needs; lesson plans; unit documents; student writing folders; Read-a-thon month focus on literacy products based on other cultures/countries; STLP projects; conference call with author/illustrator.

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

Students consistently provided opportunities to work with all aspects of literacy (listening, speaking, reading, writing) with emphasis on range of cultures and personal connections. Students consistently working from teacher and real-world models to inform their work and help them internalize standards. Multiple opportunities for feedback from various sources--self-assessment, peer assessment, teacher assessment, and links to professional standards.

Formative and Summative Assessment: Assessments

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

	Statement or Question	Response	Rating
a)	To what extent do teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas?	Teachers engage in a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas, and monitor the impact on student learning over time.	Distinguished

	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 consistently implement plan to monitor student progress in writing and communication skills consistent with grade-level writing standards, formative assessments, and respond to evidence through revised instruction.	Distinguished

	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

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Use of Kentucky Marker Paper continuum color coded for each student minimum of 2x per year to assess progress; Written teacher feedback, use of rubrics/checklists; Grade level, multi-grade teams, and vertical teams work to develop products--units, lessons, and assessments--based on careful integration of KCAS and authentic writing products; instructional planning through teams and individual planning to address needs identified through continuum and work sample assessment; PLC notes; planning documents showing alignment and integration of formative & summative assessments including literacy standards;

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

Units incorporate full range of writing products--formal and informal--supporting writing to learn and writing to demonstrate learning processes. Total participation techniques used to incorporate literacy strategies with both modeling and feedback. Teachers' use of writing based exit/entrance slips provide diagnostic information on both content understand and skills in written expression; student products often become models; teacher models developed; Teachers collaboratively develop writing tasks, prompts, and models with input from instructional leadership; analysis of student work conducted to provide diagnostic information to guide instruction/interventions. All teachers expected to develop products and activities that support daily writing integration.

Formative and Summative Assessment: Expectations for Student Learning

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

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

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

	Statement or Question	Response	Rating
c)	To what extent do teachers and students engage in self-assessments to monitor progress toward meeting writing and communication goals?	Teachers and students 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Student and teacher models; lesson plans; rubrics and writing checklists; Teacher/adult feedback used to guide improvement; teacher checklists; peer review checklists/rubrics; Expectations, critical attributes, and models share prior to writing; student models used to find strengths/needs to help students internalize standards; some rubrics teacher developed/some are developed with student collaboration; rubrics provided for self-assessment; students code written work to self-assess for key attributes; Daily oral language using student products; teachers work with whole group, small groups, and individuals to provide oral and written feedback to student written work

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

Teachers provide wide range of opportunities for student to self-assess including rubrics, color-coding, checklists, models, use of highlighter tape, specific attribute location within written products; Teachers reflect on student assessment data using a variety of formative & summative

assessments in order to establish individual & group goals and to design instructional interventions. Use of Ky Marker Paper continuum to assess with goal setting and progress monitoring based on literacy elements.

Professional Learning and Support Services: Opportunity

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

	Statement or Question	Response	Rating
a)	To what extent does the professional learning action plan link to the Comprehensive School Improvement Plan (CSIP) and support grade level appropriate instruction in writing?	The professional development action plan links to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in writing.	Proficient

	Statement or Question	Response	Rating
b)	To what extent are job-embedded writing professional learning opportunities available to teachers to encourage continuous growth?	A variety of job-embedded writing professional development opportunities are available to teachers to encourage continuous growth and are tailored to meet individual needs of teachers and students.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent are writing professional learning opportunities focused on research-based best practices and planned based on school and student data and teacher Professional Growth Plans?	Writing professional development opportunities focus on research-based best practices and are planned based on school and student data and teacher Professional Growth Plans.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school schedule allow for teachers to collaborate and exchange ideas about literacy best practices?	The school schedule allows for teachers to collaborate and exchange ideas about literacy best practices.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Professional development plan includes multiple writing sessions as both stand-alone offerings and as embedded PD: visualization, Some writing PD provided as universal instruction, some sessions individually matched to teacher interests and needs-- visualization strategies, TIER II and TIER III vocabulary instruction, writing poetry with young children, on-demand writing, differentiated content area writing, Total Participation Techniques, standards-based literacy instruction, writing across the curriculum, inquiry-based writing, student self-assessment; PD linked to teacher growth plans; teacher teams supported with embedded PD during PLCs/faculty meetings

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

Every Cox's Creek teacher (and support staff member) has opportunity to extend and expand expertise in writing instruction through ongoing

PD and support with book studies, CIM training, and targeted sessions. Each best practice is integrated into daily planning with monitoring by building leadership to hold staff accountable for implementation of those strategies. Writing training is ongoing and linked to all building/district initiatives.

Professional Learning and Support Services: Participation

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

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

	Statement or Question	Response	Rating
b)	To what extent do teachers actively participate in writing professional learning communities and address issues related to instructional practices, data analysis and improving student achievement?	Teachers actively participate in writing professional learning communities and address issues related to instructional practices, data analysis and improving student achievement.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers writing leaders and communicators in the school and professional organizations?	Teachers are writing leaders and communicators in the school and professional organizations.	Proficient

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Participation in CIM training and sharing of resources at the state level; principal is member of the National Writing Project and Kentucky Writing Project, receiving ongoing training through both; principal presenter at Kentucky Music Educators Association state conference on writing in the arts; collaboration with Kentucky Association for Gifted Education to develop writing resources at the state level; business and community members invited to read as a part of Share the Gift of Reading campaign; business and community members invited to read as a part of I Love to Read campaign; Flat Stanley project; Literacy teachers served as district presenters at PD institute; Univ. of Kentucky and

Kentucky Writing Project personnel serve as consultants; Great Leaps training provided through Univ. of Lousiville.

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

Literacy team and building leadership work to develop and sustain local and state supports outside of the building; Literacy team developed and presented literacy workshop to local teachers summer 2012; Teacher leaders from each team assume roles of communication, information gathering, resource development/dissemination, and modeling for horizontal and vertical teams, including use of community and state resources; Teachers participate in ISLN network and Content Leadership trainings at the state level and bring those trainings back as Train the Trainer experiences to their teams and to the entire staff. Regular PLC meetings and Standards-days PD provide focused opportunities for implementation of writing best practice and sharing of state initiatives in writing and literacy. Participation in state and national literacy conferences, U of L and WKU writing workshops provide opportunity for training and implementation of best practice in literacy.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

	Statement or Question	Response	Rating
a)	To what extent does the school council/leadership ensure that writing concepts are taught throughout the school and across the curriculum as established in policy?	School council/leadership monitors and evaluates the teaching of writing concepts throughout the school and across the curriculum as established in policy.	Distinguished

	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?	The school council/leadership meets with teacher leaders when planning for the allocation of time and resources to implement the writing program.	Distinguished

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Program expectations within the writing policy, district writing plan, and professional development plan

School publications that include student and staff participation in communication. CCES Leadership Team meetings;

Induction process and documentation of new staff acclimation to their role in the writing process at CCES

Events, opportunities, displays that represent a school wide culture of critical thinking, problem-solving, and communication regarding the role of writing in the school curriculum and instruction.

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

Literacy team includes teachers and classified staff with responsibility of designing, implementing, and monitoring the literacy plan at the school level. All staff held accountable to following the plan as monitored through walkthroughs and lesson plan analysis by leadership.

School newsletters, school newspaper, and other publishing opportunities provided with presentation/publication through PTO meetings, Morning Meeting, school program, classroom programs, etc. New staff and staff who have been assigned to different roles are provided team and leadership support to assure implementation of writing and literacy standards in their assigned roles. PLC meetings provide additional collaboration regarding expectations, processes, products, and resources in support of writing expectations. Teachers recognized as "Blue Ribbon" teachers based on their use of engagement, critical thinking, and writing strategies serve as role models and support the school vision around writing.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

	Statement or Question	Response	Rating
a)	To what extent does the principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school?	The principal and staff collaboratively evaluate and reflect on the impact of the writing 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 related to the school's writing program?	The principal participates in, models and leads professional learning regarding the school's Writing Program through collaboration with staff and shared self-reflection.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent and frequency does the principal communicate with parents and the community about the writing program?	The principal 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Writing policy, writing plan, professional development action plan; newsletter communications; Family Literacy Nights; PTO presentations on literacy program and literacy strategies; Principal is member of National Writing Project and Kentucky Writing Project; Principal participated in Pearson sponsored writing scoring fall of 2012.
School level PD conducted by principal in writing across curriculum, writing in the arts, on demand writing, peer conferencing, writing poetry with young children. Teachers accountable through walkthroughs, lesson plan analysis, PLC documents, student writing folders with feedback.

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

As a member of the National Writing Project and Kentucky Writing Project, the principal maintains current information on writing best practice. Continues to network with project fellows regarding ELA standards and the writing process, as well as Gates project LDC process and prompts, sharing those and school wide writing program processes with the entire staff. Principal conducts and monitors implementation of writing PD initiatives, including writing across the curriculum, writing in the arts, visualization, on demand writing, etc. School writing policy and district writing plan implemented by entire staff and monitored by school leadership.

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.

Curriculum and Instruction: Health Education

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

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Heath Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Heath Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment.	Proficient

	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, and Practical Living/Career Studies) or may be common across other reviews. Review teams

will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Master Schedule--PE and guidance weekly instruction for all students; Learning for Life and Second Steps instruction purposefully planned to deliver instruction in all areas; Nutrition projects in all classrooms--menu design; fruit & vegetable tasting events; coordinated efforts with school food service; Fitness and health weeks 2x year; collaboration with FRYSC and local health organizations; unit plans and curriculum maps; teacher lesson plans; recycling team

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

School wide emphasis on integration of standards of practical living and career studies addressed through comprehensive planning, curriculum integrations, schoolwide and grade level "events", including: Fitness Weeks, menu planning, weekly Learning for Life lessons; weekly group guidance; 4H; Junior Achievement lessons; Play-dough economics; Entrepreneur Fair, Career Day; guest speakers, and more. All students provided instruction, experiences, and self-reflection in all strands of PL/CS

Curriculum and Instruction: Physical Education

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Core Academic Standards for PL/CS?	A comprehensive physical education curriculum is sequential and aligned to the Kentucky Core Academic Standards for practical living.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure regular opportunities are provided for all students 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 Heath Committee utilize a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of physical education instruction as well as increase physical activity opportunities throughout the school environment?	A Coordinated School Health committee utilizes a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of the physical education instruction as well as increase physical activity opportunities throughout the school environment.	Proficient

	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 the physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections to meet the physical activity needs of 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams

will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Curriculum maps/pacing guides; lesson plans; related arts PLC planning reflecting cross-curricular lessons--Multi-cultural Fair; Fitness Friday events; Student growth/mastery monitored with individual goal-setting/reflections; differentiated lesson design reflecting VIPs, task analysis and modeling to build student success; rubrics, skills assessments; Fitness Testing (FITNESSGRAM, Presidents Physical Fitness Challenge, Personal Best), CCES wellness policy; PLC meetings; student exercise and activity logs; individual fitness plans; Fitness trail walk-a-mile shoe tags; PTO 5K run/walk with emphasis on student participation; Daily Take 10 activities in all classrooms included in lesson plans; Vertical alignment to assure that all students participate in articulated practical living/career studies instruction that includes all components;

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

All students provided access to quality instruction based on physical education standards and personal fitness goals. Vertical alignment assures that all students participate in articulated practical living/career studies instruction that includes all components;

Curriculum and Instruction: Consumerism

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

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

	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 is connected to business and industry and local business and industry partners are utilized as resources (i.e. guest speakers, judges, etc.)	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?	Students routinely engage in grade level appropriate financial decision making and demonstrate these skills through real-world entrepreneurial experiences, school-based enterprises, and/or work based learning.	Distinguished

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Curriculum maps, unit plans, lesson plans; Junior Achievement instruction; Individual and Class-based enterprises: technology used to support student products; student participation in Entrepreneur Fair--development of plan, cost analysis, prototype, sales plan, and sales at fair; student sales projects as a part of Read-a-thon--student goal setting, product development, sales; Recycling team provides student leadership and outreach to community to gather recycling weekly; Economics/consumerism included in K-5 curriculum; related Learning for Life activities;

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

All students provided direct instruction and opportunity to apply skills related to consumerism/economics through classroom projects and curriculum integration.

Curriculum and Instruction: Career Education

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

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

	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 routinely engage in grade level appropriate, career-related problem solving within the classroom.	Proficient

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson plans reflecting career education; Lesson plans linking real-world significance of skills; Junior Achievement; Career studies strands through guidance and all related arts fields; Career Days; Guest speakers; classroom enterprise projects; parent volunteers; Time for Kids career connections; scholastic videos on literacy based careers; artists and performers studies; author studies; biography unit linked to careers; student goal-setting;

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

Service-learning projects (Appalachian resources, entrepreneur fair projects, classroom enterprise projects; menu-planning; Shoes for the World project, etc.) are regularly integrating into instruction with emphasis on developing skills AS they are needed. Students constantly provided with adult and peer models and opportunities to see the importance of skill acquisition in future goals.

Curriculum and Instruction: ILP

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. A process is in place to ensure that parents have received access information for the ILP?	Not Applicable	N/A

	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?	Not Applicable	N/A

	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?	Not Applicable	N/A

	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?	Not Applicable	N/A

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Not applicable

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

Not applicable

Formative and Summative Assessment: Assessments

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

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

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Consistent use of varied data sources--performance data, formative assessments, student interests & needs, goal-setting--used to plan instruction and to identify student needs and strengths; tests; rubrics; performance tasks;

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

All teachers use PLCS standards with grade appropriate student performance/products with CC readiness as a priority.

Formative and Summative Assessment: Expectations for Student Learning

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson plans, performance tasks, assessments, rubrics, checklists; student fitness plans; exit slips; extended responses; teacher feedback; grades; emails; newsletters;

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

Teachers using total participation strategies, writing integration, articulated planning, and aligned assessment to monitor student progress to all objectives and to respond to that performance data to establish "next steps".

Professional Development and Support Services: Opportunities

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the PL/CS disciplines?	The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports quality instruction in PLCS disciplines.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that job embedded professional development opportunities are available to PL/CS teachers to encourage continuous growth?	Job embedded professional development opportunities are available to PLCS teachers to encourage continuous growth.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for PL/CS and academic core teachers to collaborate and exchange ideas?	The school 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Master schedule; related arts/plcs schedule; PLC meetings; embedded PD; PD plan; growth plans; SIP; common planning times; collaborative projects (fitness weeks/career day); multicultural fair; nutrition activities; Jump Rope for Heart; Cycstic Fibrosis project, etc.

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

Related Arts/PLCS teachers have scheduled PLC, as well as daily common planning to support collaborative efforts; Related Arts/PLCS professional development provided for team; Related Arts/PLCS embedded PD provided for all staff to assure integration of PLCS standards in all classrooms.

Professional Development and Support Services: Participation

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

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

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

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

PLCS teachers serve in leadership roles on planning/implementation of Career Days, Entrepreneur Fair, Multicultural Fair, Fitness Weeks, Nutrition Month, Read-a-thon; SBDM committees; school leadership team; professional development provided to address specific PLCS content and build teacher capacity; embedded PD provided to link all college and career readiness standards through PLCS and ELA standards;

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

Yearly calendar purposefully developed to assure integration of all PLCS and Related Arts standards and performance opportunities at all grade levels; Related Arts/PLCS teachers have scheduled PLC, as well as daily common planning to support collaborative efforts; Related Arts/PLCS professional development provided for team; Related Arts/PLCS embedded PD provided for all staff to assure integration of PLCS standards in all classrooms.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that PL/CS teachers are assigned manageable class loads based on course and facilities?	PLCS teachers are assigned manageable class loads based on course and facilities.	Proficient

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

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

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

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

	Statement or Question	Response	Rating
i)	To what extent does school leadership ensure that the school is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; and goals for school wellness are included in the CSIP?	School is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Wellness policy, SBDM minutes; leadership team; committees; master schedule; related arts/PLCS schedule; feedback documents;

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

Purposeful collaborative planning implemented to address resources, staffing, scheduling, and teacher voice in PLCS instructional delivery. Wellness policy and instructional monitoring reviewed regularly. All teachers expected to provide daily Take 10 movement activities and weekly Learning for Life instruction as monitored by building leadership.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist program area teacher leaders to collaborate, evaluate and reflect on the impact of PL/CS instructional practices on overall student achievement in the school?	The principal enlists program area teacher leaders to collaborate, evaluate and reflect on the impact of the PLCS, Arts and 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 regarding the school's PL/CS 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 PL/CS programs?	The principal frequently provides communication with parents and community about PLCS programs.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

newsletters; team assessments of related arts/PLCS; SIP team recommendations; staff needs assessment surveys; PTO presentation re: PLCS/related arts;

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

PLCS/related arts teams meet regularly with leadership to plan, evaluate, and schedule events to assure implementation of standards for all students; school wide implementation is CCES norm as reflected in mapping and unit documents, lesson plans, and feedback to teachers.

Program Review: Arts and Humanities

Introduction

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

Curriculum and Instruction: Student Access

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

	Statement or Question	Response	Rating
a)	To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines?	The arts program offers individual students the opportunity to develop their own talents in the three processes of creating, performing, and responding to the arts with the support of teachers, beyond the regular classroom.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Core Academic Standards?	Arts teachers collaborate (K-12) to ensure that curriculum is vertically aligned for discipline-based instructional program in each arts discipline. • Elementary: All students have an average of 150 minutes per week of regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KCAS. • Middle School: All students have regularly scheduled discipline-based, arts courses in each of the four art forms yearly 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 and scaffolded arts course 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.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Cox's Creek related arts schedule provides minimum of 150 minutes weekly with additional instruction provided through regular classroom instructional units with documentation of arts integration based on KET Arts Toolkits; collaborative units developed by related arts team;

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

Cox's Creek works hard to provide access through exploration and training in all arts areas for all students. Field trip experiences and professional artist presentations supplement regularly scheduled instruction in each discipline. All classroom teachers integrate arts instruction into the classroom and work collaboratively with arts specialists through the use of dramatic and dance presentations, use of visual arts products to support all content/concepts, and the use of music. The related arts schedule includes 50 minutes daily of related arts and/or practical living instruction beyond the regular classroom.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards?	Teachers responsible for teaching the arts regularly collaborate to ensure that curriculum is aligned vertically and horizontally with the Kentucky Core Academic Standards.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts?	The arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods?	The school-wide curriculum includes the study of representative exemplary works, artists, cultural traditions, and historical periods for each arts discipline to show natural connections.	Distinguished

	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 using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Opportunity for daily common planning; representative arts displays throughout the building;

purposeful planning by related arts team to ensure integration and collaboration to strengthen application of arts concepts;

PD in ELA standards implementation for all staff, including related arts teachers; related arts PLCs as well as curriculum planning in

response to student performance/needs in each discipline; Multi-cultural fair presentations, Patriot's Day, Holiday Program, social studies integrations, Morning meeting presentations (musical, artistic, dance, and dramatic), Literacy connections through the arts.

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

Collaborative process to support integration of each arts discipline and ELA standards; promotion of Arts and Humanities/classroom teacher collaboration to integrate arts concepts through social students, math, science, and literacy. This includes access to available resources (including KET Arts Toolkits--every grade level team has a complete set of visual arts, music, dance, and drama) and Meet the Masters resources. Literacy-based connections established through dramatic, artistic, and musical presentations. Family literacy nights designed to support arts products/performances. Read-a-thon activities integrate literacy and all arts disciplines. Dance and drama instruction integrated as a part of performance experiences for each grade level. Every class performance at Morning Meeting, PTO meetings, assemblies, and class or team productions provides opportunity for both real world audiences and self-reflection. Drama instruction provided through related arts (Nutrition play, Holiday Program, School House Rock, Follow the Drinking Gourd), through the classroom teacher, and instructional coach initiatives. Movement/Dance standards included through direction instruction, PE integrations, Take 10, history/social studies projects, and guest artists/performers.

Curriculum and Instruction: Instructional Strategies

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

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

	Statement or Question	Response	Rating
b)	To what extent do teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills?	Teachers provide print, electronic media, virtual or live models of exemplary artistic performances and products to enhance students' understanding of each arts discipline and to develop their performance/production skill.	Distinguished

	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 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.	Proficient

	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?	The arts curriculum is enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

New Performing Arts performers; Russian Dance Troup; String Quartet; African Dancers; Broadway Delights;

Field trips to Stage One (Jacke & Me, Wiley & the Hairy Man), Ballet (Cinderella), Beauty & the Beast

Featured artists on display around the building through framed works, composer of the week, cultural timelines, student-lead dance instruction during Morning Meeting. Arts Super Saturday; Every student provided performance opportunities a minimum of 1x per quarter; Lesson Plans, unit documents, student performances; KET Arts Toolkits available to all teachers (every team has complete set of Visual Art, Dance, Drama, and Music)

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

All teachers provide systematic instruction in all arts areas. Exemplary models on display and textbooks integrations used to link art and artists through social studies, literature, and math. Career day, Holiday Program, Broadway Delights, Arts Super Saturday, etc. reflect events in which students perform and reflect using performance standards/rubrics for goal setting, to impact instruction, and to support differentiation in order to meet student needs at various readiness levels/levels of expertise within each discipline.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

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

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

	Statement or Question	Response	Rating
c)	To what extent do students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products?	Student work in the arts demonstrates that they are applying minimal creative, evaluative or analytical and problem solving skills in their artistic performances or products.	Needs Improvement

	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?}?	Not Applicable	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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Electronic/physical files of exemplary art models/products; lesson plans showing instruction in and application of peer review and self assessment; audio/video recordings of student performances/products; lesson plans and student products and performances show sound theory, skills, and techniques at a variety of levels from recall to knowledge to evaluative/creative;

Critiques of student, displayed, and professional art/performances; competed in district visual arts calendar competition; students auditioned for ACDA elementary All-state chorus; All-district and All-county choruses; student written dramatic productions based on literacy selections.

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

All teachers provide systematic instruction in all arts disciplines with balanced emphasis on creating, performing, and responding. Reflections built into units in each art discipline. Original songs, puppet shows, scripts, dance, etc. created as a part of Read-a-thon, Arts Super Saturday, and Literacy Events. Students guided to use standards to critique products and use goal-setting.

Formative and Summative Assessment: Assessments

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

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize formative and summative arts assessments for individual students and performing groups that are clearly aligned with the components of the Kentucky Core Academic Standards; and authentically measure a specific concept, understanding and/or skill and lead to student growth?	Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the Kentucky Core Academic Standards and authentically measure a specific concept, understanding and/or skill and lead to student growth.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work?	Teachers are the primary reviewers of student work and students do not effectively use developmentally or grade level appropriate peer review or critique to evaluate each other's work.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Discipline-specific rubrics and checklists; lesson plans with evidence of self-reflection/peer review; posted work with rubrics attached; open-response; test questions reflect standards alignment;

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

Students receiving instruction and modeling with the peer review and self-reflection process with primary emphasis on teachers performing the review; Limited practice with review of peer performance/products.

Formative and Summative Assessment: Expectations for Student Learning

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

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or other assessments; and students have the opportunity to provide input into the scoring guide?	Teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide.	Proficient

	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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments

Virtual models; performance modeling; Broadway Delights performers; task analysis, ongoing used of teacher models; step-by-step drawings; Visual Instructional Plans (VIPs); rubrics; goals; instructional models; lesson plans with learning objectives/SMART goals

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

Related arts team members develop independent and common assessments built around arts standards in all four disciplines. Multiple formative and summative assessments used to measure progress toward mastery. Peer and personal review of performance/product used to help students internalize standards.

Formative and Summative Assessment: Assessment for Teaching

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

	Statement or Question	Response	Rating
a)	To what extent do teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources on their performances/products so students may strengthen their future performance/products?	Teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources (e.g., staff members, arts adjudicators, peers, etc.) on their performances/products so students may strengthen their future performance/products.	Proficient

	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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Written teacher feedback; Review of performance from field trips, guest artists, video or electronic products, student rubrics, checklists, quality indicators used for peer and self assessment; written critiques

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

Teacher, professional, peer and self-assessment practices used to review performances/products in order to help students internalize standards.

Professional Development: Opportunity

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the professional learning action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities?	The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities.	Proficient

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas?	The school schedule allows for Arts and Humanities 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Master schedule; related arts schedule; School Improvement Plan; Professional Development Plan; embedded PD; training with writing in the Arts/connections with ELA standards

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

Related arts teacher participate in collaborate planning and professional development linked to specific discplines--KET Arts Toolkits, KMEA, KAE, embedded PD linking Arts and Humanities standards and the KCAS in English/Language Arts.

Professional Development: Participation

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

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

	Statement or Question	Response	Rating
b)	To what extent do Arts and Humanities teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement?	Arts and Humanities teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are Arts and Humanities teachers leaders in professional organizations and the school?	Arts and Humanities teachers are leaders in professional organizations, the school and the community.	Distinguished

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

	Statement or Question	Response	Rating
e)	To what extent do most teachers in the school receive and implement professional learning to enhance the integration of the Arts and Humanities content into school curricula?	Most teachers in the school receive and implement professional development to enhance the integration of the Arts and Humanities content into school curricula.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

KET Arts Toolkits--stand alone professional development summer of 2012; embedded Pd; collaboration through PLCs to embed select lessons into each curriculum unit; KMEA conference attendance; Nelson County community theatre; collaborative efforts with Stephen Foster Story LLC; presentations of Schoolhouse Rock; Fitness Friday; related arts teachers' participation on SBMD, CCES school leadership team; KMEA 4th district leadership; Readathon Committee; Literacy events

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

All teachers--related arts and regular classroom-- provide experiences within the classroom that enrich and extend the related arts curriculum standards while working to integrate arts standards & literacy standards through leadership and community connections;

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

	Statement or Question	Response	Rating
a)	To what extent does the school councils/leadership implement policies to ensure that disciplined based arts instruction is a part of the school curriculum and arts concepts are taught throughout the school and across the curriculum?	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.	Proficient

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

	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 are invited to participate in planning the annual school budget.	Proficient

	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 manageable class loads based on course and facilities.	Proficient

	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 planning and travel time that is equitable with other content areas.	Proficient

	Statement or Question	Response	Rating
f)	To what extent does the principal and Arts and Humanities teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs?	The principal and Arts and Humanities teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs.	Proficient

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Master schedule; related arts schedule; PLC schedule; resource purchases; staffing; SBDM minutes;

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

Related arts staff provided as funding allows; arts resources provided as needed, with additional resources recruited through community and personal donations;

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all arts and humanities program efforts and support teacher leadership through shared leadership strategies and actions.

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

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

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about arts and humanities programs?	The principal frequently provides communication with parents and community about arts and humanities programs.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Newsletters, web site;

staff surveys; PLC meetings/notes; student products and performance; Arts Super Saturday/Family Literacy Nights (principal serves as an arts instructor in the events);

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

Cox's Creek consistently makes arts experiences a priority for all students; principal takes active role in the planning and delivery of arts instruction/events.

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.

Curriculum and Instruction: Student Access

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

	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 guided in how to use the feedback to improve their work?	Students have access to and use a variety of equipment and materials designed to meet their individual needs and enhance their learning experiences. Instruction is continually revised and students are instructed in how to use the feedback to improve their work.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Common planning, unit plans, curriculum maps; PLCs; flexible groupings based on data analysis; team sharing of students; intervention groupings; literacy groupings; Kentucky Marker paper continuum with individual feedback; rubrics, checklists, Total Participation Strategies; student accountability priority in lesson planning and assessments; parent communications--newsletters, conferences; email; notes, etc. Teacher wish lists--items purchased to provide requested items;

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

Cox's Creek continues to use ungraded primary philosophy in which all students are constantly assessed and moved between groups/teachers to match instruction to needs/strengths. All teachers focus on student progress with flexible grouping and regrouping of students. Dedicated math hour, literacy groups, sharing between team teachers, before/during/after school intervention groups, etc. Commitment to providing the resources needed for students to have appropriate practice with appropriate skills/standards.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	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. It includes specific pacing recommendations?	A rigorous curriculum is aligned, vertically and horizontally, to state and national standards with a focus on 21st Century Skills taught in the context of core subjects and interdisciplinary themes. Pacing guides are present and updated annually based on implementation data and lessons learned.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent is instructional time adequately provided for teachers to plan and fully enact the curriculum?	Adequate instructional time is provided for teachers to plan and fully enact the curriculum.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments

Unit and map plans, standards-day agenda; schedules, common planning provided for all staff, for both grade level teams and primary 2-teacher teams; literacy team support; PLC planning; lesson plans; assessment data

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

Primary philosophy is predicated on continuous progress for all students; Pacing guides updated quarterly with emphasis on inclusion of multi-disciplinary and related arts content; common planning and team planning provided to facilitate attention to integration of KCAS and flexible grouping of students; Unit and standards planning is ongoing with PD sessions, embedded PD and substitutes provided to cover teachers.

Curriculum and Instruction: Instructional Strategies

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

	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 consistently involve students in defining and/or writing learning targets (using clear and precise language) that are essential to standard attainment. Students can describe what it takes to achieve the target (the success criteria). Instruction is planned to directly ensure that students meet the targets and ultimately have opportunities to demonstrate understanding of the standard as a whole.	Proficient

	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 consistently engaged in a variety of cross-curricular instructional activities that are deliberate, culturally responsive, and include hands-on authentic learning experiences.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson plans documenting--Total Participation Techniques , use of MOBIs, visual instructional plans provided for stations and independent tasks; entrance/exit slips; I Can statements posted and referred to; student-stated learning targets as closure; Related arts standards and activities and writing across the curriculum built into unit and lesson planning; KET Arts toolkits, practical living/career studies standards and science/social studies standards used to build integrated units; strong literature connections to link listening, speaking, reading, and writing ELA standards.Multi-cultural fair; Poetry Prose and Pie night; Flat Stanley Project; universal themes for each quarter--patterns, conflict & change, adaptations, systems and structures

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

Ongoing focus on standards as anchor for all planning; deliberate inclusion of cross curricular instruction through the use of school wide universal themes for each quarter.

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.

	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 (as required in HB 69)? What specific interventions or types of interventions are implemented for reading and writing, mathematics, and behavior supports within the school's KSI/RtI model?	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/supports that provide 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 intervention to increase student achievement, is research based, aligned to standards as well as across tiers, and accessible to all students.	Proficient

	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 revisit and modify KSI/RtI programmatic protocols and improvements based on assessment data?	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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

STAT team and grade level team meetings; MAP testing supplemented with GRADE, GMADE, STAR, A-Z, DRA, and teacher-made tests, each given on specific schedule; data used to inform instruction--flexible groupings; parent notes/newsletters regarding intervention scheduling and progress; individualized work folders

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

Progress monitoring is crucial to differentiation; as a differentiation site, student progress monitoring dictates groupings and interventions consistently.

Formative and Summative Assessment: Assessments

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

	Statement or Question	Response	Rating
a)	To what extent do teachers embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's SBDM policies and practices)?	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 collaborate and analyze 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 support each student's learning.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

A-Z assessment, DRA, GRADE, GMADE, STAR, MAP, and KPREP; formative and summative assessments; Total Participation Strategies; common assessments; data analysis documents; flexible groups; intervention groups; weekly Constructed Response; writing to demonstrate learning products

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

Expectation that ongoing differentiation is occurring through diagnostic groupings and attention to student needs is the building norm. Data is used to support those groupings and to monitor instructional effectiveness/guide pacing and planning.

Formative and Summative Assessment: Expectations for Student Learning

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

	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 are teachers providing 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Teacher models; VIPs; step-by-step directions and checklists; teacher newsletters; Literacy events with focus on standards and product; written and oral feedback provided on student products; rubrics; TPT strategies focused on student self-assessment;

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

Development of models predicated on clearly established mastery criteria as a part of planning. Teachers constantly cued to determine mastery criteria for differentiation and to empower students and parents in growth process.

Professional Development: Opportunities

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that professional learning is linked to the Comprehensive School Improvement Plan (CSIP), teacher professional growth plans and is designed for improving early learning outcomes for instruction in the K-3 program?	The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and is appropriate for K-3 instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that teachers have access to and participate in job-embedded professional learning that supports research-based K-3 practices?	Teachers have access to and participate in job-embedded professional development (e.g., distance learning, conferences, workshops) that supports research-based K-3 practices.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

SIP, PD plan; PD offerings--stand alone and embedded--based on best practices: comprehension, standards implementation, Total Participation Strategies; writing for young learners; visualization strategies; hand-on math (numeracy, problem-solving; fractions); professional development plan includes both newly identified needs and priorities that must be sustained.

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

Differentiation, writing, and instructional best practice are consistent priorities in professional development for teachers and classified staff.

Professional Development: Participation

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

	Statement or Question	Response	Rating
a)	To what extent do teachers and administrators actively participate as members of professional learning communities that focus on research-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance?	Teachers and administrators actively participate as members and leaders of professional learning communities that focus on highly effective and researched-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance to impact both the K-3 program, as well as individual student needs.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do K-3 teachers and administrators regularly collaborate with the community, local business partners, as well as early learning communities and secondary partners?	K-3 teachers and administrators regularly collaborate with the community, local business partners, as well as early learning communities and secondary partners.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

PLC notes; planning documents; lesson plans; common assessments; groupings including shared students; Literacy events; reading outreach events including community members; corporate donations; Read-a-thon; PTO; volunteer network

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

Success of each student is a team effort; All CCES staff work hard to ensure partnerships between parents, community members, and all certified and classified staff.

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.

	Statement or Question	Response	Rating
a)	To what extent does the School leadership/SBDM committee continually monitor the availability of resources in 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 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 frequently 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, multiage and multiability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement)?	School leadership/SBDM maintains and stabilizes policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multiage and multiability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement).	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Multi-age groupings of students in primary; flexible groupings; SBDM policies; procedures; teacher input in student groupings for homerooms and instruction; parent/teacher conferences; master schedule; related arts schedule; literacy schedule

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

As a differentiation site, all teachers work to meet students where they are. Multi-age groupings based on two-teacher teams provide fluidity of movement for students based on interests, needs, and abilities and promote teacher teamwork appropriate for primary students. Monitoring is ongoing and reflective.

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.

	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 facilitates 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 research-based 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 assignment based on student needs determined by trend data around student performance and staff abilities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

PLC and team meeting notes; embedded PD; resources shared at grade level and PLC meetings; staffing changes based on performance documentation, observations, walkthroughs, etc. in support of impact on student learning. PD agendas; principal led PD;

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

Principal takes an active role in planning and implementation of instruction, monitoring closely through walkthroughs, data-analysis, observations, model lessons, and ongoing conversation with staff and parents. The most critical element in success in the classroom is the teacher.

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.

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

Arts and Humanities Program Review

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

Articulated instruction in Arts and Humanities standards provided through combined efforts of specialists and classroom teachers. Continue embedded PD in arts implementation for all classroom teachers.

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

Increase cross curricular implementation.
Increase student self-reflection in arts production and performance.

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

Continued training with KET ArtsToolkits and implementation of Meet the Masters Curriculum with strengthen ownership and school wide focus.

Increase use of reflections, critiques, and self/peer assessment related to all arts standards.

Practical Living/Career Studies Program Review

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

Emphasis on Fitness and Nutrition; Strong integration of consumerism/economics at most grade levels; Learning for Life and multicultural activities.
Continue and expand activities in support of these strands.

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

Career readiness through connections with literacy skills.
Student problem-solving in PL/CS--bullying, conflict resolution, etc.

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

Increase systematic implementation of Learning for Life curriculum linking student needs with targeted activities; integrate additional literature and scenario practice with targeted social skills.
Increase

Writing Program Review

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

Additional career readiness activities--guest speakers, supplement Career Day with followup visits; expand Junior Achievement/economics activities

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

Consistent implementation of writing best practice--teachers have had training. Implementation and monitoring are logical next step.

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

Embedded professional development focused on implementation of best practice and clear expectations regarding monitoring; teacher self-reflection by looking at student work and identifying instructional implications.

K-3 Program Review

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

Multi-age groupings based on primary philosophy of continuous progress for all students. Continue support of flexible groupings and data-based instructional decision-making.

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

Parent education around KCAS standards to build clear understanding of what primary students should be accomplishing.

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

Additional Literacy events inviting parents to come to have practice with standards and activities that reinforce those standards. Consistent communication from all classrooms.