Program Review Report

Livingston County Middle School

Livingston County

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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?	The arts curriculum provides discipline-based instruction and protected time in each arts discipline containing its own body of knowledge, skills, and ways of thinking as outlined in the Kentucky Core Academic Standards. • Elementary: All students have regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KCAS. • Middle School: All students have access to regularly scheduled discipline-based, arts courses in each of the four art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. • High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.	Proficient

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

Please see our evidence uploaded to the LCMS Program Reviews SkyDrive Group AND teacher hard copy files.

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

O-Zone Activities

Teacher calendars for after school

ABRI and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :
Curriculum 8.01, Writing policy 22.01, Program Review Policy 23.01, Staffing Policy 9.01, Student Assignment Policy 10.01, Schedule Policy 11.01, Space Use 12.01, Assessment 13.02, PD policy 17.01, Budget 20.01, etc.

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and ABRI teams ensure we provide differentiated learning to all students. All students have a mandatory rotation in Art Appreciation, Music Appreciation, Dance, and Drama. The focus of these classes is creating, performing, and responding to the arts. Students wishing to specialize are offered year-long courses in art, choir, and band. Instructional time is protected for all courses and is discipline-based on KCAS. O-Zone (Monday through Thursday afterschool program from 3-6 PM) offers students the ability to learn guitar, keyboards, vocals, piano, etc. Multiple opportunities for individual tutoring are provided by the music/band teacher after school.

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the 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 opportunities for integration as natural cross-curricular connections are made between the arts and other content areas.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods?	The arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure that the arts curriculum is revised using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs?	The school arts curriculum is revised 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.

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Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Student Literary Works

Pictures of work

Student writings

Cross-Curricular Projects

Samples of representative & exemplary works of art

Samples of formative & summative assessments, performance assessments from events, other data like ILP, etc.

PLC Minutes, PD agendas, etc.

Curriculum PLC and PD minutes, changes, etc.

Walk-Throughs, Evaluations, Instructional Rounds, etc.

ABRI and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :
Curriculum 8.01, Writing policy 22.01, Program Review Policy 23.01, Staffing Policy 9.01, Student Assignment Policy 10.01, Schedule Policy 11.01, Space Use 12.01, Assessment 13.02, PD policy 17.01, Budget 20.01, etc.

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and ABRI teams ensure we provide differentiated learning to all students. There are weekly vertical and horizontal PLC meetings for A&H teachers at LCMS. At these meetings, they discuss curriculum, data, assessments, etc. They use the discussions to improve their classroom instruction and thus student achievement. They use the arts tool kits and KDE curriculum. They participate in an annual K-12 Arts Curriculum Day. ELA teachers have met with them during staff meetings, PDs, and PLCs to discuss the ELA strands and ways to integrate literacy into their classrooms. Some cross-curricular integration is happening. Core teachers support cross-curricular integration between the arts and other content areas. Teachers incorporate some arts elements within their planned activities; i.e., science utilizes visual art elements to create posters and models of certain topics and skits to share information; LA incorporates visual arts and music with certain literary works, etc. Art elements are reviewed and are a part of the rubrics. We have scheduled time for this in the upcoming school year. Representative works are used to show students exemplars of strong products. Teachers use data to change instruction on a regular basis as evidenced by lesson plans, walk throughs, etc.

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 models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students?	Arts teachers 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.

Please see our evidence uploaded to the LCMS Program Reviews SkyDrive Group AND teacher hard copy files.

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Samples of Student Activities/Products & Co-Developed Scoring Guides showing self, peer, & teacher feedback

Student Work displayed in hallways, performances, etc.

LCMS Facebook (Livingston County Middle School) and Twitter (@LCMS_LiveRed) posts

Engagement Cards

Newspaper Articles

Samples of exemplary works (Internet, Video Collections, Tool Kits, etc.)

List of guest speakers, field trips, etc.

Photos of speakers, emails to speakers, minutes of advisory council meetings, etc.

Grant applications

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

Learning 360 strategies are used to engage students in a productive cognitive-struggle & to teach them feedback & self-assessment skills. The focus of our arts programs (based on their mission, vision, lesson plans, displays of work, performances, etc.) is creating, performing, and responding to the arts. Teachers use many sources of exemplar works. Students have performed in multiple events this school year where they have created original works of art. Courses have had guest speakers, and we've taken arts field trips. Field trips include Shakespearean play, music competitions where our students received feedback and watched other performances, etc. Assemblies with magicians and other performers have improved student knowledge of performance, etc. The art teacher has requested guest speakers from Yeiser, etc. The music teacher has had a soloist from a local church.

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?	Students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments?	Students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance?	Students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance.	Proficient

	Statement or Question	Response	Rating
f)	To what extent are students supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels?}?	Students are 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?}.	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.

Please see our evidence uploaded to the LCMS Program Reviews SkyDrive Group AND teacher hard copy files.

Engagement Cards

Lesson Plans and Curriculum Documents

Student Work, Scoring Guides, Reflections, & Performances

Performance Reflections and Analyses

LCMS Facebook (Livingston County Middle School) and Twitter (@LCMS_LiveRed) posts

Stakeholder Interviews

Teacher calendars & photos from competitions, events, contests, programs, etc.

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

Students use engagement cards to rate their engagement throughout all classroom events. Student products, performances, and scoring guides/reflections show that they create, perform, and respond to the arts. Facebook and Twitter show samples of students creating original works and performing/submitting them. Written reflections/analyses have been submitted and walk-throughs have evidenced verbal feedback on self, peer, and exemplar work. Students have participated in multiple events/contests/programs.

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

	Statement or Question	Response	Rating
b)	To what extent do teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work?	Teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Proficient

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Lesson Plans and Curriculum Documents

Bell ringers, Syllabi, etc.

Pre- and Post-Tests

Student Reflections & teacher guidelines for reflections

Student Work, Scoring Guides with peer feedback, Reflections, & Performances

LCMS Facebook (Livingston County Middle School) and Twitter (@LCMS_LiveRed) posts

Stakeholder Interviews

Samples of student assessments and congruency protocols

PLC minutes and data

Open-ended student classwork based on evaluative discussions

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

Lesson plans are aligned to KDE Curriculum Documents. We have annual K-12 updates to maps and pacing guides on Curriculum Day. At least one assessment each month per teacher is taken through the congruency protocol to ensure it is congruent to the standard it assesses. PLC minutes document discussions that these inform instruction and improving data documents students are improving in their knowledge-

base. Teachers use pre-tests and post-tests too. Students use rubrics and discussions to participate in peer review. They also use Learning 360 strategies to do self-review.

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.	Exemplars/models are used with every instructional lesson/unit (e.g. historical masterpieces, current works, performances by exemplary artists, or exemplary student work).	Distinguished

	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 goals that are attainable, reflect acceptable growth and are related to identified student needs, but the SMART (specific, measurable, appropriate, realistic and time bound) goals process needs refining.	Needs Improvement

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Samples of exemplary models

Lesson Plans and Curriculum Documents

Co-Developed Scoring Guides

Sample Targets and PLC SMART Goals

LCMS Facebook (Livingston County Middle School) and Twitter (@LCMS_LiveRed) posts

Stakeholder Interviews

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

Lesson plans have exemplar models listed for each unit, and these are used to show the students strong work.

Rubrics are co-developed with students PRIOR to the product-creation and include peer, self, and teacher reflection on the final product.

Each PLC must have a SMART goal for student achievement. Every teachers posts the daily target and refers to it throughout the lesson.

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 engage in critique and evaluation of artistic products; but those processes are not formalized or students are not yet capable of making strong evaluations.	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.

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Samples of feedback (verbal through Walk-Throughs, Evaluations, Instructional Rounds, interviews, Teacher Report Card, etc.)

Written Feedback on scoring guides (self, peer, teacher, staff, etc.)

Feedback from professionals (contests, guest speakers, etc.)

Judges Sheets (All district, Quad State, Trash Arts, etc.)

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Student reflections & feedback using critical vocabulary

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

Walk-Throughs, Evaluations, and Instructional Rounds document that teachers are using the Learning 360 feedback strategies to students and that students are using the strategies to self- and peer-evaluate. Teachers take students to competitions and return with "professional" feedback that they use to improve their programs. Teachers co-develop rubrics with students and have opportunities for peer, self, and

teacher feedback on these rubrics. Students use art critical vocabulary in the reflections of student and professional products/peformances that they view.

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), supports quality instruction in the Arts and Humanities and is revisited throughout the year to assess the implementation, program fidelity and to make necessary revisions.	Distinguished

	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?	A variety of job embedded professional development opportunities are available to the Arts and Humanities 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 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?	A variety of Arts and Humanities professional development opportunities are available and focus on research based best practices that support teacher Professional Growth Plans and are based upon school and student data.	Distinguished

	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 allocates time for Arts and Humanities and academic core teachers to collaborate and exchange ideas during the school day, in professional learning communities and through professional development trainings.	Distinguished

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LCMS Professional Learning (PL) Action Plan (4 PD, 5 G-days, 2 PLCs per week, etc.), agendas, materials, etc.

STI PD and PD sign-ins documenting history of PL

LCMS PL Surveys for each PL opportunity on E-survey (district website)

LCMS January 2013 CSIP

Individual Professional Growth Plans, Walk-Throughs (hard copy, Observation 360, etc.), Inst Round data, etc.

PLC minutes showing job embedded PL

Peer Observations uploaded to SkyDrive, Curriculum Specialist Co-Teaching/modeling, etc.

Teacher's Report Card by students

Efficiency Committee Meeting Agendas, Minutes, Emails, etc.

PD 360 reports showing teacher watching videos, joining groups/forums, etc. applicable to individual needs.

Lesson Plans showing differentiation, IEPs, ILP learning style data, etc.

WKSEC interviews and data showing training, WTs, based on co-teaching and differentiation

District Leadership Team minutes, agendas, etc.

School website showing teacher resource links, principal created 3x3, etc.

Stakeholder Interviews

Lesson Plans showing PL implementation with fidelity

Webinars, Teacher's Domain, Emails of opportunities, AM reports, etc.

School Data in CSIP Needs Assessment, etc.

Learning 360, Schlechty's WOW framework, etc. are all research-based initiatives

Master schedule showing PLC time (2 planning periods per day), Committee meetings that allow ALL to attend, etc.

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

Our CSIP was used to develop our PL Action Plan in the Open Meeting which was well-publicized to ALL staff, and all staff are constantly reminded via AM report, announcements, etc. to provide input in ALL school decisions. The PL Action Plan supports quality instruction as it is well-grounded in the Learning 360 framework. The Efficiency Committee and principal analyze data from each PL opportunity and use it to improve future offerings and to ensure that training is job embedded. PL fidelity is checked via lesson plan monitoring (lesson plans uploaded to SkyDrive and on teacher desk), Walk-Throughs, Instructional Rounds, Evaluations, PLC discussions, etc. A&H teachers have multiple opportunities on the plan and have been encouraged to ask for release days, other trainings, etc. as they find them. The principal asks for needs in summative conferences and make suggestions. Every decision made at LCMS is data-based and based on best practices and research. Each full-time teacher has two plannings (one grade level and one departmental PLC meeting per week). Teachers have 4 PD days, 5 G-days (planning days), and multiple other opportunities to collaborate as a full staff.

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 take on a leadership role in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide.	Distinguished

	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 members of professional organizations.	Needs Improvement

	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 have limited contact with external partners.	Needs Improvement

	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?	All teachers in the school receive and implement professional development to enhance the integration of the Arts and Humanities content into school curricula.	Distinguished

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STI PD reports for arts teachers

School data, IPGP, and PL Action Plan

PLC minutes (Uploaded to LCMS SISI SkyDrive Group) and emails, presentations, etc.

PL presenters (agendas, PL action plan, etc.)

Advisory Council Mintues

PL Action Plan shows arts integration into full school program

Stakeholder Interviews

SPARK Webinars, PD 360 videos,

KMEA, MENC music memberships

SBDM minutes (uploaded to LCMS SISI SkyDrive Group)

School Committee, SBDM, Program Review Comm, and Advisory Comm, etc. membership lists showing arts teachers fully involved

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

A&H teachers have a discussion with principal during summative conferences as they work to develop the Individual Professional Learning Plan and Professional Growth Plan. All PD is selected based on school data, CSIP, and individual needs. Impact is evident through our improving school data (see School Report Card, school data displays, SkyDrive, etc.). A&H teachers lead PLCs, PDs, SBDM, school committees, etc. A&H teachers are members of arts organizations at the state and district level. A&H teachers collaborate with community through our program review committee and advisory council. The principal attends all advisory council committees, asks for program input from community stakeholders, and brings back info to PR committee if A&H teachers cannot attend. A&H teachers are encouraged to ask for release time if they need it to meet with stakeholders. A&H teachers lead a PD in the summer to plan and devise integrated units with ALL teachers.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective 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?	Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the needs of students in the arts.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that arts teachers are invited to participate in planning the annual school budget?	Arts teachers participate in and provide input into the school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

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

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that arts teachers receive planning and travel time that is equitable with other content areas?	Arts teachers receive equitable planning time and participate in cross-curricular planning.	Distinguished

	Statement or Question	Response	Rating
f)	To what extent does the principal and Arts 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.

Please see our evidence uploaded to the LCMS Program Reviews SkyDrive Group AND teacher hard copy files.

LCMS SBDM Policies & Minutes, Agendas (Uploaded to SkyDrive's LCMS SISI Group)

LCMS Commitment Statement

LCMS PL Action Plan

LCMS School Budget

LCMS A&H Classroom Inventory

LCMS School Map

LCMS PLC membership/minutes, PD and G-day Participation Sign-Ins, etc.

School data, Community data, ILP data

Learning Environment Committee Minutes, Agendas, Emails requesting input, AM report req input, etc.

Efficiency Committee Minutes, attendance, agendas, etc.

Master Schedule & IC Class Load Breakdown

O-Zone Schedule, drama club roster, Honor Music Programs,

Garage Art Festival

Lesson Plans

Stakeholder Interviews

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

Our SBDM council has devised multiple policies ensuring that arts instruction is part of the school curriculum and is integrated in other courses. We even have this indicated in our school commitment statement. Integration is also included in our PL Action Plan. We have full class time for all 4 arts classes, competitions, programs, O-Zone activities, and school clubs for the arts. ALL teachers are invited to Open Meetings for budget, schedule, etc. discussions in committees, SBDM, and with principal. If they cannot attend, they are encouraged to give verbal or email input to a committee member. Reminders are sent via text, email, AM report, school announcements, calendars, newspapers, etc. Teachers are encouraged to write grants, do fundraisers, add school fees, add to supply list, ask principals, etc. if additional money is needed for program improvements. IC Class load summaries, maps, and visual observations indicate that class loads and school space are equitable and appropriate. Master schedule shows equitable planning time and that they participate in cross-curricular planning. Cross-Curr planning is also allowed through committee meetings, PLCs, PDs, G-days, random hallway/lunch conversations, etc. A&H teachers meet with principal a minimum of monthly in Program Review meetings, PLCs, committees, etc. All decisions at LCMS are based on student needs and school data. ILP data is shared with all staff, committees, SBDM council, etc. and is used to develop master schedule, etc. per SBDM policy. Community surveys and input from advisory councils are discussed and used to address community needs

too.

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 participates in and leads professional learning regarding the school's arts programs.	Distinguished

	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 regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about arts and humanities programs.	Distinguished

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

Please see our evidence uploaded to the LCMS Program Reviews SkyDrive Group AND teacher hard copy files.

PLC, Committee, SBDM meeting minutes and agendas

LCMS Facebook (Livingston County Middle School) and Twitter (@LCMS_LiveRed) posts

Stakeholder Interviews

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

Please see narrative for each characteristic on the LCMS Program Reviews SkyDrive Group.

All teachers are enlisted to evaluate data and curriculum through PLCs, Committees, SBDM, surveys, PDs, G-days, etc. Data is shared with

all and discussed. Smart goals are set and monitored for each PLC, school, CSIP, Program Reviews, etc. The principal participates in over 13 committees and provides leadership and supports teacher leaders too. The principal attends all school PDs and has many hours over the required 24 hours (in addition to the required EILA hours). The principal presents some PDs too (Learning 360, HOT, data disaggregation, ILP, interdisciplinary units, etc.).   The principal has over 300 tweets on the school Twitter account (@LCMS_LiveRed) and multiple Facebook posts on the school Facebook page (Livingston County Middle School). She makes posts to the school website, her website, the monthly school newsletter, marquee, One Calls/texts/emails, newspaper, daily announcements, televised school announcements, E-communications, personal distribution lists, texts, etc. She has received many community accolades for her communication.

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 annual instruction in all health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School 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 has limited opportunities to integrate the health education curriculum into other academic subjects.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for

an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams

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

support judgments.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

school website showing document links

PD plans

Syllabi on class websites

Lesson plans ("LCMS SISI" SkyDrive Group)

Hope Unlimited Lessons

Wellness Club speakers & field trip

MOA for Project ALERT

Coordinated School Health Committee Minutes and agenda

Discovery Education

PLCS PLC agenda and minutes

ABRI and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. : Curriculum 8.01, Wellness/Heath/Safety policy 24.01, Program Review Policy 23.01, Staffing Policy 9.01, Student Assignment Policy 10.01, Schedule Policy 11.01, Space Use 12.01, Assessment 13.02, PD policy 17.01, Budget 20.01, etc.

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and ABRI teams ensure we provide differentiated learning to all students. Our school website contains the curriculum documents for health. PD plans show that the documents were developed and annually reviewed with K-12 collaboration. Syllabi on class websites show that the standards are communicated to parents/students. Lesson plans ("LCMS SISI" SkyDrive Group) document that the curriculum is addressed with students. The health teacher collaborates with outside resources such as Hope Unlimited to help students understand the importance of healthy behaviors. We have a Wellness Club and many speakers attend the meetings and the community took part in a field trip for these students. KIP data was used and we procured a FREE, research based program to deliver through health classes called Project ALERT. Students receive annual instruction in health as it is integrated in our PE curriculum which every student takes every day, every year. We have a Coordinated School Health Committee that meets monthly. Jamie Sparks, Karen McCuiston, and Jaci Wooley are just three of our many presenters.

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 is in place but is not used to inform instructional practices and/or increase physical activity opportunities within the school environment.	Needs Improvement

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Curriculum documents on website

PD 360 reports for videos watched by teachers & webinars

SPARK

NASPE

STI PD records of PD attendance

Lesson Plans (LCMS SISI group on SkyDrive)

Differentiated learning strategies

IEPs and PLC time with SE staff

PECAT and national standards

Guest Speakers (Detra Coley, Crissy Carter, Serina Dickerson, Hope Unlimited, Ellen Walsh, etc.)

Coordinated School Health Committee Meeting Agendas and Minutes

Master schedule

ABRI and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :
Curriculum 8.01, Wellness/Heath/Safety policy 24.01, Program Review Policy 23.01, Staffing Policy 9.01, Student Assignment Policy 10.01, Schedule Policy 11.01, Space Use 12.01, Assessment 13.02, PD policy 17.01, Budget 20.01, etc.

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and ABRI teams ensure we provide differentiated learning to all students. Our school website contains the curriculum documents for PE. PD plans show that the documents were developed and annually reviewed with K-12 collaboration and used national standards to ensure quality instruction. Syllabi on class websites show that the standards are communicated to parents/students. Lesson plans ("LCMS SISI" SkyDrive Group) document that the curriculum is addressed with students and integrated into other courses. The PE teacher collaborates with outside resources such as Detra Coley, Crissy Carter, Serina Dickerson, Healthy & Wise Publications, Hope Unlimited, etc. to help students understand the importance of physical activity. We have a Wellness Club and many speakers attend the meetings and the community took part in a field trip for these students. The President's Challenge is given pre and post to enable students to establish both short and long term goals. This info is used to construct each individual's Fitness Plan. SE staff work with PE teacher to customize plans to address the needs of special education students. Students are routinely exposed to to guest speakers in a variety of career fields (UK Extension Agent, Livingston County Hospital Director of Nutrition, Registered Dietician, Full Body Fitness Speaker, etc.). Learning 360 strategies are used to ensure differentiation and a variety of learning strategies. We have a Coordinated School Health (CSH) Committee that meets monthly. Jamie Sparks, Karen McCuiston, and Jaci Wooley are just three of our many presenters. The CSH

committee is in its first year, and we will change our practices accordingly to reach a minimum of proficiency in all characteristics and to provide a health literate curriculum for our students.The PE teachers works to integrate other core content into her lessons (literacy through journaling, Healthy and Wise Newspaper, Math through Target heart Rate Calculations, Bowling Scores, etc.). Other courses work to integrate physical activity (Dance with both locomotor and Non-Locomotor movement, various courses use dance (movement) to foster memorization, etc.).

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, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Proficient

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

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Curriculum Documents
Lesson Plans
Reproducible Lesson from Econ Ed
BB&T Banking Booklets
Reality Store
Operation Preparation
Student Work
Cardinal Bookstore
Fundraising

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and ABRI teams ensure we provide differentiated learning to all students. Our school website contains the curriculum documents for consumerism showing it is rigorous, aligned with state and national standards, differentiated, and includes 21st century skills. PD plans show that the documents were developed and annually reviewed with K-12 collaboration. Syllabi on class websites show that the standards are communicated to parents/students. Lesson plans ("LCMS SISI" SkyDrive Group) document that the curriculum is addressed with students. The consumerism teacher collaborates with outside resources such as BB&T to help students understand the importance of financial literacy. The teacher utilizes EconED for diverse learning needs and 21st century skill attainment. They go to an interactive mall to learn marketing/advertising techniques as well as on-line shopping safety tips. They utilize the BB&T banking booklets to learn to manage accounts. The community helps us instill the importance of consumerism through Reality Store and Operation Preparation. Students use math in checkbook balancing and budgeting skills. They use literacy skills in reading advertisements, decision making, and analyzing the situations. Students learn about consumerism in social studies as economics play a huge role in shaping of history. Math classes use economics in their word problems (rate of change, % of increase, linear programming, etc.). Our students run the Cardinal Book Store in the morning. They decide what to purchase, track inventory, count money, make change, advertise, etc. Students use interactive websites to learn about consumerism.

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, 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 and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information?	Students demonstrate mastery through the regular practice of real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information.	Distinguished

	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 and are also utilized as resources (i.e. guest speakers, judges, etc.) both within and outside the school and classroom.	Distinguished

	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?	A variety of technology tools are integrated into the delivery of the career education curriculum and are routinely used by students and teachers to demonstrate media literacy.	Distinguished

	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?	All students develop and practice career and leadership skills through school wide service learning projects, extra/co-curricular organizations, and/or student organization activities. Recognition is provided to students for their efforts and accomplishments.	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Curriculum map and pacing guide on district website

lesson plans on SkyDrive

Utilization of process skills (see lesson plans)

Differentiated learning strategies (Triggers, Learning 360, etc.)

Small group case study analysis and problem solving

ILP Career Research PowerPoint project and presentation

SMART goal setting activity

Powerpoint on goal setting

Wall Street Journal article on goal setting

Reflection on "Why You Need to Fail"

Reality Store Lesson Plan & pictures

Careers Lesson Plans

BLS - Reflection

Ky Career Clusters Activity

Guest speaker reflections and pictures

Cardinal Store Pictures

TILT activity with guest speaker

ILP activities in lesson plans

Examples of student iLP related work

pictures of the "careers" bulletin board

examples of individual student posters from the bulletin board

ILP reports - completion status

examples of student created powerpoints, teacher powerpoints, etc.

school club lists and rosters

Academic Team and Basketball schedules on school website

Newspaper articles

Pics of students, clubs, teams, and OZONE activities

ABRI and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :

Curriculum 8.01, Wellness/Heath/Safety policy 24.01, Program Review Policy 23.01, Staffing Policy 9.01, Student Assignment Policy 10.01,

Schedule Policy 11.01, Space Use 12.01, Assessment 13.02, PD policy 17.01, Budget 20.01, etc.

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and ABRI teams ensure we provide differentiated learning to all students. Our school website contains the curriculum documents for Career Studies. These documents are aligned with national and state standards, differentiated with multi-modal learning, integrate rigorous 21st century skills, and includes student-centered performance tasks. Curriculum includes needs of local business/industry as our principal attends all advisory committee meetings with community stakeholders and asks for their input in improving our programs. These community members also serve as guest speakers, career advisors, Operation Preparation volunteers, etc.   ILP data is used to pick enrichment/elective courses. PD plans show that the documents were developed and annually reviewed with K-12 collaboration. Syllabi on class websites show that the standards are communicated to parents/students. Lesson plans ("LCMS SISI" SkyDrive Group) document that the curriculum is addressed with students. Students research a chosen career by utilizing the ILP website and other internet resources (technology integration), create a PowerPoint presentation, and present the information to the class. Our students consistently practice real-world skills (problem solving, goal setting, critical thinking, decision making, analyzing info, etc.). Career students take parent in a goal setting unit at the beginning of the course. During these lessons, students learn about SMART goals and practice it. They are also required to read, analyze, and summarize a goal setting article form the Wall Street Journal. In addition, students practice these skills in their other courses (goals tracked in student agenda book and on ILP, etc.).   The careers teacher collaborates with outside resources (Tori Heppner, Doris Cothron, etc.) to help students understand the importance of career planning. 7th graders participate in reality store. 8th graders analyze the Ky Career Clusters and discuss the BLS projections for the fastest growing occupations.   Problem solving & use of math/reading/etc. is evident in case study activities where students analyze a real-world problem in a small group setting and present their recommendations to the class. Reality Store and Cardinal Store also utilize problem solving and other core knowledge. Career info is integrated into the whole curriculum: All LCMS teachers each have a section of the ILP that they integrate into their curriculum; each homeroom does a "careers" bulletin board. All students develop and practice leadership skills through various clubs, organization, and athletic teams at LCMS. All students are members of at least two clubs. Each club is required to do a service learning project. Student accomplishments are recognized through quarterly awards assemblies, pictures posted on the school/district websites/facebook/twitter, morning announcements, newspaper, monthly newsletter, bulletin boards, etc.

Curriculum and Instruction: ILP

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

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP?	Students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP to inform student career and educational decisions. The intervention planning tool within the ILP is also utilized for students not meeting these benchmarks.	Distinguished

	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?	Multiple advising programs are in place and include components of the ILP, as well as regular meetings between students and college / career advisers.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	A formalized plan is in place and included in the CSIP to monitor the completion of the ILP at both the school and district levels and includes at least bi-annual check points.	Distinguished

	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

ILP District Plan

ILP reports (Parent/Advisor review, advisement log, messages, assignments, assessment info, RtI, etc.)

Sample 7th grader's and 8th grader's ILP

Student Agenda, Website, Facebook, Twitter, IC portal, marquee, school newsletter, newspaper, etc.

School website showing ILP document links, resources, etc.

Training powerpoints for staff, students, parents

ILP Article in the Kentucky Teacher

Monthly newsletter showing a sectional focus on ILP each month (hard copy or website)

Parent Academy Agendas

Lesson Plans in notebook on each teacher's desk and uploaded to SkyDrive SISI group showing ILP integration

Student, parent, comm\munity, and staff interviews

4 articles in The Livingston Ledger about the ILP

One Calls, IC Portal, E-Communications, Calendars, etc.

Completed goal sheets in agendas and templates on website (goals in ILP)

ILP Assessment information that is entered in ILP per district ILP plan

Walk-through and Instructional Round data

IC Classroom Grades

EXPLORE powerpoint used to explain scores and CCR

Operation Preparation and Reality Store Documentation

Guest Speaker Information

CSIP Goal 2, Strategy 1

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

The District ILP Plan outlines how the ILP is used in grades 6-12. Input is evidenced by student, parent, and advisor entries/reviews. Parent were given access information at home visits in July, BTS Fair in July, Registration in August, Conferences in October, each Parent Academy, and at request. School and community trainings took place regularly at Parent Academies, PD, etc. All assessment data is entered in the ILP and used to inform student decision making. LCMS has a school wide intervention plan which is entered in the ILP. Multiple advising programs are in place and documented in the advisement logs of the ILP (see sample ILPs uploaded to SkyDrive). The District ILP Plan ensures regular meetings between students and CCR advising. The District ILP plan is in place and monitored by the District Supervisor of Instruction. The ILP is included in our CSIP (Goal 2, Strategy 1). There are 3 checkpoints in our ILP plan.

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?	PLCS assessment measures are responsive to a variety of learning styles and abilities and include performance and project-based measures.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do 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 individualize instruction to motivate and challenge all students.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do PL/CS assessments support individual growth of all PL/CS students?	PLCS assessment data is shared with students and parents and is used to set targets for growth.	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Lesson Plans

Department PLC Minutes (LCMS SISI SkyDrive Group)

Congruency Protocol

Learning 360 Formative Assessment techniques (in lesson plans)

Think/Write/Pair/Share, Bellringers, Exit Slips, Reflections, On-Demand Writings, FITB quizzes, etc.

Interviewing group activity

ILP PowerPoint Project guidelines

Rubric and examples

Picture of email with attached student data

Learning Style Assessment

Learning Style Reflection example

Individual student goal setting conferences

SMART goal setting handout

IC portal

School Report Card for # of face-to-face parent conferences (currently 95 for this school year)

Sample work with feedback (see individual teacher files)

ILP goals tab report, actual student ILPs, etc.

LCMS PL Action Plan

LCMS PLC Minutes

sample summative and formative assessments with scoring guides (See indiv teacher files)

training powerpoints, information emailed, 75 FACTS book study, etc.

Title I Parent Survey for 2012-2013 School Year

Student, parent, and teacher interviews

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :

Curriculum 8.01, Assessment 13.02, PD policy 17.01, Budget 20.01, etc.

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Per LCMS SBDM Assessment policy 13.02, all assessments are developed using both the KCAS, national standards, POS, and 21st century skills and knowledge. Assessments are responsive to a variety of learning styles and abilities and included student choice.   Assessment data is used to individualize instruction and plan for student achievement.   Students participate in pre- and post-assessments in the Presidential Challenge in PE. Goals are set after the pre-assessment. At post-assessment, growth is celebrated. Data from all courses is shared with student and parents and goals are made.   A congruency protocol is utilized in Departmental PLCs in order to ensure alignment between the standard and the assessment. Learning 360 training has helped us differentiate instruction and assessment. Assessments include performance and project-based measures. Interviewing skills are assessed in group interviewing activities. Peers interview and peer-critique each other using a rubric. The Careers ILP PowerPoint Research Project and Presentation (research career using ILP and other websites, create informative Powerpoint, present to class). PLCS teachers disaggregate lots of data about individual students in PLCs (Learning Style, Formative, Summative, Learning Checks, MAP, EXPLORE, K-PREP, AIMSweb, classroom, attendance, behavior, KIP, teacher's report card, principal's report card, KCSS, Board luncheon, 5 Goals, etc.). Individual goal-setting conferences are held with students. Goals are recorded in the Student Agenda and ILP. All assessment data is shared with students and parents via IC, conferences, emails, phone calls, notes home, midterm progress reports, report cards, etc. Our Title I parent survey showed that 100% of respondents felt we communicated student progress in a timely manner.

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, timely and effective feedback to students and parents on student's performance. Feedback is used to plan the student's future educational and career goals.	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Lesson Plans

On-Demand writing sample with scoring guide/rubric

ILP PowerPoint Project scoring guide/rubric

Interviewing group activity scoring guide/rubric

Parent handout/information about Infinite Campus (also in Student Agenda)

School Website Info about IC

School website calendar

Parent/Teacher Conference - # in person listed on School Report Card, SBDM monthly minutes, AM reports, etc.

SMART goal setting worksheet

parent review of student ILPs --- data and article in Ky Teacher

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

PLCS teachers develop rubrics in order to let students know their expectations before the assignment and also use these to assess student performance For example, a scoring guide/rubric is given to Career class students and discussed before starting the projects. After the

projects are completed, students are assessed using the same rubric. Learning 360 training on quality feedback has helped us in this area. Consistent and timely feedback is provided on formative assessments initially and culminates via the IC website, where both students and parents can access current grades. Teachers also make a diligent effort to return work promptly. Conferences are also a forum for feedback and planning a students' futures. In addition, SMART goal setting is discussed, practiced, and utilized by students in the Career class. Individual goal setting conferences with students are also used to discuss and refine educational and career goals. Finally, parents are encouraged to log-in to the ILP website and to review and comment on their student's ILP. Last year. LCMS has 100% participation by parent on this and we did it this year for the second year in a row. We were the only school in KY to have 100% parent review is 2011-2012 and were featured in an article in the KY Teacher. On the Title I Parent Survey for 2012-2013, 100% of parents who responded indicated that we provided timely feedback.

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), supports quality instruction in PLCS disciplines and is revisited throughout the year to assess the implementation and fidelity and to make needed changes.	Distinguished

	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 and are tailored to meet the individual needs of teachers and students.	Distinguished

	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 and are based upon school and student data.	Distinguished

	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 during the school day, in professional learning communities and through professional development trainings.	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Professional Learning Action Plan (PLAP), G-day Plan, PLC Plan, etc.

G-day training powerpoints, etc.

CSIP

PL Survey Data (Data on district website --- E-Survey)

Learning Environment Committee Minutes (uploaded to SkyDrive SISI group)

Walk-Through, Observation 360, and Instructional Round Data

STI PD reports for individual PL attendance

Peer Observations (SISI SkyDrive Group)

PLC Minutes (SISI SkyDrive Group)

School website showing document links, etc.

Lesson Plan showing strategies implementations (teacher's desk, SkyDrive SISI group)

Emails, AM reports, etc.

WKSEC interviews, emails, and documentation

Student, parent, and staff interviews, etc.

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

The CSIP is written based on needs assessment data. The CSIP and individual teacher professional growth needs drive our PD choices. All PDs are evaluated & job embedded. The evaluation feedback is used to design the next training. Learning 360 and co-teaching are research based 3-year initiatives for our school. Both support quality instruction for ALL disciplines. Peer observations, Observation 360, walk-throughs, and instructional rounds assess the fidelity of program implementation and IRs are paramount in suggesting next steps. PLCs enable job-embedded teacher chosen topics for professional learning. Each teacher meets at least twice each week in PLCs during school time (one grade level and one departmental). Departmental PLCs take on a teacher growth mindset and grade level PLCs discuss individual student growth. An 8-period SCHOOL day allows each teacher 2 planning periods each day. A 5-Planning Day (G-day) DISTRICT calendar allows our teachers 5 days to plan together as a full staff. Teachers may request any time that they need to meet to talk about student achievement and coverage will be secured for their classes.   We feel this time during school to collaborate, train, and lead allows great opportunities for participation in PD activities

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 that is selected based on school, student, and teacher data analysis.	Distinguished

	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 take on a leadership role in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide.	Distinguished

	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 have limited contact with external partners.	Needs Improvement

	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Professional Learning Action Plan (PLAP)

STI PD Reports for individual teacher attendance

PLC Minutes (SISI SkyDrive Group)

Advisory Committee Minutes (DeeDee Henson, Mary Dunning, Sheri Henson, Tara Haslett, Doris Cothron, etc.)

Program Review Committee Minutes (SISI SkyDrive Group)

LCMS Standing and Ad-Hoc Committee Minutes

Lesson Plans

Teacher and class schedules

Student products

Emails, AM reports, etc.

School website showing document links, etc.

Student, Parent, Staff Interviews

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Before the CSIP is written, a massive data analysis is done and needs assessment prepared. This drives the writing of the CSIP. The activities in the CSIP drive our potential PLAP. Then, the individual needs of the teacher are considered in tailoring a IPGP and thus IPLAP. Teachers are provided many content specific choices for PD. Impact is evident as our walk-through data is improving. Every data point that we track is improving (please see data displays in our school, Open House, School Report Card, etc.). PLCS teachers are leaders in the school by leading grade level, department, and district PLCs. They attend network meetings and professional organization training. They present their training at school PDs, PLCs, etc. They are leaders on school committees, SBDM, etc. PLCS teachers participate in advisory councils, community events, professional organizations, etc. PLCS teachers have some external partners that participate as guest speakers, reality store workers, operation preparation volunteers, advisory council members to make program recommendations, etc. All teachers have a PL day planned to integrate the PLCS curriculum into their course.

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 monitors and evaluates the teaching of PLCS concepts throughout the school and across the curriculum.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive all PL/CS disciplines and instruction?	Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the PLCS and needs of students.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that all departments are invited to participate in planning the annual school budget?	PLCS teachers actively participate in and provide input in planning the annual school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

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

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

	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 collaborates with program teachers when planning for the allocation of time and resources to implement the PLCS programs, and acts upon the recommendations.	Distinguished

	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 made based on data from the ILP and community needs.	Distinguished

	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?	Advisory Committees (Coordinated School Health committees, CTE program advisory committees) meet at least quarterly throughout the school year to ensure quality PLCS programming policies.	Distinguished

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

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Lesson Plans

School website showing document links, etc.

Observation 360, Walk-throughs, Instructional Rounds, etc.

Master Schedule

Class Rosters

Use of Space Document (School Map)

Committee Meeting Minutes and agendas

SBDM Minutes and Agendas

PLC minutes and agendas

ILP

Teacher Assignments

CSIP

CSIP

Observations

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Leadership monitors and evaluates the teaching on a regular basis. The principal observes and evaluates by completing formal and informal observations. She attends most PLC meetings and curriculum, planning, assessment, data, etc. are discussed. The DLT also observes at least monthly (announced and unannounced). Next steps for ensuring that the curriculum is rigorous and engaging for all students is

provided immediately following walk-throughs. Lesson plans are monitored over SkyDrive to ensure we are keeping with the pacing guide. The master schedule shows that ALL students participate in the 4 PLCS courses. Our school is committed to a great PLCS curriculum. Most schools integrate courses into others. We have stand alone Career Studies, Consumerism, Health & PE courses. Students take health & PE daily for the entire year. Emails, AM reports, announcements, committee sign ups, master schedule/school calendar document that ALL staff are invited to the open meetings of the Efficiency Committee to plan the school budget. The health & PE teacher chairs this committee and asks others for input in the school budget. PLCS teachers have equitable class loads and large spaces for their classes. PLCS teachers have ample planning and plan with core and departmental teachers. The principal has an open door policy and will listen to any concerns and take those to the SBDM council to find solutions. Data from the ILP is shared at the April SBDM meeting. Members consider the data and planning decisions (staffing, scheduling, budgeting, etc.) are made in May. The principal and several other staff are members of multiple advisory councils that meet monthly to ensure quality PLCS programming. The school and district have wellness policies. All policies are reviewed annually. The school collects BMI data and goals for school wellness are included in the CSIP.

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 and program area teachers collaboratively evaluate, reflect on the impact of, and provide support for the PLCS, Arts and 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 regarding the school's PL/CS programs?	The principal participates in, models and leads professional learning regarding the school's PLCS programs through collaboration with staff and shared self-reflection.	Distinguished

	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 regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about PLCS programs.	Distinguished

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

PLC Minutes

Committee Minutes

SBDM Minutes

One Call, Text, Emails

School Televised and Intercom Annoucements

School Website

Monthly Newsletter (hard copy and on school website)

Facebook

Twitter

Marquee

The Livingston Ledger (Local Newspaper), Paducah Sun, Crittenden

Conferences

Home Visits

PTSO

Surveys

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

The principal attends most PLC and committee meetings. She attends all Advisory Council, Program Review, PTSO, & SBDM meetings. She has an open door policy and will collaborate, reflect, analyze, and support all staff/student/parent needs. She participates and leads various professional learning opportunities. She is a phenomenal communicator and a wealth of information is available via many modes (One Calls/texts/emails, website, televised/intercom announcements, newsletter, newspaper, marquee, Facebook, Twitter, etc.).

Program Review: Writing

Introduction

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

Curriculum and Instruction: Student Access

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

	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.
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LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc.: Curriculum 8.01, Writing policy 22.01, Program Review Policy 23.01, Staffing Policy 9.01, Student Assignment Policy 10.01, Schedule Policy 11.01, Space Use 12.01, Assessment 13.02, PD policy 17.01, Budget 20.01, etc.

School Writing Plan

Teacher Lesson Plans

Student writings/products (working folder in each teacher's room or ELA teacher at end of year)

Curriculum maps and pacing guides (district/school website, teacher desk, etc.)

Observation 360, Walk-Throughs, Instructional Rounds, etc. (emails, AM reports, hard copies, Obs 360 reports, etc.)

PD Action Plan, agendas, powerpoints, sign-ins, surveys, etc.

PLC Minutes (SkyDrive SISI group)

Individual Teacher STI PD reports

Parent Conference List (see teacher calendar on Outlook)

ILP reports

Teacher lesson plans (highlighted differentiation, HOT on SkyDrive)

Staff and student interviews

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

We have a SBDM policy 8.01 that ensure all students have equitable access to high quality curriculum and instruction. We have a writing policy 22.01 and plan. Students create, perform, and respond in many courses. Curriculum maps are aligned to KCAS and on our district website. For high quality instruction, teachers are trained in Learning 360 and meet weekly in at least 2 PLCs (sometimes 3). Regular walk-throughs, instructional rounds, and Observation 360 WTs ensure the fidelity of implementation of trainings and that the curriculum maps are followed. Writings across the curriculum are intentionally planned through the writing plan (ELA - short stories, personal narrative, articles, and arguments. Science-Conservation and research pieces, PE - journaling, reflections, Bully Prevention - jingles, PSAs, pamphlets, lesson at NLES, collage, etc.). We have an Assessment Policy 13.02, SSS Policy 5.01, and Student Achievement Policy 5.02 that all ensure that data is used to address student needs. All teachers are trained in literacy & differentiation strategies and implementation is monitored by the curriculum specialist. Literacy is presented by ELA teachers in PDs, PLCs, and G-days. Differentiation is trained by Learning 360 (Curriculum Specialist, Principal) and WKSEC 3-year co-teaching initiative. We also work with the University of Louisville in an Academic and Behavior Response to Intervention (ABRI) team. We review data and devise plans to address it. We meet monthly via Skype. ALL students have access to the curriculum.

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 for Language Arts.	Proficient

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

	Statement or Question	Response	Rating
c)	To what extent does the 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 use technology as a tool to access, manage, integrate and create information.	Distinguished

	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

LCMS SBDM Policies 8.01, 8.02, 13.01

Teacher Lesson Plans

Curriculum Maps/Documents

Pacing Guides

Sample student writings

ILP reports

Student researched writings

student creations/projects

Accelerated Reader Data

Student Communication Portfolios

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Curriculum is aligned vertically (G-day and PD days) and horizontally (PLC time) to KCAS and revisited regularly to ensure it is meeting student needs. Monthly congruency protocols ensure that assessment (and thus instruction since we backward design) is congruent to standards. SBDM policies 8.01, 8.02, and 13.01 ensure that current and future curriculum will be aligned vertically and horizontally to KCAS for ELA. Students read, write, speak, listen, and use language skills across content areas. In 8th ELA, they read A Christmas Carole aloud, watched the movie, and answered journal entries after each stage and shared their answers with the class. Think, Write, Pair, Share is a strategy used extensively in all classes. Teachers are trained in implementing literacy strategies by meeting with curriculum specialist once per month in PLCs, in co-teaching with her, and PD/G-days. The curriculum provides opportunities for student use of technology through a 7th grade computer class. In addition, all courses use tech for research when writing articles and arguments. All students use tech to access AR, ILPs, and take multiple surveys. They regularly use the ILP (District ILP Plan) in every class to access, manage, integrate and create information.   They do a research project in Career Studies on a career and present their PowerPoint to the class; they research their learning style in ELA and analyze ways to improve their learning when their teacher teaches in a mode they do not prefer. The Writing Plan has a timeline for REGULAR, varied writings in EVERY course at LCMS. We value 21st century skills so much that we incorporated these skills on our PD plan, Commitment statement, and trainings. This year we did a Presidential Unit, argument writing, ELA Learning Styles Article, and the Bully Prevention class activities.

Curriculum and Instruction: Instructional Strategies

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

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

	Statement or Question	Response	Rating
b)	To what extent do students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products?	Students research information to seek a new or deeper understanding based on inquiry around a topic and demonstrate new understanding through products that may be used by others for further understanding of the topic.	Distinguished

	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

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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Student Communication Portfolios in ELA teacher's room

Teacher Lesson Plans on SkyDrive

Teacher Individual STI PD records

Teacher Individual PD Plan

Curriculum Documents on district webpage

Pacing Guides

AR Records

Photos of students peer editing

Peer editing sheets

Display outside 7th grade ELA room showing students involved in literacy strands

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

The curriculum specialist will be in every classroom to model literacy instructional strategies as well as to co-teach with every teacher. She also provided Learning 360 instructional strategies in PDs. She attends DLT & ISLN meetings and brings back information to share with the faculty. An ELA teacher attends the ELA Network meeting and shares in PLCs. A science teacher attends PASS network and shares with staff. One ELA teacher attended an On-Demand Writing training and shared materials and information with the entire staff in a G-day (Planning Day). The CS and ELA teacher also attended a constructed response writing training and shared at PLCs. Student writing models are used to teach specific writing objectives. The products created by students (argument writing, Learning Styles article, Propaganda PowerPoints, Career PowerPoints, Bully Prevention pamphlet, Conservation Essay, letters written in math class, etc.) may be used by others for further understanding of the topic. Students use computers to do research for articles and argumentative writings, as well as to put together presentations using PowerPoint, Word, or Publisher. Students use tech to access AR, AM, ALEKS, APEX, surveys, MAP, ILP, etc. The afore mentioned student research projects require both on-line and off-line resources so that students integrate and analyze information to develop understanding and communication. Students write across the curriculum using varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposed. The yearbook staff puts out a monthly newsletter. The STLP puts out daily televised announcements. The Bully Prevention Class completed pamphlets, PSAs, jingles, and lessons to the elementary students. The Career Studies classes did PowerPoints about their career plans and presented to the class. Students participate in peer review of writings, for the purpose of refining literacy products. Students also collaborate with teachers and the curriculum specialist to design and refine literacy products.

Curriculum and Instruction: Student Performance

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

	Statement or Question	Response	Rating
a)	To what extent do students craft communication distinctive to specific disciplines and purposes?	Students demonstrate an understanding of communication structures for specific disciplines and purposes.	Needs Improvement

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

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

	Statement or Question	Response	Rating
d)	To what extent do students reference works of quality and substance as models to inform their work?	Students refer to works of quality and substance as models to inform their work.	Proficient

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :

Curriculum 8.01, Assessment 13.02, Writing policy 22.01, Program Review Policy 23.01, etc.

Teacher's Lesson Plans

Teacher and class schedule for all grades

LCMS Writing Plan

Student Portfolio

Student Writing working folder (Teachers' rooms, end of year Rm 4 or Rm 10, some exs in PR folders)

Student entry in writing contests - Conservation DISTRICT winner grades 6-12, pic and essay in PR folders

student writing samples published - newspaper, PR folders, etc.

Pics and examples of special speakers and virtual experiences in corresponding PR folder

Pictures of student work completed with special guests

Glencoe Writer's Choice and Literature book selections

List of novels used for reading in PR folder

Kentucky Marker Papers located in room 4 or 10

Kentucky Student Samples located in room 4 or 10

Various teacher resource books and websites - list uploaded to PR folder

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Students are provided with intentional scheduling for writing for different purposes within school in all disciplines. Students are required to complete writing to learn and writing to demonstrate learning. Students create discussions (read/listen/speak), writings, oral presentations, etc. in all classes for specific purposes. Student receive writing instruction in LA classes, but use these skills in all classes. Student are required to complete a portfolio of best writing at the end of the 8th grade to include argumentative, informational, and narrative writings. Students are required to produce both on demand writings and published writings that require more revision and editing. Students are provided opportunities to build on ideas of others and articulate their own thinking with respect to cultural differences. Student have experience working effectively with people from a range of social and cultural backgrounds. Students are encouraged to share & respect differences through day-to-day activities. Teachers incorporate specific activities and lessons to expose students to a variety of culturally diverse experience, utilizing special speakers and internet access. Students have products in their communications folder and SkyDrive showing collaboration with teachers, peers, and others in problem solving and generating products that are tied to curriculum and learning goals. We are beginning to use the MDC and LDC tasks to help with this too. Others include special speakers, invited guests, parents, curriculum specialists that collaborate with students and teachers, etc. Students reference quality work of others as models to inform their work. Teachers provide examples from the Kentucky Marker Papers, Literature and Writer's Choice Books, novels using the KCAS Standards, Kentucky Student Samples (Annotated), Released Test Annotated items, and various other resources including books and websites. We have a school writing plan that we follow. Pieces from each class found in the student's writing portfolio will show that students can communicate in each discipline with a specific purpose. We strongly work to encourage student engagement and class discussion. Students have grown in articulating their ideas verbally. We have had two African American speakers (Joe Washington and Hope Unlimited) into our classes and a lady from the Philippines (Mr. Durr's wife). Students reflected on these presentations.

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

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

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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :
Curriculum 8.01, Writing policy 22.01, Assessment 13.02, etc.

Sample assessments (teacher files, some on SkyDrive, etc.)
LCMS Writing Plan and Policy
PLC minutes
PD 360 points displayed on teacher CCR placards

Teacher Lesson Plans (individual notebooks, SkyDrive SISI Group, samples in PR SkyDrive Group, etc.)

LCMS PD Action Plan and Individual PD Plans

STI PD and PD 360 reports show training on assessment

samples of teacher feedback, peer feedback, self assessment, and curriculum specialist feedback with writing examples in communications folders

Scoring guides

Sample student writing revisions in communications folders, some in PR folders on SkyDrive

Examples of learning activities from lesson plans and student work

Walk-Throughs, Instructional Rounds, Observation 360 reports

AM report for study hall attendance at morning and lunch SH

OZONE attendance reports

Individual teacher calendars on Outlook for times they provide FREE tutoring after school

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Teachers have met on G-days, PD Days, and PLCs to develop and align assessments across grade levels and content areas. Teachers meet in a minimum of 2 PLCs each week. They have 4 PD days and 5 G-days each year. They use CIITS to track assessment data. Departmental PLCs complete a congruency protocol monthly to ensure the assessments are congruent to the standard. Teachers have on-going, job embedded, extensive training with Learning 360, PD 360 videos/forums/groups/etc., networks, and CASL to improve the use of formative and summative assessments. A district writing team with representatives from all schools and the district level meets monthly to discuss vertical needs in the writing program. The LCMS Writing Policy and Plan have been developed and implemented. The curriculum specialist monitors their implementation and helps non-ELA teachers when they have concerns with writing. Summative assessments given are aligned with grade level standards. Formative assessment trainings have been given to all teachers and are used consistently to drive instruction. Data is disaggregated in PLCs and changes are made as necessary. We have a LCMS SBDM Assessment Policy 13.02 that ensures that we respond to FA data appropriately. Walk-Throughs, Instructional Rounds, Observation 360 reports will show that we have ever-improving data in this area and are implementing the training that we receive with fidelity. Students use feedback that they are given by peers, teachers, others to revise their products. Teachers provide ongoing opportunities for students to revise and apply new learning before summative products are assessed. Students are encouraged to check their learning through several formative assessment opportunities through a unit of study. Teachers revise teaching accordingly, and students are offered opportunities to learn using different strategies. Student are encouraged to retake summative assessments when standard are not met. Students use AM Study Hall, Lunch Study Hall, tutoring, OZONE for extra time to meet with teachers and receive individual help with learning.

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 and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments.	Proficient

	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 ongoing self-assessment, using a variety of methods designed to support different learning styles, to monitor progress toward meeting writing and communication goals.	Distinguished

	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :

Curriculum 8.01, Writing policy 22.01, Assessment 13.02, etc.

Samples of student revisions with writing examples

Examples of student work in various stages

Examples of learning activities from lesson plans and student work

Exs of student and teacher collaboration with standards specific feedback

LCMS PD Action Plan

samples of student and teacher self-assessment

PLC minutes

Examples of congruency and Tuning Protocols in SkyDrive group "LCMS SISI"

Sample scoring guides

Goal section of student agenda book/planner

Goal section of ILP

ABRI and WKSEC reports

Hallway and classroom displays of exemplary student work

Exemplar models in ELA rooms, include Ky Marker Paper, Released test items, Annotated Student Exemplars from KDE, lit from Glencoe Writer's Choice and Lit book, and various other sources including the Internet and teacher resource books

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Teachers ensure students know expectations for their work by making student-friendly learning targets and formatively assessing throughout lessons. Then, teachers co-develop rubrics with students. Next, examples of strong and weak work are shared and compared to the rubrics. Discussion ensues, using critical content vocabulary, and students justify why exemplar work is strong or weak. Scoring guides/rubrics include peer, self, teacher, other columns for feedback. The products are revised after each feedback step. Student use peer revision sheets and work through the writing process from prewriting to publishing. Teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments. These goals based on summative assessment through MAP, EXPLORE, class grades, etc. are entered into the student agenda after discussion with the teacher. These goals are standards based because all of our assessments are standards based per a SBDM policy.   An example of a standards based writing SMART goal is "I will score a 219 RIT on the MAP Language Usage test in Writing/PODRR in Spring 2013."   The MAP test is based on standards. When students evaluate their target attainment, they are also setting goals. We have self-assessment sheets for them to do this. Teachers plan with students to make writing goals through writing reflections as outline in the writing plan. Teachers and students review test scores from MAP, K-PREP, and EXPLORE, as well as classroom formative and summative assessment to inform instruction that is standards-based. Teachers have been trained to use formative assessment through CASL and Learning 360/PD 360. Some goals are entered into the student agenda book and ILP goals section. Teachers and students engage in self-assessment to monitor progress toward meeting writing and communication goals. Student self assess through writing reflections as outlined in the writing plan and using rubrics. Teachers work in PLCs to use congruency protocols and Tuning Protocols to improve instruction by monitoring progress of writing and communication goals by determining the effectiveness of teaching procedures. Learning 360 training, PD 360 videos/forums/groups, WKSEC team, and the ABRI team ensure we have a variety of methods to support different learners. All groups (PLCs, ABRI, etc.) look at data and respond to it. Teachers and students use models as exemplars and co-develop scoring guides to assess writing and communication. Also, note hallway and classroom displays of exemplary student work.

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), supports quality instruction in Writing and is revisited throughout the year to assess the implementation, program fidelity and to make necessary revisions.	Distinguished

	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 are planned based on school and student data and teacher Professional Growth Plans focusing on research-based best practices and 21st century skills.	Distinguished

	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 within and outside the school and district.	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :
PD policy 17.01, Writing policy 22.01, etc.

LCMS PD Action Plan for 2012-2013 and 2013-2014 (focus on 21st Century Skills, best practices, etc.)
LCMS Writing Plan/Program
LCMS Writing Policy
CSIP

PLC Minutes (LCMS SkyDrive groups SISI)

DLT Minutes

District Writing Committee Minutes

STI PD reports, PD 360 Reports, teacher certificates for training attended (ELA Network, On Demand, LDC, CR, etc.)

CSIP Needs Assessment and Efficiency Committee Minutes

Data displays in school

Individual Teacher Professional Growth Plans

Master Schedule

PLC Schedule

Agendas from Network Meetings, etc.

ABRI and WKSEC reports

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

The CSIP is written based on needs assessment data. The CSIP and individual teacher professional growth needs drive our PD choices as we develop the PD Action Plan in the Efficiency Committee Open Meeting. The Open Meeting to develop the PD Plan was well-publicized to ALL staff, and all staff are constantly reminded via AM report, announcements, calendars, master schedule, committee sign ups, etc. to provide input in ALL school decisions.   All PDs are evaluated & job embedded. The evaluation feedback is used to design the next training. The Efficiency Committee and principal analyze data from each PL opportunity and use it to improve future offerings and to ensure that training is job embedded. Data is constantly disaggregated in this school and when we see a need, we address it in PLC training. Also, teacher input drives a lot of PLC topics. PL topics are based on student needs because we disaggregate their testing and climate data to decide next steps. Learning 360 and co-teaching are research based 3-year initiatives for our school. Both support quality instruction for ALL disciplines. PL fidelity is checked via lesson plan monitoring (lesson plans uploaded to SkyDrive and on teacher desk), peer observations, Observation 360, walk-throughs, and instructional rounds; IRs are paramount in suggesting next steps. PLCs enable job-embedded teacher chosen topics for professional learning. Each teacher meets at least twice each week in PLCs during school time (one grade level and one departmental). Departmental PLCs take on a teacher growth mindset and grade level PLCs discuss individual student growth. An 8-period SCHOOL day allows each teacher 2 planning periods each day. A 5-Planning Day (G-day) DISTRICT calendar allows our teachers 5 days to plan together as a full staff. Plus, they have 4 PD days that they may plan together and multiple other opportunities to collaborate as a full staff. . Teachers may request any time that they need to meet to talk about student achievement and coverage will be secured for their classes.

Writing trainings are in multiple places on the plan and staff have been encouraged to ask for release days, other trainings, etc. as they find them. The principal asks for needs in summative conferences and makes suggestions. Every decision made at LCMS is data-based and based on best practices and research. PD 360 is a resource as well as the curriculum specialist. One PLC each month focuses on writing. A district writing committee meets monthly to discuss writing programming needs. LCMS is so committed to 21st Century Skills that they're listed on our PD Plan and part of our commitment statement. ELA Network and multiple other trainings allow networking outside our district.

Professional Learning and Support Services: Participation

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

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

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

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

	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Individual Teacher STI PD records, PD 360 reports, certificates of attendance, sign-ins

PLC minutes (grade levels discuss literacy/writing at least once per month)

District Writing Committee Minutes

CSIP Needs Assessment

Curriculum Specialist co-teaching records

Membership cards for KCTE/LA, List Servs, etc.

Advisory Council Minutes

LCMS PL Action Plan

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Before the CSIP is written, a massive data analysis is done and needs assessment prepared. This drives the writing of the CSIP. The activities in the CSIP drive our potential Professional Learning Action Plan (PLAP). Then, the individual needs of the teacher are considered in tailoring a IPGP and thus IPLAP. Teachers are provided many content specific choices for PD. Impact is evident as our walk-through data is improving. Every data point that we track is improving (please see data displays in our school, Open House, School Report Card, etc.). Writing teachers lead grade level, department, and district PLCs. They attend network meetings. They present their training at school PDs, PLCs, Planning Days (G-days), etc. They are leaders on school committees, SBDM, etc. They use the Tuning Protocols to analyze student work and Congruency Protocol to analyze assessments for congruency with standards. They adjust instructional practices based on their data, discussions, etc. Writing teachers participate in advisory councils, community events, professional organizations, etc. Writing teachers have some external partners that participate as guest speakers, reality store workers, operation preparation volunteers, advisory council members to make program recommendations, etc. All teachers have a PL day planned to integrate the writing curriculum & literacy strands into their course. Teachers communicate by sharing their trainings via emails, PLCs, trainings, etc. They participate in Learning 360 forums/groups, professional organizations (KCTE), and List Servs.

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	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 assignment of staff are made based on needs of students, teacher certification and other data (e.g., ILP) and teacher professional development experience (e.g., participation in National Writing Project).	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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, SkyDrive Program Review Group & SISI group, etc. :
Curriculum 8.01, Writing policy 22.01, Program Review Policy 23.01, Staffing Policy 9.01, Student Assignment Policy 10.01, Schedule Policy 11.01, Space Use 12.01, Assessment 13.02, PD policy 17.01, Budget 20.01, etc.

SBDM Minutes
LCMS SBDM Writing Policy 22.01
Student, Staff, Leadership Interviews
Curriculum Documents
Lesson Plans

Curriculum Specialist records of co-teaching

Writing folders

Efficiency Committee minutes

Eff Comm emails, agendas, AM report, announcements

LCMS SBDM Budget Policy 20.01

LCMS SBDM Policies time, resources, space, staffing

Highly Qualified Report, Teacher Certification

ILP Report presented to SBDM in April

STI PD reports

Master Schedule

Budget

School Map

Class Rosters

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Our SBDM council has devised multiple policies (22.01, etc.) ensuring that writing instruction is part of the school curriculum and is integrated in other courses. We even have this indicated in our school commitment statement. Integration is also included in our PL Action Plan. We have full class time for all ELA classes, competitions, programs, O-Zone activities, and school clubs for writing. ALL teachers are invited to Open Meetings for budget, schedule, etc. These discussions also occur in committees, SBDM, PLCs, and with principal who attends most PLCs/Committees/etc. If staff cannot attend, they are encouraged to give verbal or email input to a committee member. Reminders are sent via text, email, AM report, school announcements, calendars, newspapers, etc. Teachers are encouraged to write grants, do fundraisers, add school fees, add to supply list, ask principals, etc. if additional money is needed for program improvements. IC Class load summaries, maps, and visual observations indicate that class loads and school space are equitable and appropriate. Master schedule shows equitable planning time and that teachers participate in cross-curricular planning. Cross-Curr planning is also allowed through committee meetings, PLCs, PDs, G-days, random hallway/lunch conversations, etc. Writing teachers meet with principal a minimum of monthly in Program Review meetings, PLCs, committees, etc. All decisions at LCMS are based on student needs, teacher strengths/certification/PD, ILP reports, and school data. ILP data is shared with all staff, committees, SBDM council, etc. and is used to develop master schedule, etc. per SBDM policy. Community surveys and input from advisory councils are discussed and used to address community needs too.

Leadership monitors and evaluates the teaching on a regular basis. The principal observes and evaluates by completing formal and informal observations. She attends most PLC meetings and curriculum, planning, assessment, data, etc. are discussed. The DLT also observes at least monthly (announced and unannounced). Next steps for ensuring that the curriculum is rigorous and engaging for all students is provided immediately following walk-throughs. Lesson plans are monitored over SkyDrive to ensure we are keeping with the pacing guide. The master schedule shows that ALL students participate in the ELA courses and an enrichment course. Emails, AM reports, announcements, committee sign ups, master schedule/school calendar document that ALL staff are invited to the open meetings of the Efficiency Committee to plan the school budget. Writing teachers have equitable class loads and large spaces for their classes. Writing teachers have ample planning and plan with core and departmental teachers. The principal has an open door policy and will listen to any concerns and take those to the SBDM council to find solutions. Data from the ILP is shared at the April SBDM meeting. Members consider the data and planning decisions (staffing, scheduling, budgeting, etc.) are made in May. The principal and several other staff are members of

multiple advisory councils that meet monthly to ensure a quality writing program. The school has a writing policy and plan which requires writing throughout the curriculum. All policies are reviewed annually.

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 initiates and participates in professional learning related to the school's writing program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent and frequency does the principal communicate with parents and the community about the writing program?	The principal 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.

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

Data displays in hallways, etc.

ELA PLC minutes

Principal's STI PD record, PD 360 records, PLC attendance, District Writing Committee attendance, etc.

PL Action Plan

Staff interviews

One-Calls/Texts/Emails, School website, newsletter, newspaper, marquee, Facebook, Twitter, announcements, etc.

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

Please visit the SkyDrive Group "LCMS Program Reviews" for detailed narratives and evidence uploads for each characteristic.

The principal attends most PLC and committee meetings and requests input for improvement. In looking at data, she is recommending that ELA be split next year into a reading course and writing course due to our low K-PREP scores in writing. She attends all Advisory Council,

Program Review, DLT, PTSO, & SBDM meetings. She has an open door policy and will collaborate, reflect, analyze, and support all staff/student/parent needs. She participates and leads various professional learning opportunities. She requests many teacher leaders to present at PLCs, G-days, PD days, etc. and thus initiatives needed professional learning. She is a phenomenal communicator and a wealth of information is available via many modes (One Calls/texts/emails, website, televised/intercom announcements, newsletter, newspaper, marquee, Facebook, Twitter, etc.).

All teachers are enlisted to evaluate data and curriculum through PLCs, Committees, SBDM, surveys, PDs, G-days, etc. Data is shared with all and discussed. Smart goals are set and monitored for each PLC, school, CSIP, Program Reviews, etc. The principal participates in over 13 committees and provides leadership and supports teacher leaders too. The principal attends all school PDs (writing, literacy, etc.) and has many hours over the required 24 hours (in addition to the required EILA hours). The principal presents some PDs too (Learning 360, HOT, data disaggregation, ILP, interdisciplinary units, etc.). The principal has over 300 tweets on the school Twitter account (@LCMS_LiveRed) and multiple Facebook posts on the school Facebook page (Livingston County Middle School). She makes posts to the school website, her principal's website, the monthly school newsletter, marquee, One Calls/texts/emails, newspaper, daily announcements, televised school announcements, E-communications, personal distribution lists, texts, etc. She has received many community accolades for her communication. Some of these involve the writing program.

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

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?

Strengths are student access to the curriculum and planning time. We will sustain these by keeping the same schedule next year. Strengths are also our Professional Learning Action Plan (PLAP) opportunities. We will ensure a solid PLAP for the upcoming year too.

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

We need to ...

*ensure interdisciplinary units that integrate all program areas, literacy strands, and 21st century skills are developed in summer training for implementation in the 2013-2014 school year

* improve our K-12 vertical collaboration

*co-develop scoring guides with student input and include columns for self, peer, teacher, and professional feedback

*provide students models of strong & weak work

*include SMART goal setting page for A&H courses in agenda

*encourage teachers to join professional organizations, pick PD based on data, enlist external partners, & take students to A&H competitions

*participate in performance tasks where students create, perform, & respond to the arts

*arrange for student participation in activities that extend beyond the regular school day

*devise an efficient manner to monitor curriculum

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

Steps

1) PL time to design interdisciplinary units

2) PL time to collaborate K-12

3) Design goals sheet for student agenda book

4) PLC time to develop sample scoring guides

5) Find models of strong and weak work

6) Talk with A&H teachers about joining organizations, PD plans, partners, and competitions

7) Develop performance tasks

8) Develop extended day opportunities

9) Discuss monitoring curriculum with leadership team

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?

We are very strong in our implementation of the ILP. We will continue all the things we currently do and try to think of ways to better integrate the ILPs use in all classes and to communicate that parents need to regularly review the ILP and students need to constantly enter achievements in it (even non-school awards, etc.).

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

We need to ...

*ensure interdisciplinary units that integrate all program areas, literacy strands, and 21st century skills are developed in summer training for implementation in the 2013-2014 school year

* improve our K-12 vertical collaboration

*co-develop scoring guides with student input and include columns for self, peer, teacher, and professional feedback

*provide students with models of strong and weak work

*include SMART goal setting page for PLCS courses in agenda

*encourage teachers to join professional organizations, pick PD based on data, enlist external partners, & take students to PLCS competitions

*participate in Stock Market Game, performance tasks, and activities that extend beyond the regular school day

*discuss with Coordinated School health committee an efficient manner to monitor ... curriculum with HECAT & NHES, data to review/revise Wellness Policies, CSPAP physical activity, NASPE mastery

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

Steps

1) PL time to design interdisciplinary units

2) PL time to collaborate K-12

3) Design goals sheet for student agenda book

4) PLC time to develop sample scoring guides

5) Find models of strong and weak work

6) Talk with teachers about joining organizations, PD plans, partners, and competitions

7) Develop performance tasks

8) Develop extended day opportunities

9) Discuss CSHC needed-agenda and monitoring curriculum

Writing Program Review

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

We feel the methods in which we disaggregate data and chose professional learning are strengths. Also, we love our school schedule that allows a minimum of 2 PLCs per week. We will sustain these by keeping a similar 8-period day schedule allowing for 2 daily plannings and continuing to look at data and set SMART goals.

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

In Writing, we need to ...
*ensure interdisciplinary units that integrate all program areas, literacy strands, and 21st century skills are developed in summer training for implementation in the 2013-2014 school year
* improve our K-12 vertical collaboration
*co-develop scoring guides with student input and include columns for self, peer, teacher, and professional feedback
*provide students with models of strong and weak work
*include SMART goal setting page for ELA courses in agenda
*encourage teachers to join professional organizations, pick PD based on data, enlist external partners, & take students to writing competitions
*arrange for student participation in activities that extend beyond the regular school day
*discuss with leadership an efficient manner to monitor ... writing policy and plan
*improve technology

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

Writing Steps
1) PL time to design interdisciplinary units
2) PL time to collaborate K-12
3) Design goals sheet for student agenda book
4) PLC time to develop sample scoring guides
5) Find models of strong and weak work
6) Talk with teachers about joining organizations, PD plans, partners, and competitions
7) Develop performance tasks
8) Develop extended day opportunities
9) Discuss monitoring writing program
10) Find funding for technology improvements

K-3 Program Review

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

Not applicable

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

Not applicable

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

Not applicable