KDE Program Review Report for

Schools

Livingston County Middle School

Livingston County

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Introduction

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

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Program Review: Arts and Humanities

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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.

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Curriculum and Instruction: Student Access

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines?	The arts program offers individual students the opportunity to develop their own talents in the artistic 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 Academic Standards?	Arts teachers collaborate (K-12) to ensure that curriculum is vertically aligned for discipline-based instructional program in each arts discipline. •Elementary: All students have an average of 150 minutes per week of regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KAS. •Middle School: All students have regularly- scheduled discipline-based, arts courses in each of the four art forms yearly which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. •High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized and scaffolded arts course in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

O-Zone Activities

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Teacher calendars for after school

Staff Lighthouse and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive 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.

RATIONALE

Please see narrative for each characteristic on the LCMS Program Reviews OneDrive Group. A&H, Standard I - C&I, Demonstrator 1 - Student Access

a) Students are provided with intentional scheduling time within school in all four arts disciplines. We have the opportunity for students to take dance, drama, music, and visual arts classes. Music and visual arts classes are offered for both 7th and 8th graders and drama/dance classes are offered before students complete their middle school years. We have a glee and drama club that meets once a month and students take part in music competitions at the district levels.

NEXT STEPS: Students need to be provided with individual opportunities to create, perform, and respond to the arts outside the classroom. Perhaps by, providing students with after school lesson on an instrument/voice, having a dance team, or by including arts activities in the Ozone after school program.

b) A&H Teachers meet once each semester K-12 to vertically align curriculum with Supervisor of Instruction. They also meet over the summer and are allowed flexible PL time and LYNC to meet as necessary. ALL Students are provided with regular scheduled classes to provide them opportunities to create, perform, and respond to the arts in visual art, drama, dance, and music. Students are provided with opportunities to: reflect on performances in music, self-reflect on learning through Learning 360 placement cards, to create performances in music by creating their own jingles and performing them, to create their own art projects, and to respond and discuss to performances through dance, music, and drama clubs. Those wishing to specialize in an art form are also offered additional elective courses (choir, band, environmental art, etc.) in addition to the required rotations (art, music, dance, and drama appreciation). We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and PLC 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.

NEXT STEPS: Teachers should work more often to include inter-disciplinary units for arts programs and should meet to collaborate between elementary, middle, and high school years to clearly align instruction for students at a scaffolding level.

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.4

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

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

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

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

Master Schedule

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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, PL agendas, etc.

Curriculum PLC and PL minutes, changes, etc.

Walk-Throughs, Evaluations, Instructional Rounds, etc.

Staff Lighthouse and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive 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.

RATIONALE

a) A&H teachers meet vertically at least once each semester with the Supervisor of Instruction to vertically align curriculum. The teachers follow the arts curriculum as provided by the Kentucky Department of Education. This curriculum is reviewed and aligned annually over the summer to ensure that students are provided instruction that will encompass the requirements of the standards. Teachers plan activities and devise lesson plans that will engage the students in the required academic pursuits of the arts. Students are engaged in musical, dramatic, artistic, and dancing programs to exhibit their learning. Teachers are provided flexible PL to meet horizontally or vertically as needed. They also use LYNC, peer observations, hallway discussions, PLCs, trainings, Gdays, etc. to network

NEXT STEPS: Students need to be provided with individual opportunities to create, perform, and respond to the arts outside the regular school day.

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b) A&H teachers attend literacy PL over the summer and during the school year through PLCs and staff meetings. ELA teachers and SWAT consultants have trained all on literacy integration. Arts teachers integrate writing into their instruction through TILT notebooks, Extended Response Questions, Writing pieces, etc. The teachers follow the arts curriculum as provided by the Kentucky Department of Education. This curriculum is reviewed and aligned annually to ensure that students are provided instruction that will encompass the requirements of the standards. Teachers plan activities and devise lesson plans that will engage the students in the required academic pursuits of the arts. Students are engaged in musical, dramatic, artistic, and dancing programs to exhibit their learning.

NEXT STEPS: Students need to be provided with more individual opportunities to experience a wider variety of literary works to make meaningful connections.

c) Core content 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; Language Arts incorporates visual arts and music with certain literary works; Art elements are reviewed and are a part of the rubrics; students acted and memorized lines for the Christmas play that helped their reading skills. Math teachers use tessellations and have students create an art piece explaining the geometry behind it, golden ratio to draw scale drawings, a brochure of pictures where rational numbers are acting irrationally, etc. Social studies has students do cave drawings, a poster explaining their favorite constitutional amendment in pictures only, etc. ALL teachers use the trigger of picture for core vocabulary words.

NEXT STEPS: Teachers will increase the scope of their intentional and meaningful activities that will integrate the arts into the content areas.

d) Students are exposed to and study a variety of exemplary works of arts in all areas through the course of their various studies. The arts through history are reviewed with their influences on the nature of the arts and the people at those time periods. Examples of visual artists and the artwork of different time periods include Picasso, Van Gogh, and Matisse. Seventh grade social studies curriculum includes artwork of the early Native American cave drawings, ancient Greek and Roman sculpture and architecture. Seventh grade language arts includes several images from the Picturing America series in reading and writing activities. Eighth grade language arts includes some art images in creative writing assignments. Eighth grade social studies classes use artwork depicting the time period of the American history from 1600s to Civil War. Music teacher in music appreciation discusses cultures: West African, Native American, Latin American, and European. Done through the Music and Dance KET Toolkit videos and lesson. Works, Artists, Traditions in music- many band and choir tunes are from this era, the modern era including Conviction, Android Attack, Midnight Mission for band and various pop tunes in choir. Music teacher chose these because they are more appealing to the kids and can still teach the necessary musicality like articulation, dynamics, rhythm, tone production etc that makes the students better vocalists. Artists that the music teacher uses are usually new age. For music appreciation we discuss cultures: West African, Native American, Latin Smerican, and European and music teacher does this through the Music and Dance KET Toolkit videos and lesson. Drama students look at the origins of theatre by studying Greek theatre history.

NEXT STEPS: Show more connections

e) Students are engaged in performance assessments, class FA and SA, SVS, ILP Reports, etc. and the feedback is used to improve the programs. The SBDM and scheduling committee use this feedback in scheduling, etc. Teachers use the data in curriculum and instructional planning. Teachers also write a SGG and develop their PGP based on that goal and monitor data regularly to ensure students have enduring skills in their discipline.

NEXT STEPS: The school arts curriculum will be reviewed and revised by a committee comprised of arts and cross-content teachers.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.5

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

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

	Statement or Question	Response	Rating
c)	To what extent do arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students?	Arts teachers ensure that students are able to create original artworks by intentionally applying artistic theory, skills and techniques that are relevant and developmentally appropriate.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day?	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,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

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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.

RATIONALE

A&H, Standard I - C&I, Demonstrator 3 - Instructional Strategies

a) Students are constantly creating, performing, and responding to the arts. They do all three, through many classroom activities, music performances, dance and dramatic performances, and competitions at district level. Students are asked to reflect on their performances in the arts, as well, to find areas of improvement and areas of strength in themselves. Students are asked to set SMART goals in their agenda and enter in their ILP. Visual Arts Students have displayed art work at a Etcetera coffee shop, corresponded with California artist John Kraft, created works similar to his, and been featured in local papers The Paducah Sun, The Owensboro Messenger and The McLean County News for this. Music students have performed as a group and as individuals at various programs throughout the year, including Winter and Spring band/choir concerts, Quarterly Award Ceremonies. Individual students have auditioned for and perform with district honors band and choir. Students have performed student created skits at assemblies for testing and six grade transition. Students self reflect in their TILT notebooks and on scoring guides. Students also give peer feedback on performances/creations/etc. Drama students perform skits for their classes. Students also study the history of drama. Students have performed student created skits at assemblies for testing and sixth grade transition. They study the origins of drama by looking at Ancient Greece and the development of drama through Greek celebrations. Drama students also write their own monologues and perform that in front of their peers. They also read the book White Shoes Only during Black History Month and write monologues during this time. Dance students also study folk dances and created their own folk dances with a group of their peers.

NEXT STEPS: Teacher training in high order thinking skills and creative problem solving techniques.

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b) Teachers utilize the internet as much as possible. There is a wealth of YouTube videos that show music and art performances and techniques. The art teacher uses the amazing set of Fine Art prints provided by Picturing America. The Visual Arts teacher also has numerous videos and DVDs on hand to share with the students. Artist such as Picasso, Renior, Matisse, Gaugin, Georgie O'Keefe, John Kraft, Chuck Close, MC Escher or studied. The music teacher uses various recordings of works from many eras of music and of great composers such as Beethoven, Bach, or even recent artists such as Louis Armstrong or Steven Mead. Music students also learn some basic dance steps and have demonstrated those at quarterly rewards programs. The Arts Toolkits are also used and the drama teacher brings in her college resources from her training in drama at the college level. KET Dance Tool Kit is used. . Drama students study ancient drama and examples are Greek playwrights from the fifth century Sophocles, Euripedes and Aeschylus. Famous dancers viewed are dancers such as Russians Anna Pavlova and Vaslav Nijinsky and American dancers Martha Graham and Fred Astaire. The Arts Toolkits are also used for all areas, especially dance, and the drama teacher brings in her college resources from her training in drama at the college level.

NEXT STEPS: Attend live artistic performances

c) Students often create rhythms, forms, or melodies in music classes. Students also create their own drawings in art classes, based from their personal knowledge of different eras of music. Dance and drama classes make their own dance and dramatic works as well. Students respond and reflect on their creations by using the theory and skills they have already obtained in studying the arts. Students are asked to learn and apply new techniques and skill of creativity. Students learn core techniques based on grade level. Students use their textbook "Introducing Art" to study a wide variety of techniques and skills. Those skills and techniques are then applied to their own creative pieces. Students create two and three dimensional works of art and critique their personal works and others' completed works based on the theory/skills/techniques that should have been applied.

NEXT STEPS: Teachers need to attend more professional development specific to their content areas.

d) The Art teacher uses exemplar models to enhance her arts programs by collaborating and inviting guest artists into her classroom. Clarissa Nelson-Hopkins spoke to art students about her art work and how nature inspires many of the pieces she creates. Students also studied and corresponded with a California artist. These artists promote arts learning through their personal experiences in the arts and these experiences are connected to art teacher standards. The art teacher is an award winning artist herself and collaborates with students. Art career mentors were present during Operation Preparation and one student was given a guitar from one of the artists due to her musical talents.

NEXT STEPS: Invite more guests artists

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.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

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

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

	Statement or Question	Response	Rating
c)	To what extent do students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products?	Students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products.	Proficient

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

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EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Engagement Cards

Student Work, Scoring Guides, Reflections, & Performances Performance Reflections and Analyses

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

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.

A&H, Standard I - C&I, Demonstrator 4- Student Performance

a) Students are actively engaged in creating, performing, and responding to the arts. Music students engage in a variety of performances including a Veteran's Day Concert, Christmas Concert, Spring Concert, and a quarterly award's ceremonies. Art and dance students create visual works of art and their own dance routines in those corresponding classes. Students also respond their works of art by grading and critiquing their own work and the works of others. Dance students also participate in dances from various cultures including west African, European, Appalachian, and Native American dances. Students also respond to their works of dance by grading and critiquing their own work and the works of others.

NEXT STEPS: All art's teachers should undergo a variety of arts professional development that will aid them in assisting students to reach their maximum potential, so that students may produce work that is high expressive.

b) Students have generated various pieces of art work and performances that they have planned and created with specific purposes in mind. These works express the students' interpretations of the event's purpose and are aimed toward the students' interpretation of those purposes and the students are encouraged to express their individual creative abilities. This is evident in student artwork; band/choir performances; drama performances at K-PREP pep rally, 6th grade transition, & Christmas; and dance creations/performances and dance videos depicting the three purposes of dance.

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NEXT STEPS: Teacher's should provide more student choice in the arts classroom, so that students are creating highly expressive works that have no teacher guidance.

c) Students are engaged in self and peer evaluative processes. They reflect on own and each other's creative endeavors and use these reflections to realize, learn about, and improve their creative works and to understand and appreciate the creative endeavors of others.

NEXT STEPS: Teachers need to develop and promote a positive culture for learning in which students provide input, without being prompted by the teacher.

d) Students have been given opportunities to view and reflect on various works of arts and performances in art, dance, band, and choir classes. They are exposed to various examples in the four ARTS areas and tasked to analyze and find personal meaning to these works. Opportunities include: re-dos for standards based grading on playing/singing exams for better grades, watching dance videos of self and others to critique and improve, drama performances & critiques on monologues, and visual art drafts vs finished products.

NEXT STEPS: Teachers should provide more of a variety of means for students to subjectively reflect on arts works in their arts classes.

e) Students have created a variety of artistic works and performances with minimal teacher guidance in all four arts domains. This includes: varied visual artworks, band/choir performances that were chosen by the students with some even created by students (student guitar solo at an awards ceremony), group dance creations, individual student practice sessions in band, monologues in drama, pep rally created by drama students, etc.

NEXT STEPS: Students demonstrate creative works of art without being prompted to do so.

f) Students are encouraged to participate in any and all events that allow them to pursue their creative abilities. Students have been engaged in various singing, writing, performance contests and programs. These contests and programs include: all district band (3 students) and choir (16 students), quad state band (9 students) and choir (10 students), four quarterly award's ceremony performances (21 Band members & 28 choir members performed), Veterans Day concerts (21 Band members & 28 choir members performed), Christmas concerts (21 Band members & 28 choir members performed), spring performances (21 Band members & 28 choir members performed), in-class/Vet's Day/pep rally/Christmas program drama performances (25 8th graders each quarter so that ALL rotate through drama perform), trash sculpture contests (25 7th graders each quarter so that ALL rotate through art appreciation & those in 8th grade art enrichment), and art display contests in Paducah, Ky (25 7th graders each quarter so that ALL rotate through art appreciation create & those in 8th grade art enrichment). Dance students perform dances from various cultures named as follows...Native American- "Pow Wow," Appalachian- "Goin' To Boston," African- "Little Johnny Brown," & West African- "Ceremonial Drumming Foot Work" (video dance along with KET Dance Toolkit); Dance creations- they create their own rubrics based off of the elements of dance, then they pick their own 3 minute song, create a routine to it, and perform for each other and peer critique. In dance, approximately 25 students per 9 weeks perform so that all 7th graders take dance appreciation. Art students participated in several contests (Baptist Health, State Safety Employees, etc.).

NEXT STEPS: To seek more outside events and to work with other districts and art communities to create opportunities for students to participate in juried events and to use those events to better the arts program.

Students use OTR and engagement cards to rate their engagement throughout 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.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.5

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Student Growth Goals (SGG)

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

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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.

A&H, Standard 2 - FASA, Demonstrator 1 - Assessment

a) Arts teachers design instruction that is aligned with standards. Students are able to self- reflect by responding to their performances in the arts and figuring out personal areas of growth. Students are also able to self-reflect by using Learning 360 formative assessment strategies. Summative assessment is clearly aligned with state standards for specific arts programs and ratings for those summative assessments are determined by use of rubrics. In visual art, the teacher allows students to rough draft their work and records feedback on the back of finished products. The music teacher often asks students to listen to various examples in band/choir, has them to choose the correct example, and then asks them to play/sing excerpts the correct way. Dance students are required to watch their own recorded dances and provide feedback to themselves and peers as to how they should improve. Drama students self reflect on their own and peer monologues, performances, etc. Arts teachers often reflect on student data to be able to change formative and summative assessments to show even more student growth.

NEXT STEPS: Formative assessments and the data produced result in changes in instruction that yield nationally recognized student artists

b) Students are often reflecting and responding to arts with teacher guidance, however, they are usually not independently doing so through forming their own guidelines. Teachers often provide the opportunities for students to review peers, but provide the necessary guidelines and rubrics for students to do so. Students often openly discuss ways to improve performances during rehearsals and class work. They are also provided with opportunities to summatively critique themselves.

NEXT STEPS: Although students are reflecting and evaluatively critiquing, we should be providing them with opportunities to form their own questions and objectives to evaluate.

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.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.33

	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/presenting/producing, responding or connecting assignments or assessments appropriate to the age and grade level and students have the opportunity to provide input into the scoring guide.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year?	Teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Samples of exemplary models

Co-Developed Scoring Guides

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Sample Targets and PLC SMART Goals

Agenda Smart Goals and ILP goals

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

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

A&H, Standard 2 - FASA, Demonstrator 2 - Expectations for Student Learning

a) Students are always presented with distinguished modeled examples and works before they take on tasks in the all four art's classrooms. In music, students are often listening to distinguished performances of past composers and performers on YouTube and on jwpepper.com. Students are also shown proper exemplar models in visual arts before completing artworks via teacher's drawings and PowerPoint presentations. Students watch dance videos from the Arts and Humanities Dance Toolkit before completing their dance routines as well. In addition, the music teacher often displays proper singing and playing with her own voice and instrument. The drama teacher uses the Arts Toolkit and her college training in drama to bring in exemplary models.

NEXT STEPS: Incorporate more exemplary artists performances

b) Teachers use rubrics to rate and define performance in drama, dance, art, and music. Band and choir students have a three point scale rubric that is used to rate all playing/singing tests. Dance students use rubrics from the KET Dance Toolkit. The visual art teacher writes her feedback on the back of student artwork and grades students via rubrics. Teachers also provide rubrics for grading during the creation process of various works. Arts teachers allow students to be creative and evaluative, but let them know what work is distinguished in the creating and evaluating process. This is reflected in teacher's feedback and students grades in Infinite Campus. Students have the ability to rate the teacher through teacher report card processes and in the reflection process of the teacher. Students have the opportunity to provide input by developing criteria for some scoring guides and through peer review.

NEXT STEPS: To get to the distinguished rating, we may need to let students independently create the rubrics that they will be assessed on.

c) Teachers always create student objectives that are attainable and timely and fit into the SMART goal category. This is evident in the teachers learning targets posted in teachers rooms, in teacher's yearly student growth goals available of CITTS, and in the student scored teacher report cards available on CIITS. Objectives are always in student friendly terms that they can understand and feel that they can accomplish. Students reflect achieved goals and objectives through midterm and semester grading that is standards based for music and dance classes and that are eligible for student retry within each nine week period. Students are strongly encouraged to track their SMART goals in the LCMS Student Agenda Planners and are encouraged to enter these goals in their ILP. Agendas are checked and about 15% of students do a great job at this; about 2% do it well on the ILP. We need to find a way to better monitor holistic goal setting. We feel we do a good job of monitoring assessment on a per assignment basis.

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NEXT STEPS: To get to the distinguished rating, we need to work with students, so that students can set their own personal goals instead of us telling them what their goals should be.

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. Students track goals in agenda and ILP.

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Formative and Summative Assessment: Assessment for Learning

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources on their performances/products so students may strengthen their future performance/products?	Teachers 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 purposely use the language of the arts in critiquing and evaluating performances. They further make recommendation on how those products or performances can be more effective as is grade level and age appropriate.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Lesson Plans and Curriculum Documents

Stakeholder Interviews

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.)

Student reflections & feedback using critical vocabulary

Student peer review videos

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Teachers grade by task or performance using rubrics

Festival events

Playing/Singing Test Rubric

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

A&H, Standard 2 - FASA, Demonstrator 3 - Assessment for Teaching

a) Students are regularly evaluated on paper from a variety of sources. Each source states what students can improve, where they succeeded, and give them an overall rating. Students are provided with feedback from peers, teachers, and other professionals of the arts.

NEXT STEPS: We can improve on how much documented feedback we give students. We are usually constructive as teachers of the arts, but most often the constructivism is via verbal communication.

b) Students are constantly reflecting on their performances and others' performances through written work. They are always stating what they could improve, or where they succeeded, and, what they would like to change in their future. When students write these reviews they include vocabulary pertaining to the subject they are writing about. For example, when they discuss their performances in music you will see key musical terms in their reflections such as, dynamics, tempo, rhythms, and timbres.

NEXT STEPS: Videos of students critiquing performances and using appropriate vocabulary and with recommending changes for the future

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/performances that they view.

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Professional Learning: Opportunity

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

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

Please see our evidence uploaded to the LCMS Program Reviews Folder on OneDrive AND teacher hard copy files.

Ongoing Spreadsheet of specific PLC opportunities per teacher is found in Evidence uploaded to OneDrive.

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

Lesson Plans showing differentiation, IEPs, ILP learning style data, PL implementation with fidelity, etc. (see Z Weekly Lessons Folder on One Drive)

Stakeholder Interviews

Self-Reflection/SGG/PGP on CIITS, MYC form, EOYC form, Summative Conference discuss PL needs, etc.

Needs Assessment Data in CSIP and PL surveys

Walk-Through Data to show fidelity of PL implementation and resulting PLC discussion to adjust (see Instructional Coach and Leslie Flatt)

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

CIITS PL and PL sign-ins documenting history of PL (Supervisor of Instruction has additional PL sign-ins)

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

LCMS CSIP & Progress Notes

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

PLC minutes showing job embedded PL

Peer Observations, Co-Teaching/modeling observations, etc. (CIITS)

Student Voice Survey data (CIITS)

Efficiency Committee Meeting Agendas, Minutes, Emails, etc. (see Z Committee Minutes Folder on One Drive)

Webinar, List Serv, CIITS logs/reports showing teacher watching videos, joining groups/forums on Edivate, etc. applicable to individual needs.

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

District Leadership Team (DLT) & School Leadership Team minutes, agendas, etc.

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

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

School Data in CSIP Needs Assessment, etc.

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

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

A&H, Standard 3 - Professional Learning (PL), Demonstrator 1 - Opportunity:

a) ALL staff completes a Professional Growth Plan (PGP) that is individualized to his/her specific needs based on ALL available data (walkthroughs, self reflections, Student Growth Goals (SGG), FASA, Program Review Needs, Universal Screening & Progress Monitoring/RtI, CSIP/CDIP, Explore, K-PREP, surveys, etc.). Teachers reflect on the PGP regularly and meet to discuss with the principal at mid year and end of year. Regular assessment of PGP occurs as principal asks for needs at all pre and post conferences, summative, mid-year conference (MYC), and End of Year Conference (EOYC). Regular needs assessment surveys are also conducted of PL needs and data is shared with all staff as we ALL develop the PL plan together in Open Meetings based on data and needs. All PL is evaluated. At year end, staff takes a 50 question survey based on Learning Forward's 7 PL standards to aid in design of future PL. Leadership, PLCs, and peers regularly assess fidelity of PL implementation through walkthroughs and data sharing. Adjustments are made as necessary. Consultants return to assess and discuss implementation (KYCID, WKSEC, Leslie Flatt, Susan Barton, etc.). The PL Action Plan is linked to the CSIP. Edivate (quality instruction) is heavily stressed through PL and PLCs (job embedded). Data is revisited by the Learning Environment Committee as they evaluate survey responses for each PL. Committees and PLCs also review walkthrough and Instructional Round data to see if teacher learning is implemented and changing classroom practice and if more training/PLC discussion is needed. Teachers complete peer observations and upload to OneDrive on specific instructional strategies to improve instruction (OTR, HOT, TPGES, ELEOT, Look Fors, etc.). Data from school & district surveys, observations, etc. is used to design all staff learning opportunities [PLCs, Planning Days (G-days), PL, etc.]. PLCs model and discuss instructional improvements. Staff is reminded of PL plan by emails, AM reports, newsletters, website, school calendar, IC Portal, E-Communications, One Calls, tweets, and Facebook posts. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting monthly. A district leadership team (DLT) comprised of teachers, administrators, etc. meets monthly to assess the implementation and fidelity of training and to make revisions to monthly PLC agendas and to ensure that ALL training is disseminated to all stakeholders. An Improvement Team (IT) also meets monthly to discuss school data and PL needs.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to better monitor fidelity of implementation in ALL classrooms. Teachers and administrators will revisit the professional learning plan throughout the year to assess implementation, to make necessary revisions, and to include any new training that becomes available.

b) A variety of job embedded PL opportunities are available to ALL teachers. The principal, Instructional Coach, and Director of Instruction sends out multiple emails informing A&H staff of professional learning opportunities. A&H staff have been asked countless times to inform us of any training that they need. This is also clearly stated on PL Action Plan. Edivate is heavily stressed through PLs, G-days, and PLCs. Teachers complete peer observations giving each other feedback on specific instructional strategies and upload to OneDrive in order to improve instruction. PLCs model and discuss instructional improvements. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff monthly meeting. Topics are based on individual teacher needs by looking at Individual Professional Growth plans (heavy discussion about needs in PLCs and summative conferences). Individual needs of students are addressed in grade level PLCs, RtI, and the fact that they complete report cards on each of their teachers. SE teachers are present in grade level PLCs to help with co-teaching strategies for differentiation. Teachers use their learning style data from ILP and differentiate instruction. Edivate provides many strategies for engaging individual students. In our co-teaching initiative, PL has been provided and WKSEC personnel return to do walk-throughs. Then

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they meet with teachers and share resources & data to improve co-teaching, engagement, classroom management, literacy, etc.. Edivate has video recommendations by evaluator and teacher may choose videos to watch on his/her own. Also, school, district, and state provide FOCUS videos. Teachers may ask to attend PL, site visit, or for release time as needed. Teachers are encouraged to present their learning at PLs, PLCs, etc. Teachers may request extra time to meet as required and coverage will be provided. This year's PL Plan was completely flexible allowing teachers to choose 24 completely FLEXIBLE hours. Current PL has focused on research based instructional strategies (RBIS) like Learning 360, Assessment Literacy, Schlechty's Engagement, 21st Century Skills, PGES, etc. All teachers have been trained on The Leader In Me and given flexibility to implement those strategies in their classrooms to improve teaching and learning. ALL PL at LCMS incorporates Learning Forward's Standards for PL and teachers are surveyed at the end of each PL opportunity and at the end of the year to ensure we held to this standard. All PL is based on Needs Assessment in CSIP which is connected to school, student, and individual teacher data.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to better differentiate for each student & teacher. Teachers must also strive to utilize the available data in their planning and lessons.

c) A variety of job embedded PL opportunities are available to ALL teachers. A&H teachers are on the core team receiving semesterly Learning 360 trainings and then turning those around to all staff in PLCs. Literacy trainings are offered throughout the year during PLCs and focus on the teacher's discipline. Teachers are encouraged to view discipline-specific webinars, Edivate videos, Teacher's Domain, CIITS, etc. Teachers are encouraged to request any PL specific to their discipline and individual needs that they wish. PLCs continual discuss all RBIS that we are implementing (Learning 360, Assessment Literacy, Engagement, etc.). All PL is based on PGP and CSIP which is written from school needs assessments from data. Teachers complete peer observations giving each other feedback on specific instructional strategies and upload to OneDrive in order to improve instruction. PLCs model and discuss instructional improvements. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting monthly. Topics are based on individual teacher needs by looking at Individual Professional Growth plans (heavy discussion about needs in PLCs and summative conferences). In our co-teaching initiative, PL has been provided and WKSEC personnel return to do walkthroughs. Then they meet with teachers and share resources & data to improve co-teaching. Teachers may request to attend any needed PL, make site visits, view Edivate videos, view Teacher's Domain, view webinars for PL credit, etc. Each teacher is surveyed for needs and requests for PL needs are made at summative conferences. All teachers may attend the Open Meetings of the Learning Environment Committee as they draft the LCMS PL Action Plan. These meetings are emailed and regularly meet with meeting schedules on the master schedule and advertised via all school means (newspaper, marquee, school calendar, etc.). Data is used to draft these plans (Instructional Rounds, Walk-Throughs, surveys, achievement, etc.). Teachers are also aware and have attended PL's outside of the district which include: Kentucky Music Educator's Conference, Midwest Clinic in Chicago, Murray Arts summer PL the includes all four art forms, and pedagogic and theological music PL's offered by the graduate program at Murray State University.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to give teachers more time to effectively plan together. Teachers do support each other and receive PL and G-Days relevant to the material, but we must stay vigilant in providing necessary training for all teachers that benefit from it.

d) Staff attend 2 PLCs each week (1 grade level & 1 departmental) and 1 monthly staff meeting. Per the school schedule, about ¾ of A&H teachers have time to plan together during the school day and also plan with core teachers. ALL teachers plan together during 4 PL days, 5 Planning (G) days, committee meetings, and staff PLC time & meetings. During one PL day, Program Review (PR) Area teachers actually train & lead staff in integration of their program areas with core, etc. Staff share ideas via emails, OneDrive, etc. The drama, dance, and music teacher plan with all 8th grade teachers weekly and thus meet weekly with core teachers in all disciplines. The art teacher may ask if she needs additional time to meet with core teachers or other A&H staff, & we will provide coverage. We can be flexible to meet any teacher's professional learning needs. This is stated on the PL Action Plan and told to each teacher regularly, on AM reports, summative

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conferences, meetings, etc. All teachers in PR areas also attend quarterly meetings with S of I to share vertical ideas with other schools, etc.

NEXT STEPS: Although we are distinguished, we need to devise a schedule where ALL A&H teachers can plan together during the school day. They all plan during PL and G-days, but only about ¾ can plan during school day due to itinerant, etc. We need to ensure that they know that they may ask for release day time if they wish to plan with core teachers or each other more.

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. This data is shared schoolwide in staff meetings. PL fidelity is checked via lesson plan monitoring (lesson plans uploaded to OneDrive 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 PL days, 5 G-days (planning days), and multiple other opportunities to collaborate as a full staff,

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Professional Learning: Participation

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Teachers consistently participate in on-going content-specific professional learning opportunities based on analysis of school and student data. Necessary adjustment to the professional learning result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members and leaders within their professional learning organizations, actively participate to address issues related to instructional practices, data analysis and improving student achievement, and as a result contribute to school and community life.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent are teachers participating members of professional organizations?	Teachers are members and leaders within their professional learning organizations, actively participate in them and as a result contribute to school and community life.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers contact and collaborate consistently with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups. Opportunities within the school schedule are provided for this collaboration, with a stipend or professional development credit, for engagement in such practices.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Ongoing Spreadsheet of specific PLC opportunities per teacher is found in Evidence uploaded to OneDrive.

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Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

CIITS PL reports for arts teachers

Emails, Walk-Through Data, Webinars, ListServs, Teacher's Domain, Edivate groups/forums, etc.

School data, IPGP, and PL Action Plan

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

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

Advisory Council Minutes

PL Action Plan shows arts integration into full school program

Professional Memberships, KMEA, MENC music memberships, etc.

SBDM minutes (uploaded to LCMS SISI OneDrive 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.

A&H, Standard 3 - Professional Learning, Demonstrator 2 - Participation

a) ALL staff has as many opportunities as they wish to take to participate in content-specific PL. The principal, Instructional Coach, S of I, & Content Newsletters/List Servs email multiple opportunities & they take advantage of the ones they need based on student/school needs/data, CSIP, and their individual PGP. There is evidence of implementation as PR scores & student data are improving. Clear evidence is noted in walk-throughs of implementation of PL. The PL Action Plan is based on CSIP Needs Assessment and IPGP. Teachers may use CIITS, Teacher's Domain, webinars, etc. Teachers are constantly trying to improve their own teaching methods in the arts by attending arts clinics, collaborating with each other, and collaborating with other arts professionals outside the community.

NEXT STEPS: ALL teachers need to attend MORE content specific clinics and PL based on student data & individual needs, rather than personal preference.

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b) ALL teachers are members of PLCs (at least 2 per week - one grade level and one departmental). Program Review (PR) Area Teachers attend grade level PLCs with core teachers on Mondays to address school/student data and research based instructional strategies (RBIS). All PLC members are active participants to address student achievement as evidenced by TPGES evidence on CIITS for PLC participation. PR teachers also lead PL over the summer with the full staff. Arts teachers are members of PLCs that meet on Fridays during 7th period and once a month after school. The drama teacher is the teacher leader of the 7th period PLC and the music teacher is the leader of the after school PLC. In these PLCs, programs are reviewed and data is analyzed to improve student achievement. Minutes are provided to all staff and program improvement recommendations are made to the SBDM council. If a teacher would like to participate in or lead a PLC outside his/her regular scheduled PLC time, s/he may request coverage. Teachers may also request to lead/attend PL as they desire.

NEXT STEPS: PLC time should include Teachers collaborating on lesson ideas in which Arts & Humanities are integrated into their core content, as well as, work on strategies to integrate where needed.

c) ALL teachers are committee chairs or have leadership roles on various school committees, and are members of organizations at the state and district level. Teachers use these committees and organizations to grow professionally & develop in effectively teaching their students. The drama teacher is the school's instructional coach. The music & dance teacher is the school's PR Committee Chair. The art teacher is on the Friends of the Library Community Committee. The principal attends community advisory councils and brings back input to these teachers.

The Following A&H teachers hold the following leadership position in organizations outside of school:
Jennifer Bowles
Ky Art Education Association
National Art Education Association
KEA...
Lindsey Byrd
LCMS Efficiency Committee Member
NLES Program Review Committee Member
Livingston County District Leadership Team Member
LCMS Leader in Me Lighthouse Team Member
Music Teachers National Association Member
National Association for Music Educators Member
Kentucky Music Educators Association First District Band Directors Member
Delta Omicron, Professional Music Fraternity Member
Kentucky Educators Association Member

NEXT STEPS: Arts and Humanities teachers can hold more leadership positions in organizations outside of the school & in the community.

d) Arts and humanities teachers do collaborate with community members for input on issues and descriptors for arts and humanities classes or community projects. These teachers do have contact with external partners for the Veteran's Day ceremony, community Christmas programs, and for the trash sculpture contest. Art teacher is involved with area art contests personally and also displays student art works in community accessible galleries. She networked with an artist in California and student work was featured in several local publications and on his website. The music teacher used a Vulcan donation to buy band instruments. The LCMS Principal attends various Advisory Council meetings per meeting minutes and evidence uploaded to OneDrive (Interagency, FRYSC, 21CCLC, CSH, etc.). She asks at each meeting

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how we can improve our A&H, PLCS, World Language, and Writing programs. She networks to enable connections for guest speakers, field trips, etc. She brings back information to each Program during PLCs, after school meetings, emails, personal discussions, etc. She is an active member of over 13 committees, all school PLCs and committees, etc. Evidence is within minutes showing principal's attendance at Advisory Council Meetings and uploaded proof on OneDrive of emails from meetings.

NEXT STEPS: Arts teachers do not regularly collaborate with the community. Also, arts and humanities teachers are not rewarded with stipends, or PD credit for their collaboration through the arts. These things need to happen to improve our score.

** All teachers in the school annually receive and implement professional learning concerning art integration. Arts teachers lead the PL at the beginning of the year and discuss collaborative units, along with every day techniques, that allow for arts integration into the core classrooms. This PL is scheduled in the school's PL action plan. Arts teachers attend regular PLC meetings throughout the school year to ensure fidelity of implementation from the summer training and to help with any implementation questions that core teachers may have. Next Steps: show evidence of the arts integration in the core classroom through school wide culture fair.

A&H teachers have a discussion with principal during summative conferences as they work to develop the Individual Professional Growth Plan. All PL 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, OneDrive, etc.). A&H teachers lead PLCs, PLs, 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 PL in the summer to plan and devise integrated units with ALL teachers.

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 3.0

	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 monitors and evaluates the teaching of arts 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 instruction in the Arts disciplines?	Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the needs of students in the arts.	Distinguished

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

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

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

	Statement or Question	Response	Rating
f)	To what extent does the principal and Arts teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs?	The principal collaborates with Arts teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.	Distinguished

	Statement or Question	Response	Rating
g)	To what extent does school leadership ensure that decisions related to arts program staffing are based on student need and interests?	Decisions related to arts program staffing are made based on data from the ILP, student need and interests and community needs.	Distinguished

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Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

A&H, Standard 4 - ALSAM, Demonstrator 1 - Policies & Monitoring

Master Schedule & IC Class Load Breakdown

Lesson Plans and Curriculum Documents

Stakeholder Interviews

LCMS SBDM Policies & Minutes, Agendas (Uploaded to OneDrive'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, PL and G-day Participation Sign-Ins, etc.

Instructional Coach Schedule and IT agendas/minutes

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.

O-Zone Schedule, drama club roster, Honor Music Programs, Garbage Art Festival

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

A&H, Standard 4 - ALSAM, Demonstrator 1 - Policies & Monitoring

RATIONALE

a) There are policies in place to ensure that arts concepts are taught in all curriculum classes (8.01). Arts teachers are responsible for teaching the arts and there is some incorporation of the arts in other core curriculum classes as shown in core teacher's lesson plans and as they are trained over summer PL and write interdisciplinary units. Leadership monitors and evaluates the teaching of PR concepts throughout the school by walk-throughs, observations, lesson plan review, PLC attendance, etc. The Instructional Coach meets weekly with all teachers in guided planning and offers feedback. IT team looks at data and makes recommendations. SBDM has access to lesson plans via OneDrive and data is provided at monthly meetings.

NEXT STEPS: Include policies for core curriculum teachers to incorporate the arts into their classrooms and create a timeline for doing so.

b) Students are provided with the opportunities to take arts classes in their 7th and 8th grade years. They are required to take dance, drama, art, and music appreciation before graduation to high school. They are also provided with the opportunities to participate in band, choir, enrichment art as 7th and 8th graders. Students are also provided with time to participate in drama, art, and music outside of the regular school schedule through the "Ozone" after school program. Students have participated in district music festivals and art competitions as well.

NEXT STEPS: Staff offers more artistic programs through Ozone, etc.

c) The dance and music teachers are members of the efficiency committee which sets the school budgets. All teachers are invited to the open meetings of this committee. Agendas and minutes are emailed to all teachers requesting input. If teachers cannot attend the open meeting, they are requested to submit input via email. There is a school based policy (20.01) that states the efficiency committee is responsible for the budget and master schedule with input from ALL stakeholders.

NEXT STEPS: Use money to buy better equipment for projects in the arts.

d) Class loads are equitable based on the course and facilities. Choir and band classes are sometimes larger (not this year), but have the necessary facility to house the students and the courses are manageable. Art, drama, and dance classes are small with a ratio similar to core classes.

NEXT STEPS: Hire another music teacher, so teachers do not have to travel to teach and could work more efficiently in one place. We might also improve the teaching and learning environment of the music room.

e) ALL full time teachers receive 2 planning periods (one grade level and one departmental PLC) and ½-time itinerant teachers at LCMS receive 1 planning period for DAILY instructional planning. The art teacher receives travel time from LCHS. ALL teachers also have the opportunity to request as needed and participate in cross-curricular planning through grade level PLCs, meeting requests, school committees, PL, etc. PLCS teachers participate in 2 PLCs weekly (grade level and departmental). Program Review teachers also lead a summer PL on cross-curricular planning. Some examples of cross-curricular planning are: The 8th grade Language Arts and Careers

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teachers collaborated to have students write a speech telling about their dream job, using their ILP career information. The 7th grade Language Arts and Social Studies teachers collaborated to have students create an informative writing about a famous person in Ancient Greece.

NEXT STEPS: Arts teacher volunteer to lead cross-curicular PL

f) ALL teachers may join the Efficiency Committee which completes the master schedule (LCMS SBDM Policy 11.01), space use plan, staff assignment & time plan (9.01), budget (20.01), instructional resources/textbook plan, etc. If teachers prefer to join another committee, they are invited to open meetings when these topics are discussed and if they cannot attend are encouraged to provide input to a committee member or email the committee chair. The principal attends all committee meetings and meets monthly in conjunction with program review to discuss the arts and humanities program. They meet weekly in PLCs and regularly through other PL opportunities (PL, G-days, committees, pre/post conference, MYC, EOYC, etc.). All school decisions are collaborative and ALL teacher input is considered and acted upon if possible.

NEXT STEPS: District funding of full time music teacher to improve music program offerings and schedule flexibility

g) The school council establishes policies for the allocation of staff (9.01) based on the needs of our students (10.01) here at LCMS. Data and reports from the ILP are shared with committees and SBDM before the final schedule & staff assignments are approved. Information from the community advisory councils is also shared as schedule and staffing assignments are developed.

NEXT STEPS: District allows full time music teacher to meet student music needs & help with schedule flexibility as many students want to be singers, etc.

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 arts and music 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, PLs, G-days, random hallway/lunch conversations, etc. A&H teachers meet with principal or instructional supervisor 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.

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist Arts teacher leaders to collaborate, evaluate and reflect on the impact of the arts instructional practices on overall student achievement in the school?	The principal and Arts teachers collaboratively evaluate, reflect on the impact of, and provide support for the arts 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 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 programs?	The principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about arts programs.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Stakeholder Interviews

PLC, PL/G-day Agendas, 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.

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RATIONALE

A&H, Standard 4 - ALSAM, Demonstrator 2 - Principal Leadership

a) Our principal enlists the aid of all faculty in the evaluation and reflection on the impact of ALL instruction and practice at our school. The principal ensures that faculty members are allowed common planning time & PL in order to work collaboratively on arts instruction. She attends all PL, PLCs, and Committee meetings where data and program improvement is discussed. She is member of the Program Review Committee and oversees all entries in ASSIST. She gives regular staff surveys to get input & sends data to all staff. Support is provided through PL and fair, equitable instructional resources budgeting. The principal shares her calendar on Outlook and any staff member can schedule any needed meeting with her when they need support, resources, etc.

NEXT STEPS: Because some A&H teachers are only part time at the middle school there is time for collaboration to ensure arts integration; however the lack of time spent at the middle school does not always allow the opportunity to fully evaluate and reflect on arts instruction. The provision of more time at the middle school would allow for additional reflection and evaluation of arts instruction.

b) ALL staff in the school participate in an ANNUAL arts professional learning (PL) that is initiated & led by the principal, as well as, arts teachers. She uses an August Flexible G-day to do this PL. She trains on 21st century skills, research-based instructional strategies (RBIS), and assessment (stressing feedback, rigor, SBG, and data use to drive instruction) and the arts teachers discuss ways for each core teacher to integrate each art discipline. We plan an interdisciplinary unit at this PL. This year we planned the culture fair to help with GCWL PR. The arts teachers who led the PL stressed the data that supports how arts knowledge assists the learning processes in other disciplines. In addition, the principal also initiated, participated in, and led the PL of a presenter from MSU's TQI that provided PL on incorporation of cross-curricular strategies in all content areas (principal wrote a SWAT grant). She also discusses PR data at least monthly at PLC meetings and reminds of next steps. She ensures PR activities are included in the CSIP each year.

NEXT STEPS: Evidence that documents the integration of A&H across the curriculum that was derived from the PL

c) The principal regularly communicates with parents and the community about the arts and humanities programs at LCMS. She uses technology and media resources, including Facebook, Twitter, email, and the school website to be inclusive of parents and the community in the communication of arts and humanities programs. She also utilizes the school marquee, IC parent portal, newspapers, and One-Call (phone, text, & email) to promote upcoming art and humanities events. She has provided media contacts (via email, calendar, hard copy, committee templates, etc.) and encouraged us through email and PLCs to contact them about our program happenings. She also gives all stakeholders her personal cell phone number - the utmost in communication.

NEXT Steps: The communication that exist now, while effective in communicating to the parents and community, is one-way. An improvement would be to encourage the participation of community members and parents through their donations of time, money, and talent to the Arts and Humanities Program.

All teachers are enlisted to evaluate data and curriculum through PLCs, Committees, SBDM, surveys, PLs, 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 PLs and has many hours over the required 24 hours (in addition to the required EILA hours). The principal presents some PLs too (Learning 360, HOT, data disaggregation, ILP, interdisciplinary units, etc.). The principal has over 1,110 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,

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Ecommunications, personal distribution lists, texts, etc. She has received many community accolades for her communication.

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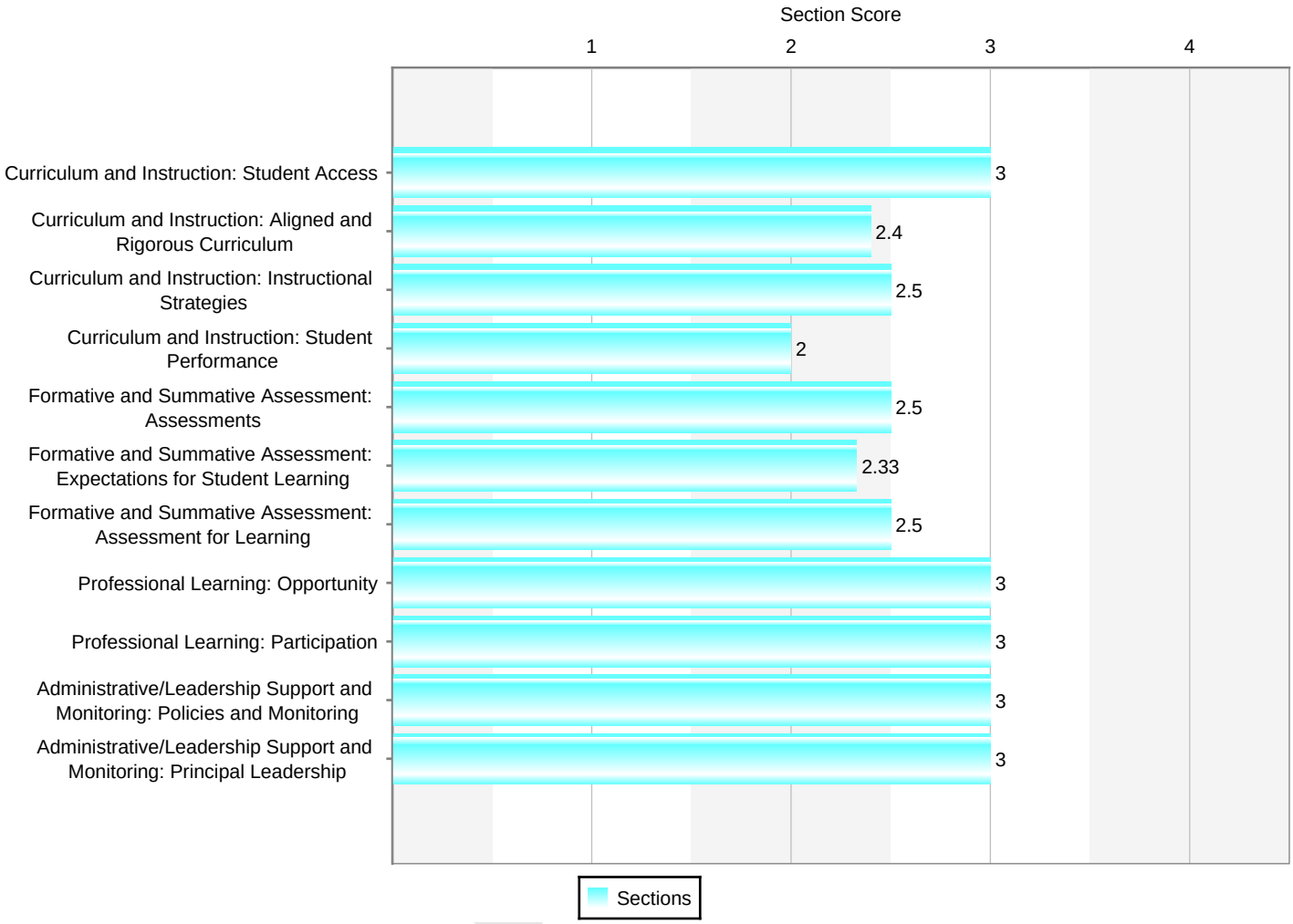
Report Summary

Scores By Section



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Program Review: Practical Living/Career Studies

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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.

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Curriculum and Instruction: Health Education

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

Overall Rating: 2.2

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health Committee representative of the majority of components of the Whole School, Whole Community, and Whole Child model is used as a support and resource for collaboration and integration of health education instruction throughout the school.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety needs of all students?	School ensures the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

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

Master Schedule

Lesson Plans and Curriculum Documents

Hope Unlimited Lessons

Stakeholder Interviews

school website showing document links

PL plans

Syllabi on class websites L

Wellness Club speakers & field trip

MOA for Project ALERT

Coordinated School Health Committee Minutes and agenda

Discovery Education

PLCS PLC agenda and minutes

Staff Lighthouse and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive 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, PL policy 17.01, Budget 20.01, etc.

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

RATIONALE

PLCS, Standard 1 - C&I, Demonstrator 1 - Health

a) The District Curriculum Map for Health Education is aligned vertically and horizontally for grades K-12 & is based on KCAS for PL. This

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curriculum map is located on the school website. The map is used as a pacing guide to make sure all content is taught to the mastery level.

NEXT STEPS: Use National Health standards to develop a K-12 scope and sequence as part of a comprehensive health education program.

b) Livingston County Middle School curriculum provides up to date lessons and opportunities that are embedded in National Health Education Standards. LCMS is so committed to a healthy school environment that we offer PE/Health Education DAILY to ALL students in our school and have received Bronze National Recognition through the Alliance for a Healthier Generation Healthy School's Program. We have also received recognition from Let's Move Active Schools. These two awards are based on meeting those NATIONAL standards. The activities and lessons promote healthful behaviors that enhance the students' personal and physical wellbeing. Teachers provide engaging lessons that enables the students to practice skills taught. Teachers also collaborate with outside resources such as Hope Unlimited to help students understand the importance of healthful behaviors. Project Alert is also used to promote wise decision making skills concerning alcohol, tobacco, and marijuana.

NEXT STEPS: There should be integration of other programs provided by the community to help enhance the healthful behavior content for the students. Teachers might want to contact WKEC and have nursing students come and teach lessons about healthful behaviors.

c) Strategies and activities are used that provide students with the most up to date content in 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. This instruction is ANNUAL as ALL students have daily health and PE at LCMS for the entire time that they are enrolled at our school. The teachers use a variety of resources to ensure that standards are taught and lessons are rigorous. The teacher integrates lessons from the text book, Houghtlin Mifflin, along with outside resources such as, Discovery Education, Project Alert, Hope Unlimited and Healthy & Wise publications.

NEXT STEPS: Continue providing more health content.

d) Livingston County Middle School has a committee that meets monthly to discuss the integration of the health education curriculum and instruction in the school. During these meetings the members discuss the health education program and the wellness policy of the school. Teachers and members work on instructional ideas to enhance the health education program and to meet the needs of the students of our school. Data will be analyzed from Coordinated School Health Committee meetings, Healthier Generation Bronze Alliance, SBDM meetings, CSAP, BMI results, and President's Challenge in order to determine necessary improvements. A DISTRICT level CSH committee (attended by our principal, health/PE teacher, & Program Review Committee Chair) also meets to analyze district data, review policy, etc. These are also regular topics at PLC meetings within our school's PLCS PLC.

NEXT STEPS: During monthly meetings make sure that we use the Wellness Policy to integrate health in other content areas.

e) Livingston County Middle School teachers participate in Weekly PLC meetings in both grade and content level. During these meetings teachers review standards and discuss topics that are being taught in various classes. The Health teacher collaborates with Language Arts and Social Studies teachers to discuss ways they can include health curriculum in their lessons. We also dedicate one summer PL Day to health integration across the curriculum. To ensure integration to meet the safety needs of students, ALL teachers throughout the school have various pre-designed lessons to share with students during the first two weeks of school (see UpFront Lesson Plans - topics like suicide prevention, internet safety, bus safety, pedestrian/car rider safety, etc.). These topics are to be revisited as needed and always as we return from long breaks. In ELA, teachers had students do argumentative writings on health topics such as steroid use in professional sports, how cell phones affect your health, abortion, euthanasia, etc. SS teachers discuss in class the Bubonic plague, small pox, etc. They discuss wars and secondary casualties due to infections from wounds, crops grown/diet and how that affected nutrition and growth of ancient man, Valley

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Forge (Revolutionary War) re-design to help with sanitation, early inoculations for small pox learned from slaves, etc.

NEXT STEPS: Health Education has been implemented in 7th/8th grade Physical Education class and allows both 7th and 8th grade students to receive Health weekly. The 7th/8th grade teacher should collaborate with PLC team to make sure content is being integrated in other content areas.

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. PL 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" OneDrive 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 at the DISTRICT level CSH committee meetings.

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Curriculum and Instruction: Physical Education

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

Overall Rating: 2.4

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Academic Standards for PLCS?	A comprehensive physical education curriculum is sequential and aligned to the Kentucky Academic Standards for practical living; adequate instructional time is regularly planned within the school calendar.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure regular opportunities are provided for all students to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt a physically active lifestyle as defined by the National Association for Sport and Physical Education (NASPE) National Physical Education Standards?	Physical education curriculum regularly provides opportunities for all students to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt a physically active lifestyle as defined by the National Association for Sport and Physical Education (NASPE) National Physical Education Standards.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the physical education curriculum frequently provides differentiated learning strategies and activities that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity?	The physical education curriculum provides differentiated learning strategies and activities for all lessons that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee, representative of all the components of the Whole School, Whole Community, Whole Child model, annually collects and analyzes data to create/review the school wellness policy, including all components of CSPAP in the policy, to increase the quality of the physical education instruction as well as specific time allocated daily for physical activity opportunities throughout the school environment.	Distinguished

	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 health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review

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process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Webinars, Teacher's Domain, CIITS, ListServs, etc. for videos watched by teachers & webinars SPARK, NASPE

PL records of PL attendance

Differentiated learning strategies, IEPs, and PLC time with SE staff

National standards

Guest Speakers (Detra Coley, Allie Shuecraft, Hope Unlimited, Stephanie Powell, Keisha Hopkins, Lisa Galusha,... etc.)

Coordinated District Health Committee Meeting Agendas and Minutes

Staff Lighthouse and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive 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, PL 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.

RATIONALE

PLCS, Standard 1 - C&I, Demonstrator 2 - PE

a) Curriculum is sequential and aligned with Kentucky Core Academic Standards. The National Standards are used as part of the comprehensive 7th and 8th P.E. program. Professional Learning includes Learning 360, The Leader in Me, and SPARKS. Lesson plans are uploaded on onedrive weekly. Special needs and Physical Education teachers create customized plans to address the needs of students with special needs (i.e., special populations, ethnicity, gender, socio-economic, etc). Students are routinely exposed to guest speakers in a

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variety of leadership positions and career fields. LCMS is so committed to a physically active school environment that we offer PE/Health Education DAILY to ALL students in our school and have received Bronze National Recognition through the Alliance for a Healthier Generation Healthy School's Program. We have also received recognition from Let's Move Active Schools. These two awards are based on meeting those NATIONAL standards.

NEXT STEPS: Recommendations to improve curriculum is to offer daily Physical Education in the Elementary schools and align Curriculum sequentially throughout the county.

b) National Standards are used when developing lessons to ensure quality instruction. Lesson plans are uploaded on OneDrive weekly. Healthy and Wise publications are used periodically within lessons to reinforce curricula. The President's Challenge is given Pre/Mid/Post to enable students to establish both short/long term goals. The information gained from the President's Challenge is used for each student to construct their personal Fitness Plan. Special needs and Physical Education teachers create customized plans to address the needs of students with special needs (i.e., special populations, ethnicity, gender, socio-economic, etc). Students are routinely exposed to guest speakers in a variety of leadership positions and career fields (UK Extension Agent, Livingston County Resource Officer, Hope Unlimited). Our HSP and LMAS recognitions show we meet this.

NEXT STEPS: Continue rigorous instructional practices and professional learning to enhance student learning.

c) The physical education curriculum provides engaging, rigorous, and differentiated learning strategies and activities for all lessons that ensure ALL students develop skills enabling decisions fostering a healthy active lifestyle. National and Kentucky Core Standards are guidelines for development of instructional strategies that enable the students' to make healthy life-long choices. The PE teacher discusses with SE staff and OT/PT/VI/etc. to ensure that PE courses meet the special needs of those who need to participate in differentiated ways.

NEXT STEPS: Differentiate in ways that yield substantial increase in healthy BMI percentages for students and increase in number of students meeting President's Physical Fitness Award

d) Livingston County has a Coordinated School Health Committee that meets at least four times a year. Our School CSH committee meets monthly. The District CSH has multiple SMART goals around a comprehensive school health program that are reviewed at each meeting along with the annual review of the wellness policy. Since these are SMART goals, data must be analyzed to see if we met the goals; policies and procedures are adapted as necessary. All schools have been encouraged by the CSH committee chair/Livingston County DPP, Amy Ramage and Jacy Wooley from the Healthy Schools Program (HSP) to apply for Let's Move Active Schools (LMAS) Recognition and Bronze Level National Recognition in the HSP program. LCMS received Bronze level National Recognition & LMAS (2014 & 2015-2017). According to Jacy Wooley, HSP Project Manager, the recognition is aligned with the CSPAP and means the schools includes all components of the CSPAP. LCMS has a procedure where students are required to be physically active at least twice each week for the full PE class time. We exceed this minimum. We allow students to be physically active before, during, and after school daily. LCMS is so committed to a physically active school environment that we offer PE/Health Education DAILY to ALL students in our school and have received Bronze National Recognition through the Alliance for a Healthier Generation Healthy School's Program. We have also received recognition from Let's Move Active Schools. These two awards are based on meeting NATIONAL standards with quality of instruction and time allocated for PA. LCMS adopted the KDE suggested wellness policy for our school. We were featured in the Sept 2015 Issue of the Kentucky Teacher for our health and PE initiatives.

NEXT STEPS: Participate in Physical Activity Leader (PAL) Training

e) The Physical Education curriculum has integration opportunities. Integration opportunities are provided by the physical education,

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Language Arts, Math, and Science. History class's foster movement in jigsaw groups, Literature classes perform punctuation dances, and skits are performed in drama class and in consumerism classes. Time to discuss integration across ALL disciplines is provided in PLC meetings and a summer PL Day for all staff led by our school's PE/HeathTeacher. We were featured in the Sept 2015 Issue of the Kentucky Teacher for our health and PE initiatives.

NEXT STEPS: Physical education curriculum should be integrated into all content areas to meet the physical activity needs of all students.

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and PBIS teams ensure we provide differentiated learning to all students. Our school website contains the curriculum documents for PE. PL 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" OneDrive 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, Tonya Padon, Allie Shuecraft, Keisha Hopkins, Ronda Taylor, 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, mid, 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, Pennyrile Director of Nutrition, Registered Dietician, Yoga Instructor, etc.).

Learning 360 strategies are used to ensure differentiation and a variety of learning strategies. We have a Coordinated District Health (CSH) Committee that meets at least four time annually. Jamie Sparks, Karen McCuiston, and Jacy Wooley are just three of our many presenters. The CSH committee is focused on goals for a healthy SCHOOLWIDE program, 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 teacher 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.).

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Curriculum and Instruction: Consumerism

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

Overall Rating: 2.0

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

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

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

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Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Reproducible Lesson from Econ Ed

BB&T Banking Booklets

Reality Store

Operation Preparation

Student Work

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

RATIONALE

PLCS, Standard 1 - C&I, Demonstrator 3 - Consumerism

a) Our consumerism curriculum is on our district website at http://www.livingston.kyschools.us/Content2/310 . It is rigorous and aligned to standards. PL trainings have equipped staff to deliver instruction to diverse learners and based on 21st CS. PL has also equipped staff to deliver research based instructional strategies (Learning 360, Assessment Literacy, Engagement, etc.). In our consumerism class, we utilize EconEd Links which are lessons for diverse learners and pertains to 21st century skills. We also go to an interactive mall website which is both educational and entertaining for the students. Here, they learn various marketing/advertising techniques as well as on line shopping safety tips. We also utilize the BB & T banking booklets provided to us by that financial institution that teaches basics of managing an account.

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NEXT STEPS: Utilize the BB & T banking booklets more. The Econ Ed links and interactive mall are perfect tools for students of this age group.

b) Students are learning real world skills through the lessons on econ ed as well as real life examples of advertising techniques geared toward their age group. Students set goals for themselves in the various units we study. When we study vehicles and how to shop for them, we use a comparison chart. Students will then choose the vehicle they want based on their research. Their goal is to determine which vehicle suits their needs economically. The unit over reduce, reuse and recycle helps students to set a goal of being less wasteful. We take an honest look at consumer decisions they are making now and decisions they will make in the near future. We are also using Virtual Economics this year which is produced by the Council for Economic Education. Other opportunities for real world skills & goal setting (stay within a budget) involve the Reality Store that we host every spring for seventh grade students. In consumerism class, we take a tour through an interactive mall which includes all of the strategies young people need to know in order to make informed purchasing decisions. BB&T banks provide booklets for us on how to balance a checking account and setting up a savings account. Both of these are great real world experiences.

NEXT STEPS: Students need more practice in analyzing information to help them make consumer decisions.

c) We utilize community leaders through our reality store. Seventh grade students are given jobs based on their ILP's done previously in the year. They will then go into the gym where various businesses are set up at booths and they learn to pay bills, etc. We do have booklets from BB & T Bank which help students learn to manage banking accounts. We also have Operation Preparation which involves community leaders speaking to our eighth grade students.

NEXT STEPS: Bring in more guests to speak and work with students in Consumerism class on their understanding of what it means to be a consumer.

d) Students are given the opportunity to make appropriate financial decisions. Through internet programs that are used in consumerism class as well as our booklets from a banking institution, students learn the importance of making the right financial decisions now as well as for their future. Reality store is also consistent with teaching students to make appropriate financial decisions. We incorporate economics into our history curriculum both in the seventh and eighth grade. Students learn about various consequences of economic decisions made by individuals throughout history as well as decisions they make themselves. A guest speaker from the Livingston County 4H department will be here in April to help students make those appropriate financial decisions.

NEXT STEPS: Continue finding resources that will help students make decisions for their lives now and will continue to help them in the future. I was given another resource (Virtual Economics) when I attended a workshop at Murray State University this past summer. I will continue to look for more resources for students.

e) Students have to read real life situations and make consumer decisions. We use math in checkbook balancing and in budgeting skills. Students will also have to use real life tools during the reality store event we have every spring. This year, we will be having the director of 4H coming to class in April to speak to students about checking/savings accounts and real world spending. This will be a series of three days in which students will learn about money and how it is spent.

NEXT STEPS: Continue to utilize speakers for tying in real world situations and consumerism. This three day presentations complete with activities will help them learn more about finances. Taking what they learn from these three days and applying it to the reality store will help students grasp concepts even more.

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f) Students learn about consumerism throughout history classes, as economics plays a huge role in the shaping of history in some occasions. For instance, when people have been subjected to high taxes, they tend to revolt against the government. Math classes utilize economics in their word problems and explain key terms to students (% increase/decrease, exponential growth, linear programming, etc.). They have also been doing some fundraising which teaches them about buying and selling. Science classes reinforce the idea of recycling and conservation of resources, which is also a part of being a consumer. The art department has a trash sculpture contest each year to encourage students to put trash to a use students might not consider. Health/PE emphasizes the cost of equipment and the importance of taking care of all equipment. In Language Arts, students discussed careers, as well as the correlation between education and higher paying jobs.

NEXT STEPS: Ways more teachers can use consumerism in their classrooms. Consumerism terms are being integrated more in other classes, but we could improve upon this. Guest speakers are being utilized more this year, which will help improve student understanding.

g) We do not have consumerism textbooks, therefore, we are using the internet heavily. Students are given opportunities for hands on activities on these interactive websites. They are quite skilled and knowledgeable about navigating the internet. It seems to be quite beneficial for the students to interact on the websites.

NEXT STEPS: We need to find creative ways to use technology so that students will have a more hands on experience with the concepts they learn in consumerism.

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and PBIS 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. PL 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" OneDrive 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.). Students use interactive websites to learn about consumerism.

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Curriculum and Instruction: Career Education

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

Overall Rating: 2.57

	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?	Not Applicable - Elementary & Middle	N/A

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate, career-related problem solving within the classroom?	Students 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 academic skills such as math and reading to solve real world problems related to career education?	Students apply academic skills such as math and reading to solve real world problems related to career education.	Proficient

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

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	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, extracurricular and co-curricular activities?	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans on OneDrive and Curriculum Documents on website

Utilization of process skills (see lesson plans) & Differentiated learning strategies (Triggers, Learning 360, etc.)

Stakeholder Interviews

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

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Ky Career Clusters Activity

Guest speaker reflections and 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

Staff Lighthouse and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive 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, PL policy 17.01, Budget 20.01, etc.

DRAFT

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

RATIONALE

PLCS, Standard 1 - C&I, Demonstrator 4 - Career Education

a) The career education curriculum is aligned to national and state standards, integrates 21st Century Learning Skills, and includes authentic student-centered performance tasks. For example, students research a chosen career by utilizing the ILP website and other internet

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resources, and create a PowerPoint Presentation. The final product is then presented and taught to the rest of the class. Also, instruction in the careers class is differentiated, and often includes multi-modal learning.

NEXT STEPS: Add additional rigorous performance tasks each year

b) Our students consistently practice real-world skills, such as problem-solving, goal-setting, critical thinking, decision-making, and self-assessment, analyzing information. For example, careers students take part in a goal-setting unit at the beginning of the course. During these lessons, students learn about the S.M.A.R.T. Goal-Setting strategy and practice it themselves. They are also required to read, analyze, and summarize a goal-setting article from the Wall Street Journal. In addition, students practice these real-world skills throughout the careers course, as well as in their other 7th & 8th Grade classes.

NEXT STEPS: add more problem solving and analyzing information for real world skills in careers

c) NOT APPLICABLE TO LCMS

d) Careers students utilize problem-solving throughout the course. They create S.M.A.R.T. goals and work to analyze, refine, and figure out ways to accomplish them. Problem solving is also evident in Case Study activities, during which students analyze a real-world problem in a small-group setting and present their recommendations to the class. In addition, students participate in the "Reality Store" & Operation Preparations which utilizes career-related and real-world problem-solving.

NEXT STEPS: Integrate the Stock Market Game into the curriculum. Create a school-based enterprise that Careers students can participate in.

e) LCMS students learn about the importance of core academic skills to their future career. They also apply this knowledge through various activities, such as Case Studies, where students read about and analyze a real-world problem in a small-group setting. In addition, students participate in the "Reality Store" which utilizes math skills in career-related and real-world problem-solving.

NEXT STEPS: Figure out ways to integrate technical math and reading into the curriculum of all classes during Grade Level PLC Meetings.

f) Careers information is consistently emphasized throughout the school year. Teachers at LCMS integrate student use of ILP into their curriculum. Each teacher is responsible for implementing a specific ILP-related lesson. In addition, each month a different homeroom creates a "Careers" Bulletin Board. Students design and make their own poster for the Bulletin Board, each of which normally displays their career and college choice with a picture, as well as a photo of themselves.

NEXT STEPS: Work to plan more Interdisciplinary careers-related units and projects for next year.

g) Technology is routinely used by both the students and the teacher in the Careers class. For example, students research a chosen career by utilizing the ILP website and other internet resources, and create a PowerPoint Presentation. The final product is then presented by the student to the rest of their class using a LCD projector. In addition, students also work to complete their ILPs for the current school year. The instructor utilizes the following technology tools in the delivery of the careers curriculum: LCD Projector, PowerPoint presentations of lessons, You-Tube and other internet videos, and pertinent websites.

NEXT STEPS: upgrade technology availability, reliability, and speed within the school

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h) All students develop and practice leadership skills through various clubs, organizations, and athletic teams at LCMS. We are a Leader In Me School which focuses us on developing leadership in all students driven by a STUDENT LIGHTHOUSE TEAM. We also have an active Student Government. Student Leaders of the Month and named and recognized by local fire departments, newspapers, award assemblies, social media, bulletin boards, etc. The last Friday of every month is "Club Day' at LCMS, during which all students meet with two clubs during 7th and 8th Periods. Students are allowed to choose their clubs at the beginning of the year, and examples include 4-H, Wellness, Glee, Calligraphy, Hunter's Safety, Photography, and Art, & Law Enforcement. Additionally, some students also participate in other co-curricular activities such as STLP, Yearbook, and Student Government. Extra-curricular activities where students can develop leadership skills include the Academic Team, the Boys and Girls Basketball Teams, the Cheerleading Squad, the Archery Team, and OZONE. Student accomplishments are recognized through regular Awards Assemblies during the school year, pictures posted on the school and district websites, announcements on the LCMS Morning Broadcast, and articles in local newspapers.

NEXT STEPS: increase number of service learning projects in clubs

We have SBDM policies (8.01, etc) that guarantee equitable access to high quality, rigorous, ALIGNED, differentiated curriculum in ALL courses. WKSEC and PBIS 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. PL 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" OneDrive 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 Fundraising 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.

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Curriculum and Instruction: ILP

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents? Is a process 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 - Elementary & Middle	N/A

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

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EVIDENCE

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

Master Schedule

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

Stakeholder Interviews

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

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

CCR powerpoint used to explain all test scores and CCR

Operation Preparation and Reality Store Documentation

Guest Speaker Information

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CSIP Activity (on our school's website)

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

RATIONALE

PLCS, Standard 1 - C&I, Demonstrator 5 - ILP

a) District ILP plan indicates that students complete all components in the ILP from 6th-12th grades to 100%. This in monitored by Supervisor of Instruction at the district level and the counselor at the school level per our District ILP Plan. ILP reports prove that 100% of ILPs are reviewed and commented on by students, parents, and teacher advisors. ILP information (parent access code, student access code, informational letter and district plan, etc.) is on school website, was home delivered during home visits in August and provided at student-led parent teacher conference G-day, etc. Pam Gabbard conducts annual ILP trainings and has commented on Livingston County's implementation; Jennifer Smith trains with her and has emailed us commending us on our use of ILP. Community members were trained on ILP use as part of Operation Preparation in working with 8th graders and community members are invited to school to volunteer during Operation Preparation. All involvement opportunities & ILP trainings are advertised via the school website, newspaper, marquee, One Call Now, newsletters, school and district facebook pages, school and district Twitter accounts, etc. LCMS had 100% parent review, student review, and advisor review of ILP as evidenced by ILP reports, ILP parent review comments, and parent/student/staff interviews. 8th graders participated in a writing contest to inform the community of the advantages to using the ILP and what it could do. The top 3 articles were published. The curriculum specialist also wrote an article that was published in the local newspaper in May 2012. Parents are reminded of review by newsletters, website, school calendar, IC Portal, ILP messages, E-Communications, One Calls, tweets, and Facebook posts. The school newsletter focuses on one component of the ILP each month.

We annually train staff, students, and parents on ILP use. Each class works with a separate feature of the ILP to ensure students get a well-developed view of the tool, rather than just minimal features for compliance. We feature an ILP column in our monthly school newsletter which is sent home with all students and posted on the school website. We feature articles in the local newspaper. We feature ILP information in the School Planner/Agenda. We make home visits and give this information to parents. We gave the information out at the Back to School Fair, Registration, Conferences, etc. An ILP link with all information (ILP log-in, steps, Parent Toolkit, etc.) is on our website. We tweet (LCMS_LiveRed) and Facebook (Livingston County Middle School) information about the ILP. We trained parents on the ILP at quarterly Parent Academies (Aug. 20, 2012; Nov. 12, 2012), FAFSA night (Jan. 23, 2013), Conferences (Oct. annually), etc. We enter advising activities, RtI information, assessment information, community service, goals, involvement, etc. We review and comment if needed to all parent & student comments. We use the ILP reports to decide on courses and used the career and college information to design a CCR Tshirt. We give the learning styles inventory during the first two weeks of school and make information available to teachers so they may differentiate individual learning. We have links on the ILP site.

Parents, students, and teachers have input as evidenced by comments on each stakeholder's review. LCMS implementation of the ILP was featured in an article in the Kentucky Teacher. We were the only school in the state of Kentucky to achieve 100% parent review of the ILP that year. To view this article, please visit the following link http://www.kentuckyteacher.org/features/2013/02/aplan-for-the-future/#more-14058 . We have had 100% ILP Parent Review for five straight years!!!

We also publish regular ILP articles in the local newspaper, monthly school newsletter, Facebook, Twitter, IC portal, One Call, etc.

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Annual articles are published in the local newspaper about the ILP. ILP information is in our students agendas, website, Facebook, Twitter, monthly newsletter, etc. Students are sent messages via the ILP, etc.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to better integrate ILP use in ALL classes and to communicate that parents need to regularly review (not just annually).

b) Walk-Throughs document the use of formative assessments. Students and teachers use formative and summative assessment data (KPREP, STAR, EPAS, Learning Checks, Classroom grades, progress monitoring, etc.) and track it in their agenda on individual goal sheets and then enter the data in the assessment part of the ILP. This data is used in advising, constructing, revising, and updating the ILP. The District ILP Plan shows regular review & integration of ILP. Career and college goals are highlighted by each homeroom monthly on the bulletin board in the foyer and then the information is placed on the student's locker. The schoolwide intervention plan is also entered in the ILP.

NEXT STEPS: Specific, Individualized intervention planning tool within the ILP for students not meeting benchmark instead of schoolwide

c) All students do have regular access to a counselor, teachers, and community stakeholders. Advising activities are entered in the ILP Advisement Log. The principal/counselor attends each class and explains all testing scores & benchmarks. She sets goals with individual students. Guest speakers attend courses. The district ILP Plan outlines a plan for communicating the ILP contents and for advising activities & implementation of all components of the ILP. Several guest speakers attend classes and conduct assemblies. The principal meets with each student by request & by schedule to establish goals based on data. The principal attends multiple advisory committee meetings (Coordinated District Health/Wellness/Safety Council, FRYSC Advisory Council, 21st Century CCLC Advisory Council, Program Review/Coordinated SCHOOL Health/Wellness/Safety Committee, PLCs, SBDM, etc.). These committee have multiple COMMUNITY stakeholder members that provide feedback for program improvement. These contacts work with the school in classes, clubs, etc. Operation Preparation brings in career counselors who use the individual ILP data to mentor students. Reality Store uses the ILP to give the student a career as they proceed through the activity. Community members staff the booths and give students CCR advice.

A School Counseling Program Advisory Council (SCPAC) meets monthly to ensure multiple advising programs are in place and regular meetings between students and CCR advisors.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to better integrate multiple forms of advising and better use the ILP for tracking progress.

d) We follow a District ILP Plan that has school and district responsibilities and three checkpoints (by supervisor at district level and school counselor at school level). A copy is on the ILP link on our school webpage.

o DISTRICT CHECKPOINTS by supervisor of instruction

* By November 1 - Students/Parents/Staff trained on ILP & parents provided access codes

* By March 30 - Student completion rate at 100%

* By April 30 - Parent Review Rate

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0 SCHOOL CHECKPOINTS by school counselor

* By November 1 - Students/Parents/Staff trained on ILP & parents provided access codes

* By March 30 - Student completion rate at 100%

* By April 30 - Parent Review Rate

In our CSIP, we have a CCR goal and activity that addresses the ILP (Goal 3, Strategy 1, Activity 4). A copy of the CSIP is also on our school webpage.

For the CSIP, we do Implementation and Impact Checks at least 2 times annually (September and March).

LCMS implementation of the ILP was featured in an article in the Kentucky Teacher. We were the only school in the state of Kentucky to achieve 100% parent review of the ILP. To view this article, please visit the following link http://www.kentuckyteacher.org/features/2013/02/aplan-for-the-future/#more-14058 . We have had 100% ILP Parent Review for five straight years!!!

We also publish regular ILP articles in the local newspaper, monthly school newsletter, Facebook, Twitter, IC portal, One Call, etc.

NEXT STEPS:

e) NOT APPLICABLE TO LCMS

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, attached to 3rd quarter report card, emails if requested, and at request. School and community trainings took place regularly at Parent Academies, PL, 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 OneDrive). 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. There are 3 checkpoints in our ILP plan.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 2.75

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

	Statement or Question	Response	Rating
b)	To what extent are traditional PLCS assessment measures responsive to a variety of learning styles and abilities?	PLCS assessment measures are responsive to a variety of learning styles and abilities and include performance and project-based measures.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do PLCS teachers use data from formative and summative assessments, student ILPs, and other sources to guide instruction, develop intervention plans, and improve instructional practices?	PLCS teachers use data from formative and summative assessments, student ILPs, and other sources to individualize instruction for all students.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do PLCS assessments support individual growth of all PLCS 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Learning 360 Formative Assessment techniques (in lesson plans) Think/Write/Pair/Share, Bellringers, Exit Slips, Reflections, On-Demand Writings, FITB quizzes, etc.

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Stakeholder Interviews

Department PLC Minutes (LCMS SISI OneDrive Group)

Congruency Protocol

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 Student

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive Program Review Group & SISI group, etc. : Curriculum 8.01, Assessment 13.02, PL policy 17.01, Budget 20.01, etc.

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

RATIONALE

PLCS, Standard 2 - FASA, Demonstrator 1 - Assessments

a) Formative & summative assessments in PLCS classes are developed using both the Kentucky Core Academic Standards and 21st Century Skills and Knowledge. Congruency Protocol is utilized in Department PLCs in order to practice aligning the Standards, Learning Targets, Activities, and Assessments. Students in Physical Education are assessed using the National Standards for the President's Physical Fitness Challenge three times per year. In Consumerism, for KCAS Academic Expectation 2.3, students use a vehicle comparison chart and their own critical thinking skills in order to make a sound car-buying decision. Students must then justify this major purchase and are assessed on their reasoning. In Careers, correlating with KCAS Academic Expectation 1.16, students research a career of their choice by utilizing the Kentucky ILP Website (careercruising.com/ilp). They then create a PowerPoint on the career and practice their communication skills by presenting it to the rest of the class. Self-assessment, peer-assessment, and formative assessment by the teacher are used during the project. After their presentations, they are summatively assessed by the teacher with a rubric.

NEXT STEPS: Distinguished requires common formative and summative assessments, and our school only has one Careers Class and one Consumerism class; therefore, we need to share resources with a close district with good PR scores in this section of PLCS.

b) Formative & summative assessments in PLCS classes are responsive to a variety of learning styles and include both performance and project-based measures. For example, in Careers, interviewing skills are assessed is in a group interviewing activity. Students interview each other and use a rubric to rate each others' performance. Another example is the Careers ILP PowerPoint Research Project and Presentation. Students research their chosen career using the ILP website and other internet websites and then create a PowerPoint Presentation. They present their PowerPoint to the class and teach the other students about the career they researched. In Consumerism, students use a Vehicle Comparison chart in order to practice choosing the right vehicle. Also, performance-based measures are consistently used in Health/PE. Students analyze their exercise data daily in order to formatively assess themselves for the President's Physical Fitness Challenge. They are also are formally assessed three times per year on all aspects of the President's Physical Fitness Challenge.

NEXT STEPS: Utilize more project based learning

c) PLCS teachers utilize multiple avenues of data analysis in order to increase student achievement. Formative and summative assessment data is used by the Careers and Consumerism instructors during their 9 week courses. Other sources of student data, such as K-Prep scores, CCR scores and Star Reading & Math test results, are analyzed and discussed in Grade Level PLCs. All students take the ILP Learning Style Assessment in the beginning of the school year, and this data is used by teachers to improve instruction and raise student achievement. In addition, the PLCS teachers have the same students in their Core Content Social Studies classes, thus formative and summative assessments from these classes can also be helpful for improving instructional practices and individualizing instruction. S.M.A.R.T. goal-setting is discussed, practiced, and utilized by students in the Careers class. They are formatively assessed based on the S.M.A.R.T. rubric, first by a peer, and then by the teacher. Later, after reteaching, more practice, etc., they are summatively assessed with an On-Demand Writing about goal-setting. In Consumerism, students use a vehicle comparison chart and their own critical thinking skills in order to make a sound car-buying decision. Students must then justify this major purchase and are formatively assessed on their reasoning with a rubric. They are later summatively assessed on consumer decision-making with a short answer test. In Health/PE, students analyze

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their exercise data daily in order to formatively assess themselves for the President's Physical Fitness Challenge. They are also are formally assessed three times per year on all aspects of the President's Physical Fitness Challenge, the last of which would be considered their summative assessment. Individual goal-setting conferences with students are also used to discuss and refine goals. Goals are entered in agenda and ILP. Data is used to monitor student learning and adjust instructional practices.

NEXT STEPS: Improve differentiation

d) All assessments at LCMS support individual growth of ALL students. We have been trained on Rick Stiggins' CASL and Learning 360 Formative Assessment Strategies. We meet 3 times each week in PLCs and each teacher models one new formative assessment strategy each month. Students track data and set goals in their agendas. This (assessment data and goals) is entered in each student's ILP. FA strategies are evaluated through Walk-Throughs, Inst Rounds, etc. Assessment training requires us to use this data to set targets for growth.

Assessment data is shared with students and parents via returned work, feedback, the IC parent portal, student/parent/teacher conferences (requested by teacher or parent), midterm progress reports, quarterly report cards, returned scoring guides with self/peer/and teacher evaluation comments, etc.

NEXT STEPS: PLCS staff ensures students enter their goals & data in their agenda & ILP.

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, STAR, CCR, 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, ILP, 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.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
b)	To what extent do PLCS teachers provide consistent and timely feedback to students and parents on student's performance?	PLCS teachers provide consistent, 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

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

Lesson Plans

Stakeholder Interviews

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

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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.

RATIONALE

PLCS, Standard 2 - FASA, Demonstrator 2- Expectations for Student Learning

a) PLCS teachers develop scoring guides/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 Careers class students and discussed before starting the ILP PowerPoint Project. After the project is completed, students are assessed using the same rubric. Additionally, when practicing interviewing skills in a small group setting, students use a scoring guide in order to assess each others' performance. In Consumerism, students use a vehicle comparison chart and their own critical thinking skills in order to make a sound car buying decision. Students must then justify this major purchase and are assessed on their reasoning with a rubric. In Health/PE, students are assessed on the President's Physical Fitness Challenge three times per school year using the National Requirements by Age, and they also work to develop Individual Fitness Plans.

NEXT STEPS: Teachers should work with students to develop these scoring guides and rubrics for projects and activities.

b) Consistent and timely feedback is provided via the Infinite Campus website, where both students and parents can access their current grades. PLCS teachers also make an effort to return student work promptly. Parent/Teacher conferences are also a forum for feedback, as well as for planning students' future educational and career goals. In addition, S.M.A.R.T. Goal-setting is discussed, practiced, and utilized by students. Individual goal-setting conferences with students are also used to discuss and refine educational and career goals. As part of "Operation Preparation" in the Spring, students met individually with community leaders and discussed their career plans by utilizing their ILPs. In addition, parents are encouraged to log-in to the ILP website and to review and comment on their student's ILP. Last year, LCMS had 100% participation by parents for the fourth straight year in 2014-15. We were the only school in KY to have 100% parent review in 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. 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.

NEXT STEPS: Train students on articulation of their future educational and career goals in student-led parent teacher conferences

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Professional Learning: Opportunities

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

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Lesson Plans showing strategies implementations (teacher's desk, Z Weekly Lessons folder on OndeDrive)

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Stakeholder Interviews

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

G-day training PowerPoints, etc. (on school website)

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

Learning Environment Committee Minutes (uploaded to Z Committee Minutes Folder on One Drive)

Walk-Through Data

CIITS PL reports for individual PL attendance

Peer Observations (CIITS)

PLC Minutes (uploaded to Z Committee Minutes Folder on One Drive)

School website showing document links, etc.

Emails, AM reports, etc.

WKSEC interviews, emails, and documentation

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

RATIONALE

PLCS, Standard 3 - Professional Learning (PL), Demonstrator 1 - Opportunities:

a) ALL staff completes a Professional Growth Plan (PGP) that is individualized to his/her specific needs based on ALL available data (walkthroughs, self reflections, Student Growth Goals (SGG), FASA, Program Review Needs, Universal Screening & Progress Monitoring/RtI, CSIP/CDIP, CCR, K-PREP, surveys, etc.). Teachers reflect on the PGP regularly and meet to discuss with the principal at mid year and end of year. Regular assessment of PGP occurs as principal asks for needs at all pre and post conferences, summative, mid-year conference (MYC), and End of Year Conference (EOYC). Regular needs assessment surveys are also conducted of PL needs and data is shared with all staff as we ALL develop the PL plan together in Open Meetings based on data and needs. All PL is evaluated. At year end, staff takes a 50 question survey based on Learning Forward's 7 PL standards to aid in design of future PL. Leadership, PLCs, and peers regularly assess fidelity of PL implementation through Walk-Throughs and student learning data sharing. Adjustments are made as necessary. Consultants return to assess and discuss implementation (PBIS, WKSEC, Leslie Flatt, Susan Barton, etc.). The PL Action Plan is linked to the CSIP. Edivate (quality instruction) is heavily stressed through PL and PLCs (job embedded). Data is revisited by the Learning

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Environment Committee as they evaluate survey responses for each PL. Committees and PLCs also review Walk-Through and Instructional Round data to see if teacher learning is implemented and changing classroom practice and if more training/PLC discussion is needed. Teachers complete peer observations and upload to OneDrive on specific instructional strategies to improve instruction (OTR, HOT, TPGES, ELEOT, Look Fors, etc.). Data from school & district surveys, observations, etc. is used to design all staff learning opportunities [PLCs, Planning Days (G-days), PL, etc.]. PLCs model and discuss instructional improvements. Staff is reminded of PL plan by emails, AM reports, newsletters, website, school calendar, IC Portal, E-Communications, One Calls, tweets, and Facebook posts. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting monthly. A district leadership team (DLT) comprised of teachers, administrators, etc. meets monthly to assess the implementation and fidelity of training and to make revisions to monthly PLC agendas and to ensure that ALL training is disseminated to all stakeholders. An Improvement Team (IT) also meets monthly to discuss school data and PL needs.

NEXT STEPS: Although we are distinguished, we must continue to provide on-going assessment of PGP to ensure instruction is changing in the classroom to ensure student achievement.

b) A variety of job embedded PL opportunities are available to ALL teachers. The principal, Instructional Coach, and S of I send out multiple emails informing PLCS staff of professional learning opportunities. PLCS staff have been asked countless times to inform us of any training that they need. This is also clearly stated on PL Action Plan. Edivate is heavily stressed through PLs, G-days, and PLCs. Teachers complete peer observations giving each other feedback on specific instructional strategies and upload to OneDrive in order to improve instruction. PLCs model and discuss instructional improvements. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting monthly. Topics are based on individual teacher needs by looking at Individual Professional Growth plans (heavy discussion about needs in PLCs and summative conferences). Individual needs of students are addressed in grade level PLCs, RtI, and the fact that they complete report cards on each of their teachers. SE teachers are present in grade level PLCs to help with co-teaching strategies for differentiation. Teachers use their learning style data from ILP and differentiate instruction. Edivate provides many strategies for engaging individual students. In our co-teaching initiative, PL has been provided and WKSEC personnel return to do walk-throughs. Then they meet with teachers and share resources & data to improve co-teaching, engagement, classroom management, literacy, etc.. Edivate has video recommendations by evaluator and teacher may choose videos to watch on his/her own. Also, school, district, and state provide FOCUS videos. Teachers may ask to attend PL, site visit, or for release time as needed. Teachers are encouraged to present their learning at PLs, PLCs, etc. Teachers may request extra time to meet as required and coverage will be provided. This year's PL Plan was completely flexible allowing teachers to choose 24 completely FLEXIBLE hours. Current PL has focused on research based instructional strategies (RBIS) like Learning 360, Assessment Literacy, Schlechty's Engagement, 21st Century Skills, PGES, etc. All teachers will be trained on The Leader In Me and given flexibility to implement those strategies in their classrooms to improve teaching and learning. ALL PL at LCMS incorporates Learning Forward's Standards for PL and teachers are surveyed at the end of each PL opportunity and at the end of the year to ensure we held to this standard. All PL is based on Needs Assessment in CSIP which is connected to school, student, and individual teacher data.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to better differentiate for each student & teacher. Teachers must also strive to utilize the available data in their PL, planning, and lessons.

c) A variety of job embedded PL opportunities are available to ALL teachers. PLCS teachers are on the core team receiving semester Learning 360 trainings and then turning those around to all staff in PLCs. Literacy trainings are offered throughout the year during PLCs and focus on the teacher's discipline. Teachers are encouraged to view discipline-specific webinars, Edivate videos, Teacher's Domain, CIITS, etc. Teachers are encouraged to request any PL specific to their discipline and individual needs that they wish. PLCs continual discuss all RBIS that we are implementing (Learning 360, Assessment Literacy, Engagement, etc.). All PL is based on PGP and CSIP which is written from school needs assessments from data. Edivate (research based instructional strategies) is heavily stressed through PLs, Gdays, and PLCs. Teachers complete peer observations giving each other feedback on specific instructional strategies and upload to OneDrive in order to improve instruction. PLCs model and discuss instructional improvements. Staff attend 2 PLCs each week (1 grade level and 1

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departmental) and 1 full staff meeting monthly. Topics are based on individual teacher needs by looking at Individual Professional Growth plans (heavy discussion about needs in PLCs and summative conferences). In our co-teaching initiative, PL has been provided and WKSEC personnel return to do walk-throughs. Then they meet with teachers and share resources & data to improve co-teaching. Teachers may request to attend any needed PL, make site visits, view Edivate videos, view Teacher's Domain, view webinars for PL credit, etc. Each teacher is surveyed for needs and requests for PL needs are made at summative conferences. All teachers may attend the Open Meetings of the Learning Environment Committee as they draft the LCMS PL Action Plan. These meetings are emailed and regularly meet with meeting schedules on the master schedule and advertised via all school means (newspaper, marquee, school calendar, etc.). Data is used to draft these plans (Instructional Rounds, Walk-Throughs, surveys, achievement, etc.). Teachers are also aware and have attended PL's outside of the district.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to give teachers more time to effectively plan together. Teachers do support each other and receive PL and G-Days relevant to the material, but we must stay vigilant in providing necessary training for all teachers that benefit from it.

d) Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting monthly. Per the school schedule, all PLCS teachers have time to plan together during the school day and also plan with core teachers. ALL teachers plan together during 4 PL days, 5 Planning (G) days, committee meetings, and staff PLC time & meetings. During one PL day, Program Review (PR) Area teachers actually train & lead staff in integration of their program areas with core, etc. Staff share ideas via emails, EDIVATE groups, OneDrive, etc. The careers, health, and PE teacher plan with all 8th grade teachers weekly and thus meet weekly with core teachers in all disciplines; The consumerism teacher plans with all 7th grade teachers. We can be flexible to meet any teacher's professional learning needs & provide coverage if they need extra time to meet with anyone. This is stated on the PL Action Plan and told to each teacher regularly, on AM reports, summative conferences, meetings, etc. All teachers in PR areas also attend quarterly meetings with S of I to share vertical ideas with other schools, etc.

NEXT STEPS: Although we are distinguished, we need to devise a schedule where ALL PLCS teachers can plan together during the school day without requesting covers. They all plan during PL and G-days, but only about ¾ can plan during school day, etc.

The CSIP is written based on needs assessment data. The CSIP and individual teacher professional growth needs drive our PL choices. All PLs 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, walk-throughs, and peer observations assess the fidelity of program implementation and IRs were 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 PL activities.

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Professional Learning: Participation

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

Overall Rating: 2.8

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Teachers consistently participate in on-going content-specific professional learning opportunities based on analysis of school and student data. Necessary adjustment to the professional learning result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members and leaders within their professional learning organizations ,actively participate to address issues related to instructional practices, data analysis and improving student achievement. As a result contribute to school and community life.	Distinguished

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

	Statement or Question	Response	Rating
d)	To what extent do teachers have contact and collaborate with community, business and postsecondary partners?	Teachers contact and collaborate consistently with external partners (community, business and postsecondary) through advisory committees, work exchange programs and/or community groups. Opportunities within the school schedule are provided for this collaboration, with a stipend or professional development credit, for engagement in such practices.	Distinguished

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

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EVIDENCE

PLCS, Standard 3 - Professional Learning (PL), Demonstrator 2 - Participation:

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

PLCS Ongoing- Evidence Log Uploaded into One Drive

Classroom pics/videos of PLCS curriculum implementation in Science Class

Master Schedule, Teacher and class schedules

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Professional Learning Action Plan (PLAP)

CIITS PL Reports for individual teacher attendance

PLC Minutes (Emailed, secretary, or SISI OneDrive Group)

Advisory Committee Minutes (Ronda Taylor, Mary Dunning, Sheri Henson, etc.)

Program Review Committee Minutes (SISI OneDrive Group)

LCMS Standing and Ad-Hoc Committee Minutes

Student products

Emails, AM reports, etc.

School website showing document links, etc.

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

RATIONALE

PLCS, Standard 3 - Professional Learning (PL), Demonstrator 2 - Participation:

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a) Teachers examine and analyze data to determine content-specific PL that is needed to provide a substantial impact upon teacher/student growth. ALL staff has as many opportunities as they wish to take to participate in content-specific PL. The principal, Instructional Coach, S of I, & Content Newsletters/List Servs email multiple opportunities & they take advantage of the ones they need based on student/school needs/data, CSIP, and their individual PGP. There is evidence of implementation as PR scores & student data are improving. Clear evidence is noted in walk-throughs of implementation of PL. The PL Action Plan is based on CSIP Needs Assessment and IPGP. Teachers may use CIITS, Teacher's Domain, webinars, Leader in Me, etc.

NEXT STEPS: PLCS teachers attend more PL specific to their field (their schedule is 100% flexible but they tend to attend local PL)

b) PLCS teachers are members and/or invited to participate in ALL aspects related to the improvement of the TOTAL school. PLCS teachers lead/participate in school committees. Teachers are also participants on various committees such as Learning Environment, Academic performance and Efficiency. We are elected by our committees to leadership positions within our respective committees. We are expected to take leadership roles within PLCs by sharing information gathered at PL opportunities and other trainings which assist our colleagues. Careers teacher leads PL on Learning360. The PE and music teacher collaborated during a PL opportunity for the LCMS staff displaying integration of movement and the arts into core classrooms. PLCS teachers also attended Learning360 trainings in order to train all staff in Learning360 strategies. The consumerism teacher presented data analysis results to full staff at least once each semester (data is disaggregated monthly in Learning Environment Committee meetings). If a teacher would like to participate in or lead a PLC outside his/her regular scheduled PLC time, s/he may request coverage. Teachers may also request to lead/attend PL as they desire.

NEXT STEPS: PLCS teachers contribute more to community life.

c) PLCS teachers chair meetings for committees inside the school, are leading members on these committees, but are not leading members of professional organizations in the community. The health and PE teacher is a member of the Alliance for a Healthier Generation Healthy Schools Program, Let's Move Active Schools, and Coordinated School Health Council. The principal attends many inter-agency advisory councils and brings back information to the PLCS PLC.

The Following teachers hold the following leadership position in organizations outside of school:

Jennifer Bowles

Ky Art Education Association

National Art Education Association

KEA...

Lindsey Byrd

LCMS Efficiency Committee Member

NLES Program Review Committee Member

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Livingston County District Leadership Team Member

LCMS Leader in Me Lighthouse Team Member

Music Teachers National Association Member

National Association for Music Educators Member

Kentucky Music Educators Association First District Band Directors Member

Delta Omicron, Professional Music Fraternity Member

Kentucky Educators Association Member

NEXT STEPS: More teachers are leaders in their PL organizations

d) PLCS teachers collaborate quarterly with stakeholders through the Coordinated District Health Committee (CDHC). All schools have been encouraged by the CDHC committee chair/Livingston County DPP, Amy Ramage and Jacy Wooley from the Healthy Schools Program (HSP) to apply for Let's Move Active Schools (LMAS) Recognition and Bronze Level National Recognition in the HSP program. LCMS applied and received recognition on in May 2014. HSP and LMAS also allow collaboration through multiple resources they provide. Another major advantage of the PAL/LMAS system is a soon to be released online community sponsored through AAHPERD/SHAPE America, we'll get signed-up to stay informed about this professional learning community!

The LCMS Principal attends various Advisory Council meetings per meeting minutes and evidence uploaded to OneDrive (Interagency, FRYSC, 21CCLC, CSH, etc.). She asks at each meeting how we can improve our A&H, PLCS, World Languages, and Writing programs. She networks to enable connections for guest speakers, field trips, etc. She brings back information to each Program during PLCs, after school meetings, emails, personal discussions, etc. She is an active member of over 13 committees, all school PLCs and committees, etc. Evidence is within minutes showing principal's attendance at Advisory Council Meetings and uploaded proof on OneDrive of emails from meetings

NEXT STEPS: Participate in Physical Activity Leader (PAL) Training

e) **NOTE: This characteristic was NOT on 2015-2016 KDE PLCS PR Rubric but is in ASSIST.**
Annually ALL staff is required to attend a PL on integration of all program review areas into the core content subject areas. This PL is led by PLCS teachers. Fidelity of implementation is reviewed through walk-throughs and monthly PLC & staff meetings. We host a culture fair to showcase integration.

NEXT STEPS: More integration and use of interdisciplinary units.

***Teachers do receive professional learning opportunities to enhance the integration of PLCS into the school curricula & they must implement per our Wellness Policy (33.01) and PR Policy (23.01). Some of the PLCS concepts (physical education, health, consumerism

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and careers) overlap into the core content classes that our teachers are teaching. Therefore, although these classes are offered separately they have the potential to be reinforced through some of our core classes as well. Resources may be found on our website. Next steps to improve schoolwide integration: We need to be sure all teachers receive and implement professional learning opportunities to enhance the integration of PLCS concepts into their classrooms. Some of the concepts are "life" concepts that can be utilized in the classroom to help students understand how they will use these in life as well. SEE EVIDENCE IN ONE DRIVE FOR TEACHER EVIDENCE AND PICTURES OF PLCS IMPLEMETNATION IN CLASS.

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 PL. 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 PLs, 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.

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.78

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

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

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that all departments are invited to participate in planning the annual school budget?	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 PLCS teachers are assigned manageable class loads based on course and facilities?	PLCS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.	Distinguished

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

	Statement or Question	Response	Rating
f)	To what extent do the principal and program teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the PLCS programs?	The principal and program area teachers collaboratively evaluate, reflect on the impact of, and provide support for the PLCS instructional practices on overall student achievement.	Distinguished

	Statement or Question	Response	Rating
g)	To what extent does school leadership ensure that decisions related to PLCS program staffing is based on student need and interests?	Decisions related to PLCS program staffing are made based on data from the ILP and community needs.	Distinguished

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	Statement or Question	Response	Rating
h)	To what extent does school leadership ensure that Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies?	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; implementation of policy is measured by the an assessment tool; 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.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

School website showing document links, etc.

Walk-throughs, etc.

Class Rosters

Use of Space Document (School Map)

Committee Meeting Minutes and agendas

SBDM Minutes and Agendas

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PLC minutes and agendas

ILP

Teacher Assignments

CSIP

Observations

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

RATIONALE

PLCS, Standard 4 - ALSAM, Demonstrator 1 - Policies and Monitoring

a) There are policies in place to ensure that PLCS concepts are taught in all curriculum classes (8.01). PLCS teachers are responsible for teaching the PLCS curriculum and there is some incorporation of PLCS in other core curriculum classes as shown in core teacher's lesson plans and as they are trained over summer PL and write interdisciplinary units. Leadership monitors and evaluates the teaching of PR concepts throughout the school by walk-throughs, observations, lesson plan review, PLC attendance, etc. The Instructional Coach meets weekly with all teachers in guided planning and offers feedback. IT team looks at data and makes recommendations. SBDM has access to lesson plans via OneDrive and data is provided at monthly meetings.

NEXT STEPS: Livingston County Middle School Leadership should continue to monitor & evaluate the PLCS curriculum in all classrooms and encourage teachers to use TPGES self reflection to improve teaching.

b) Students are provided with the opportunities to take PLCS classes in their 7th and 8th grade years. They are required to take PE and Health daily for two years before graduation to high school. In 7th grade they take Consumerism, and in 8th grade they take Careers. Students are also provided with time to participate in PE outside of the regular school schedule through the "Ozone" after school program. Students have participated in wellness club too.

NEXT STEPS: Livingston County Middle School collaborates with OZONE to enhance the PLCS content and provide additional educational opportunities outside the school day based on the needs of the students.

c) The PLCS teachers are members of the efficiency committee which sets the school budgets, & they provide input in the budget. All teachers are invited to the open meetings of this committee. Agendas and minutes are emailed to all teachers requesting input. If teachers cannot attend the open meeting, they are requested to submit input via email. There is a school based policy (20.01) that states the efficiency committee is responsible for the budget and master schedule with input from ALL stakeholders.

NEXT STEPS: Continue to allocate additional funds to the PLCS department for purchase of materials to enhance current instruction.

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d) Class loads are equitable based on the course and facilities. PE/Health classes are sometimes larger, but have the necessary facility to house the students and the courses are manageable. Consumerism and Careers classes are small with a ratio similar to core classes.

NEXT STEPS: PLCS teachers meet at the end of each nine weeks briefly to discuss the status and potential needs of individual classes.

e) ALL PLCS teachers receive 2 daily planning periods (grade level and departmental). ALL teachers participate in two PLCs weekly and also have the opportunity to participate in cross-curricular planning through additional requested grade level PLCs, meeting requests, school committees, PL, etc. Program Review teachers also lead a summer PL on cross-curricular planning.

NEXT STEPS: PLCS need to ask for coverage to participate in additional cross-curricular planning

f) ALL teachers may join the Efficiency Committee which completes the master schedule, space use plan, staff time plan, budget, instructional resources/textbook plan, etc. If teachers prefer to join another committee, they are invited to open meetings when these topics are discussed and if they cannot attend are encouraged to provide input to a committee member or email the committee chair. The principal attends all committee meetings and meets monthly in conjunction with program review to discuss the PLCS program. They meet weekly in PLCs and regularly through other PL opportunites (PL, G-days, committees, pre/post conference, MYC, EOYC, etc.). All school decisions are collaborative and ALL teacher input is considered.

NEXT STEPS: PLCS teachers need to use our district grant writer to apply for grants for additional funding

g) The school council establishes policies for the allocation of staff (9.01) based on the needs of our students (10.01) here at LCMS. Data and reports from the ILP are shared with committees and SBDM before the final schedule & staff assignments are approved. Information from the community advisory councils is also shared as schedule and staffing assignments are developed.

NEXT STEPS: District & state funding based on ILP and community needs

h) Livingston County has a Coordinated District Health Committee (CDHC) that meets quarterly. The CDHC has multiple goals around a comprehensive school health program that are reviewed at each meeting along with the annual review of the wellness policy. LCMS has a CSHC that meets monthly to advise the PCLS programming & policies.

A major advantage of the PAL/LMAS & Bronze National Recognition that LCMS received in May 2014 was that it allowed us to be part of an online community sponsored through AAHPERD/SHAPE America. We are using several resources from these advisory groups to promote PLCS programming.

The principal attends several Advisory Councils (21CCLC, Interagency, FRYSC, etc.) and brings back recommendations to the PLCS group. The fact that we got bronze national recognition shows that we use our committees to ensure QUALITY programming.

NEXT STEPS: Advisory committees meet more often than quarterly

i) LCMS adopted & is implementing the KDE recommended school wellness policy (24.01). All policies are reviewed annually by the LCMS SBDM in July. The school nurse collects BMI data and enters in IC. Activities for wellness can be found in our CSIP (Goal 2, Strategy 1, Activity 4).

NEXT STEPS: Improving BMI data is noted

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Leadership monitors and evaluates the teaching on a regular basis. The principal observes and evaluates by completing formal and informal observations; the instructional coach does guided planning with teachers. The principal attends most PLC meetings and curriculum, planning, assessment, data, etc. are discussed. The IT also observes at least monthly (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 OneDrive 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 March/April SBDM meeting. Members consider the data and planning decisions (staffing, scheduling, budgeting, etc.) are made in March-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 activities for school wellness are included in the CSIP.

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist program area teacher leaders to collaborate, evaluate and reflect on the impact of PLCS instructional practices on overall student achievement in the school?	The principal and program area teachers collaboratively evaluate, reflect on the impact of, and provide support for the PLCS instructional practices on overall student achievement.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the school's PLCS programs?	The principal 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 PLCS programs?	The principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about PLCS programs.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

PLC Minutes, Committee Minutes, SBDM Minutes

One Call, Text, Emails

Intercom Announcements

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School Website

Monthly Newsletter (hard copy and on school website)

Facebook, Twitter, Marquee, The Livingston Ledger (Local Newspaper), Paducah Sun, Crittenden Press

Conferences, Home Visits, etc.

PTSO

Surveys

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

RATIONALE

PLCS, Standard 4 - ALSAM, Demonstrator 2 - Principal Leadership

a) Principal meets with teachers in their program areas on a weekly basis to collaboratively evaluate, and reflect on best practices in the classroom. Various lessons and instructional best practice are discussed with teachers. Principal makes suggestions for improvement based on needs of teachers and helps them to identify their strengths. She also reviews data during content area PLCs and collaborates with teachers on how to increase student achievement.

NEXT STEPS: The implementation of student work analysis on classroom assignments would be helpful for teachers to periodically access if they are headed in the right direction for reaching their student growth goal.

b) The principal attends meetings as often as possible and if not present participants via alternative means such as offering guidance and input via email or face-to-face meetings at an alternate time. We discuss student achievement in our grade level PLCS and try to find ways to help students perform to the best of their ability. The principal encourages teachers to share best practices and effective strategies during PLCs. When we have concerns about a particular student, the principal encourages us to meet with the parents and the student to find ways to help that student achieve. She attends all school PL and leads some trainings on Learning 360, etc. She has shared specific health and PE PL from her Alliance for a Healthier Generation Leadership Summit and posted resources on our website. She attended the Econ Extravaganza PL offered by MSU and brought back resources and PL to our consumerism and careers staff. She incorporates some of her learning into class discussions. She made contacts with career mentors to bring Iin as guest speakers and provided that information to staff. She also provided tech resources to staff from that training.

NEXT STEPS: The creation of resource book for strategies and webinars/videos to discuss during PLCs would be helpful to new teachers.

c) The principal updates email, twitter, the school website, IC portal, newspaper, Marquee, One Calls (phone, text, email), and Facebook to alert all parents of activities within our school. Parents and the community are given ample opportunity to be informed of our PLCS programs. Parents are invited to serve on committees and to provide input into our school improvement efforts. Parents and other stakeholders are kept

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abreast of what we do in PLCS and the benefits of principal-stakeholder collaboration within the school.

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.).

NEXT Steps: The principal is excellent at communicating with the parents and community about activities and services provided for our faculty and students here at LCMS. Through technology and media resources, parents and others have the opportunity to be as involved as they choose to be. To improve, we need to ensure that they contact us and take advantage of these opportunities.

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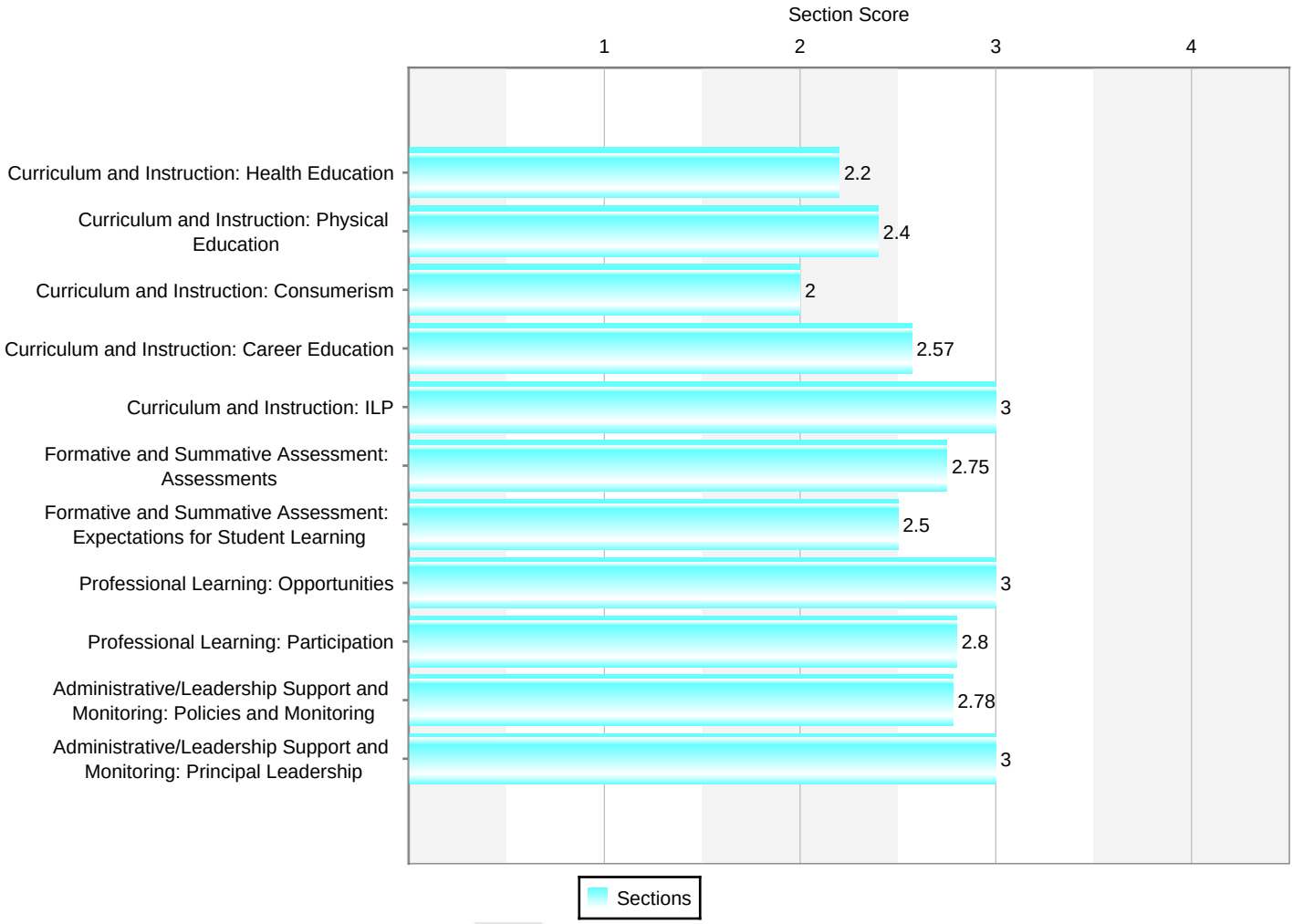
Report Summary

Scores By Section



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Program Review: Writing

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Introduction

This report contains Program Review results for Writing. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i))

Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

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Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Lesson Plans (highlighted differentiation, HOT on OneDrive) and Curriculum Documents (district/school website, teacher desk, etc.)

Stakeholder Interviews

School Writing Plan, Writing Policy, and Staff Writing Notebook

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

Walk-Throughs, Instructional Rounds, etc.

Emails, AM reports, hard copies, Edivate & CIITS reports, etc.

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PL Action Plan, agendas, PowerPoints, sign-ins, surveys, etc.

PLC Minutes (OneDrive SISI group)

Individual Teacher CIITS PL reports & Edivate Logs

Parent Conference List (see teacher calendar on Outlook)

ILP reports Teacher

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive 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, PL 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.

RATIONALE

Writing, Standard 1 - C&I, Demonstrator 1 - Student Access

a) We have an SBDM policy, policy 8.01, that ensures all students have equitable access to high quality curriculum and instruction. We have a writing policy, policy 22.01, and writing plan (see LCMS homepage, notebook on each teacher's desk, which was prepared by curriculum specialist, and is in staff notebook.) Curriculum maps and pacing guides are aligned to common core and uploaded on district webpage. For high quality instruction, teachers are trained in Learning 360 and meet weekly in at least two PLCs. Regular walk-throughs and instructional rounds ensure the implementation of Learning 360. Writing is intentionally planned across content areas. Language Arts classes complete Short Stories, Personal Narratives, Articles, and Arguments. ELA students analyze mentor texts before writing narrative, informational, and argument pieces and also peer review the aforementioned writings. Rotational reading classes are focused on reading, writing, speaking, and listening. Science classes complete a Conservation Essay and Research pieces. Drama class students created 7 Habits scripts/plays. Eighth grade Social Studies students completed a thirteen colonies pamphlet and a comic storyboard on the Declaration of Independence. Eighth grade math students completed a math concepts booklet.

NEXT STEPS: Students assist in planning their learning and analyzing products.

b) All teachers have had CASL and Learning 360 formative assessment training. They meet in PLCs to model formative assessment strategies; walk-throughs monitor that formative assessment data is responded to in the classroom. Parent conferences occur regularly to devise individual plans for student success. ILP learning style data is used to differentiate in the classroom. Regular communication occurs between teachers and RTI staff. Data is regularly reviewed in PLCs (Star Reader, Accelerated Reader, K-PREP, Reading Plus, classroom, behavior, attendance, etc.). PLCs also design common assessments. IEPs are followed. Students use mentor texts as models for their writing. Students use graphic organizers to organize their writing. Anchor papers are available for teachers and students to review and regular writing time is scheduled.

NEXT STEPS: We need better assistive technology.

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c) Teachers use higher order thinking (HOT) questions to guide student learning, differentiation, and reading/writing strategies to meet the needs of all learners. Teachers meet in PLC's weekly to share teaching strategies. All teachers have access to teaching strategies through Learning 360 groups. Students use peer conferencing and mentor texts to improve their writings. ELA, Science and Social Studies teachers use leveled text tests. 8th grade ELA uses Literature Cube activity in which students are grouped based on their Star Reader and KPREP reading levels. The students' activities, within the Literature Cube activity, are based on their Star Reader and KPREP reading levels. All teachers attended a differentiated PL during the school year(Learning 360) and a WKEC literacy consultant and Engagement and Classroom Management Consultant will meet with us monthly during this school year to help us integrate literacy and other strategies into ALL classrooms.

NEXT STEPS: Training in rigor, higher order thinking questions, differentiation, and general reading strategies for all staff

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.4

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school's curriculum ensure opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information?	The school's curriculum provides opportunities for students to use technology as a tool to access, manage, integrate and create information.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do communication portfolios demonstrate student interests and the integration of writing and communication skills across the content areas and over time?	Communications portfolio demonstrates student interests and the integration of writing and communication skills across the content areas and over time.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the curriculum provide opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences?	Curriculum provides opportunities for students to actively use knowledge as it is being learned through applying the skills of critical thinking, problem solving and creativity to content knowledge and collaborating and communicating locally and/or globally.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

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Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

LCMS SBDM Policies 8.01, 8.02, 13.01

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.

RATIONALE

Writing, Standard 1 - C&I, Demonstrator 2 - Aligned and Rigorous Curriculum

a) SBDM policies 8.01, 8.02, and 13.01 ensure that current and future curriculum will be aligned vertically and horizontally to Kentucky Core Academic Standards for Language Arts. Teachers have met with the S of I to vertically align writing curriculum. Teachers may also align via LYNC.

Teachers meet horizontally in PLCs. The LCMS Instructional Coach does weekly guided planning to ensure effective implementation with a focus on 21st CS & interdisciplinary integration. We also do 21st CS & interdisciplinary PL. Students read and write informational and argumentative pieces, respond to short answer, and extended response questions in language arts, science, and social studies.

NEXT STEPS: Implementing more 21st Century Skills and interdisciplinary themes

b) Students read, write, speak, listen, and use language skills across content areas. In 8th reading classes students read the novels The Giver, The Outsiders and Unwind, worked in small groups discussing parts of the novels, answered open response questions and completed a research argument article. In 7th grade ELA classes' students read the novel The Face on the Milk Carton and then viewed movie of the novel, discussing and reflecting on both mediums. Drama class students created 7 Habits scripts/plays. Social Studies and ELA teachers collaborated to instruct students in research skills and World and U.S. History so that they could write informational pieces and create informational products. Social Studies and Career and Consumerism classes read, write, speak, and listen while preparing for presentations

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and during presentations. Students are given opportunities to communicate through small group using writing, reading, speaking, and listening skills. Students have had various speakers in classes, clubs and in assemblies as seen on school calendar and Facebook page.

NEXT STEPS: Implementing interdisciplinary projects

c) The curriculum provides opportunities for students to use technology through a 7th grade computer class where students are learning how to type using Microsoft Word and creating products through PowerPoint. Students throughout the middle school are also using technology through content classes for research when writing articles and arguments. Students in 8th grade Careers use technology to access their ILP's, research colleges and careers, and to create a PowerPoint of their college/career plans. Students in Consumerism classes use technology to complete projects and to access curriculum. STLP and Yearbook classes use advanced software and hardware to develop products such as, the yearbook and monthly newsletters. Students in enrichment and intervention classes use the internet based reading programs Accelerated Reader, Reading Plus and Moby Max. Students have the option to complete Live Red at Home assignments online via Moby Max. Math students blog with their teacher & use BYOD in class to research/solve HOT problems.

NEXT STEPS: Access to more reliable, fast, up-to-date technology

d) The communication portfolio demonstrates student interests through student choice of writing topics in their narrative writing, informational writing, and argumentative writing. Eighth grade ELA students completed an end-of-year portfolio review/reflection. Physical Education students complete journal entries at least once a week. Career students research and write about their college/career of choice. Seventh and eighth grade students work in social studies and ELA classes, choosing a countries and/or cultures to research and write about for a culture fair.

NEXT STEPS: Score could be improved by allowing students to share their novel, new and worthwhile ideas both locally and globally.

e) LCMS students practice 21st century critical thinking, collaboration, creativity, problem solving and communication skills and connect them to real world experiences through a collaborative Country/Culture unit, informational writing in ELA and Social Studies classes, Drama class students created 7 Habits scripts/plays. Algebra students created math concepts books and Eighth grade Social Studies students created a thirteen colonies pamphlet to share with elementary students. FRYSC brought in speakers from different career clusters to speak to small groups of students and then to meet with students individually to look at their ILP's and discuss the students college/career path.

NEXT STEPS: This demonstrator could be improved if students were able to collaborate and communicate with others locally and globally.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.5

	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 evaluate or communicate using critical thinking skills.	Distinguished

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

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

	Statement or Question	Response	Rating
f)	To what extent do students engage in discussion with teachers and peers to inform the writing process and publish/share their work?	Students take part in sustained engagement and collaboration with teachers, peers, and outside experts to design literacy projects, ask questions and refine literacy products.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

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EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Student Communication Portfolios in ELA teacher's room

Individual CIITS PL records & Edivate Logs

Teacher Individual PL Plan

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.

RATIONALE

Writing, Standard 1 - C&I, Demonstrator 3 - Instructional Strategies

a) Mrs. Doris Cothron came into ELA classrooms to work with students on various writing strategies. Mrs. Walker and Mr. Heppner attend District Leadership Meetings and bring back information to share with the faculty, for example, the one-column writing rubric. Mrs. Hooks attends Science Network meetings and then shares what she learned in PLC's. Mr. Heppner attends Social Studies Network meeting and then shares what he learns in PLC's. Mrs. Powell and Ms. Walker attended the Kentucky Writing Project training and then shared materials and information with the middle school staff during PLCs and faculty meetings. Mrs. Bailey attended the KCTE/LA conference and then shared materials and strategies with the staff in PLC's. Student and teacher writing models are used to teach specific writing objectives. 8th grade ELA students prepared reading strategies lessons and then taught their lessons to their peers. The WKEC Literacy Consultant met with all teachers at an after-school faculty meeting to help teachers provide literacy instructional strategies and models that would assist students in meeting literacy targets. Our principal has published two articles in professional journals this year (information on her signature line to inspire others). One was in the Journal of International Education Research - Second Quarter 2016, Volume 12, #2 http://www.cluteinstitute.com/journals/journal-of-international-education-research-jier/ titled "From Burdens To Benefits: The Societal Impact Of PDL-Enriched, Efficacy - Enhanced Educators." The second was in Contemporary Issues in Education Research, Q1 during January of 2016 http://www.cluteinstitute.com/ojs/index.php/CIER/article/view/9546 and called "Maximizing Educator Enhancement: Aligned Seminar

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and Online Professional Development."

NEXT STEPS: Teachers provide models, instruction, and demonstrations that address literacy learning objectives and encourage similar student inquiry.

b) The products created by students based on student choice help to deepen their understanding (argument and informational writings, Consumerism class Learning Styles reflection, 7 Habits scripts/plays created by Drama students, Conservation essays, books created by Algebra students explaining math concepts, Careers class career PowerPoint's, 8th grade Social Studies thirteen colonies pamphlet, Yearbook students' Prezi/PowerPoint for incoming 6th and 7th grade students and newsletters) and may be used by others for further understanding of the topic.

NEXT STEPS: Students are inspired to research on their own without teacher prompting or grading.

c) Students use the computers in the computer labs to do research for article and argument writing, as well as to put together presentations using PowerPoint, Word, or Publisher. STLP and Yearbook classes use advanced software and hardware to develop products such as, the yearbook and newsletters. Students use critical thinking skills and technology to peer teach reading strategies. Students also use technology to access Reading Plus, Accelerated Reader, Moby Max, their ILP's, and to complete surveys.

NEXT STEPS: Students begin globally communicating with others with technology

d) The products created by students using what they learn offline in class and through reading are integrated with their internet on-line research and use of technology (argument and informational writings, Consumerism Class Learning Styles reflection, 7 Habits scripts/plays created by Drama students, Conservation essays, books created by Algebra students explaining math concepts, Careers class career PowerPoint's, 8th grade Social Studies thirteen colonies pamphlet). These are displayed and communicated with others for further understanding of the topic.

NEXT STEPS: Students demonstrate their media literacy by making global connections, creating and collaborating.

e) Students write across the curriculum using varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposes. Drama class students created 7 Habits scripts/plays. The 8th grade careers class completed PowerPoints about their college/career plans. Students present various projects to their classmates and teachers. Eighth grade Social Studies and ELA students completed country/culture projects.

NEXT STEPS: Students communicating both locally and globally.

f) Students participate in peer review/conferencing for writings, for the purpose of refining literacy products. Students also collaborate with teachers, parents and outside experts (Doris Cothron, videos by writing experts) to design and refine literacy products. Students are required to follow the writing process, including prewriting, first draft, peer review, teacher and other review, revision, editing, and final draft, on major writing pieces throughout the school year. Students are encouraged to publish writings and enter contests, place writings on teacher websites, and have produced math literacy booklets.

NEXT STEPS: Teachers need to continually seek ways to include online collaboration for students to share their writings and to seek input and learning from the online community.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 2.25

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

	Statement or Question	Response	Rating
b)	To what extent do students demonstrate through the strands of literacy (speaking, listening, writing, language use and reading) a respect for cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face or virtually) to build on and articulate their own ideas?	Students respect cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face or virtually) to build on and articulate their own ideas through the strands of literacy.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent do students refer to works of quality and substance as models to inform their work?	Students create works of quality and substance that are used as models to inform others' work.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Teacher and class schedule for all grades

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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

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive Program Review Group & SISI group, etc. : Curriculum 8.01, Assessment 13.02, Writing policy 22.01, Program Review Policy 23.01, etc.

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

RATIONALE

Writing, Standard 1 - C&I, Demonstrator 4 - Student Performance

a) Writing is intentionally scheduled for different purposes within the school in all disciplines. Students are required to complete writing to learn and writing to demonstrate learning. Students receive writing instruction in Language Arts classes, but use these skills in all classes. Students are required to complete a portfolio of best writing at the end of the 8th grade to include argumentative, informative, and narrative writings. Students are required to produce both on demand writings and published writings that require more revision and editing. Students are beginning to gain expertise and write as content experts in the areas of science by writing a conservation essay in 7th and 8th grade, and also in 7th and 8th grade social studies by writing historical arguments. All content teachers require writing in the content area for informative and argumentative writing. Student writing is entered into contests. Math students create a math concept book for students the following year; they also blog about math practices 3 and 6-8.

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NEXT STEPS: Students need to be provided with individual opportunities to create and respond to topics of interest using writing outside the classroom. Technology can be improved to allow students more access to blogging and sharing writing online and have input from these sources for improving their writing. All teachers need to work to find creative ways to implement writing in each discipline.

b) Students are provided with opportunities to share ideas and develop these ideas with others that are socially and/or culturally diverse (face-to-face and virtually). They have entered writing contests and speaking contests through the classroom and 4-H, including the 4-H demonstration speeches, history day activities, academic team meets and competitions, conservation essay contest, and miscellaneous writing contests. Students participated in creating writing pieces (both written and audio) and placing them on the teacher website for others to read/view in an effort to share with others through the Internet.

NEXT STEPS: Students need to be provided with individual opportunities to work effectively with people of diverse cultural backgrounds. Technology can be improved to allow students more access to blogging and sharing writing online and have interaction with others from diverse cultural backgrounds. All teachers need to work to find creative ways to provide opportunities for students to collaborate with others to help students build on ideas of others and articulate their own ideas with depth and complexity.

c) Students have products in communications folder and OneDrive showing collaboration with teachers, peers, and others in problem solving and generating products that are tied to curriculum and learning goals. Others include special speakers, invited guests, parents, curriculum specialists that collaborate with students and teachers. This includes writing expert Doris Cothron, academic team meets, basketball teams, archery team, and computer class.

NEXT STEPS: Students need to be provided with individual opportunities to learn and work together with other people virtually to problem solve and generate products. Technology can be improved to allow students more access to a wide variety of online communication tools and environments to problem solve and generate product, events, or presentations with a local and/or global purpose.

d) Students reference quality work of others as models to inform their work. Student samples are used from the Kentucky Marker Papers, sample portfolio entries from Kentucky Department of Education, and peers from LCMS. Quality work is also used from various teacher resources and websites using the Common Core standards as guidelines for middle school appropriateness.

NEXT STEPS: Technology can be improved to allow students more access to blogging and sharing writing online and have input from these sources for improving their writing and to share their exemplar models.

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Formative and Summative Assessment: Assessments

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

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
b)	To what extent do teachers develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments?	Teachers consistently implement plan to monitor student progress in writing and communication skills consistent with grade-level writing standards, formative assessments, and respond to evidence through revised instruction.	Distinguished

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

	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 ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans (individual notebooks, OneDrive SISI Group, samples in PR OneDrive Group, etc.) and Curriculum Documents

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Stakeholder Interviews

Sample assessments (teacher files, some on OneDrive, etc.)

LCMS Writing Plan and Policy PLC minutes

LCMS PL Action Plan and Individual PL Plans

CIITS PL and 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 OneDrive

Examples of learning activities from lesson plans and student work

Walk-Throughs

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

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

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

RATIONALE

Writing, Standard 2 - FASA, Demonstrator 1 - Assessment

a) Teachers engage regularly in a systemic school-wide approach to develop and/or align writing and communication assessments across grade levels and content areas. Content area PLCs meet weekly and use congruency protocols to monitor activities and assessments against standards being taught. Assistant Principal/Instructional Coach meets with all teachers weekly for guided planning, in which congruency protocols and unit assessment alignment are used. Teachers have had extensive training with Learning360 and CASL to improve use of formative and summative assessments, and are in the process of developing common summative assessments for all reading and writing standards. Teachers meet yearly with other grade levels to plan for curriculum mapping and unit planning, including

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assessments. To monitor the impact on student learning over time, the STAR testing is being used. The teachers have used information from the KPREP ODW from 6th and 8th grade to monitor writing impact. Teachers analyze this data to impact student learning.

NEXT STEPS: Teachers are engaging regularly to produce and refine writing and communication assessments for all grade levels and content areas. This needs to continue and modifications made for improved student learning. Assessments can be improved as data directs need.

b) The LCMS writing program and plan have been developed and implemented. Formative assessments given are aligned with grade level standards. Congruency protocols are written up in content area PLCs/guided planning and result in change of instructional practices. ELA Teachers are involved in weekly guided planning to ensure all assessments are used to promote student achievement. STAR reading data, formative, and summative assessments are used to revise student learning opportunities.

NEXT STEPS: Teachers need to continue to consistently implement plan to monitor student progress in writing and communication skills and respond to evidence through revised instruction.

c) Teachers provide feedback on student writing with annotated responses, teacher/student writing conferences, and rubrics. Students provide peer feedback on student writing and communication products using peer revision checklists and rubrics (student made/teacher supplied). Others that give feedback on student writing periodically are parents, curriculum specialists, and contest judges (Conservation Essay, miscellaneous contests). Teachers continue to develop different student-generated rubrics every year.

NEXT STEPS: Effective strategies for peer feedback can be refined. Technology needs to be utilized that will provide feedback from other sources other than teacher and peers to improve communication and initiate student-directed learning.

d) Teachers provide ongoing opportunities for students to revise writings and apply new learning before summative products are assessed. Students receive feedback through teacher, parent, peer, and curriculum specialist feedback. Language arts teachers plan mini lessons for needs of students in the area of grammar and mechanics. Teachers use formative assessments to guide writing instruction through the use of models and examples. Regular and ongoing opportunities for students to reflect, revise, and apply new learning before summative products are assessed are being implemented. Teachers have initiated more opportunities with small writing assignments with feedback before assigning a larger summative writing assignment.

NEXT STEPS: Regular and ongoing opportunities for students to reflect, revise, and apply new learning before summative products are assessed need to be continued. Teachers should continue to give more opportunities with small writing assignments with feedback before assigning a larger summative writing assignment.

DRAFT

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

	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 use expectations for their work to guide the development of their personalized learning plan and receive/ provide feedback using standard specific language.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments?	Teachers 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

Samples of student revisions with writing examples

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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 PL Action Plan

samples of student and teacher self-assessment

PLC minutes

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

Sample scoring guides

Goal section of student agenda book/planner

Goal section of ILP

Staff Lighthouse 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

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

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

RATIONALE

Writing, Standard 2 - FASA, Demonstrator 2 - Expectations for Student Learning

a) Students know and understand expectations for their work and receive/provide feedback using standards specific language through the use of teacher/student created rubrics, teacher/student writing conferences, annotated teacher feedback, and peer revision sheets. Students work through the writing process from prewriting to publishing. On student voice surveys, students consistently rate ELA teachers high on

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this demonstrator. Students are using the writing rubrics to guide their learning to improve in all areas of writing.

NEXT STEPS: Students have been given the opportunity to use expectations for their work to guide the development of their personalized learning plan in writing.

b) Teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments. Teachers plan with students to make writing goals through writing reflections as outlined in writing plan. Teachers and students review test scores from STAR reading and KPREP, as well as classroom formative and summative assessments to inform instruction that is standards-based. Teachers have been trained to use formative assessments through CASL and Learning360.

NEXT STEPS: Students can continue to make it a regular part of the educational process to set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback, and assessment evidence.

c) Teachers and students engage in self-assessment to monitor progress toward meeting writing and communication goals. Students self assess through writing reflections as outlined in writing plan, using rubrics to assess extended response questions, short answer questions, on demand writings, narratives, argumentative writings, and informational writings. Teachers and students review test scores from STAR reading and KPREP as well as classroom formative and summative assessments to inform instruction that is standards-based. Students also have reflected on their individual learning styles based on their ILP. Teachers have been trained to use formative assessment through CASL and Learning360. 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. ELA teachers are involved in weekly guided planning where self-assessment occurs. Teachers self-assess after administrative/peer observations and at the beginning, middle and end of each school year through TPGES.

NEXT STEPS: Teachers and students can continue to work to 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.

d) Teachers and students develop and use models as exemplars and co-develop scoring guides and rubrics to assess writing and communication. Student models are used to teach other students good writing characteristics for each writing area.

NEXT STEPS: Teachers need to continue to design instruction that allows for students to develop models as exemplars that can be used in class instruction.

DRAFT

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Professional Learning: Opportunity

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

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

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Lesson Plans and Curriculum Documents (uploaded to Z Weekly Lesson Plans Folder on One Drive and on school website under Curriculum tab)

Stakeholder Interviews

LCMS PL Action Plan for ALL years (focus on 21st Century Skills, best practices, etc.)

LCMS Writing Plan/Program & LCMS Writing Policy

CSIP

PLC Minutes (uploaded to Z Committee Minutes Folder on One Drive), DLT Minutes, & School Leadership Team Minutes

District Writing Committee Minutes

CIITS PL reports, Edivate Logs, teacher certificates for training attended (ELA Network, On Demand, LDC, CCR, etc.)

CSIP Needs Assessment and Efficiency Committee Minutes (uploaded to Z Committee Minutes Folder on One Drive)

Data displays in school

Individual Teacher Professional Growth Plans (CIITS)

PLC Schedule

Agendas from Network Meetings, etc.

Staff Lighthouse and WKSEC reports

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive Program Review folder, etc. : PL policy 17.01, Writing policy 22.01, etc.

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

RATIONALE

Writing, Standard 3 - PL, Demonstrator 1 - Opportunity

a) Professional learning and Professional growth plans are linked to CSIP and support grade level appropriate writing instruction. The professional learning plan has been revisited this year to include PLC time with Leslie Flatt after she had observed classrooms, PLC time and

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modeled writing lessons in classrooms. In addition, Constance Alexander conducted a faculty wide writing workshop after school in 2014. In addition, Stacy Walker and Michelle Powell attended the Kentucky Writing Project State Network Conference, in Lexington, on 9/12/15. ALL staff completes a Professional Growth Plan (PGP) that is individualized to his/her specific needs based on ALL available data (walk-throughs, self reflections, Student Growth Goals (SGG), FASA, Program Review Needs, Universal Screening & Progress Monitoring/RtI, CSIP/CDIP, Explore, K-PREP, surveys, etc.). Teachers reflect on the PGP regularly and meet to discuss with the principal at mid year and end of year. Regular assessment of PGP occurs as principal asks for needs at all pre and post conferences, summative, mid-year conference (MYC), and End of Year Conference (EOYC). Regular needs assessment surveys are also conducted of PL needs and data is shared with all staff as we ALL develop the PL plan together in Open Meetings based on data and needs. All PL is evaluated. At year end, staff takes a 50 question survey based on Learning Forward's 7 PL standards to aid in design of future PL. Leadership, PLCs, and peers regularly assess fidelity of PL implementation through Walk-Throughs and student learning data sharing. Adjustments are made as necessary. Consultants return to assess and discuss implementation (PBIS, WKSEC, Leslie Flatt, Susan Barton, etc.). The PL Action Plan is linked to the CSIP. Edivate (quality instruction) is heavily stressed through PL and PLCs (job embedded). Data is revisited by the Learning Environment Committee as they evaluate survey responses for each PL. Committees and PLCs also review Walk-Through and Instructional Round data to see if teacher learning is implemented and changing classroom practice and if more training/PLC discussion is needed. Teachers complete peer observations and upload to OneDrive on specific instructional strategies to improve instruction (OTR, HOT, TPGES, ELEOT, Look Fors, etc.). Data from school & district surveys, observations, etc. is used to design all staff learning opportunities [PLCs, Planning Days (G-days), PL, etc.]. PLCs model and discuss instructional improvements. Staff is reminded of PL plan by emails, AM reports, newsletters, website, school calendar, IC Portal, E-Communications, One Calls, tweets, and Facebook posts. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting. A district leadership team (DLT) comprised of teachers, administrators, etc. meets bi-monthly to assess the implementation and fidelity of training and to make revisions to monthly PLC agendas and to ensure that ALL training is disseminated to all stakeholders. A School Leadership Team (SLT) also meets monthly to discuss school data and PL needs.

NEXT STEPS: Teachers and administrators need to revisit the professional development plan for writing throughout the year to assess implementation, to make necessary revisions, and to include any new training that becomes available.

b) Job-embedded writing professional development opportunities are available to teachers to encourage continuous growth through participation in the ELA network & with the WKEC Literacy Consultant through 5 Departmental PLCs this year. Teachers have a PLC once a month where writing is the theme of the PLC across the curriculum. During the 2014/2015 school year, teachers attended PLC time with Constance Alexander, Pebbles Lancaster, and Heady Larson. Also during the 2014/2105, they also received training on G day with Heady Larson. Constance Alexander also had an after school writing workshop for all faculty. Teachers that attended this training are responsible for training new personnel that have been hired in since the training. Data from STAR, K PREP and Explore are used to determine changes in writing curriculum needs and strategies to use. A variety of job embedded PL opportunities are available to ALL teachers. The principal, Instructional Coach, and S of I send out multiple emails informing staff of professional learning opportunities. ALL staff have been asked countless times to inform us of any training that they need. This is also clearly stated on PL Action Plan. Edivate is heavily stressed through PLs, G-days, and PLCs. Teachers complete peer observations giving each other feedback on specific instructional strategies and upload to OneDrive in order to improve instruction. PLCs model and discuss instructional improvements. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting. Topics are based on individual teacher needs by looking at Individual Professional Growth plans (heavy discussion about needs in PLCs and summative conferences). Individual needs of students are addressed in grade level PLCs, RtI, and the fact that they complete report cards on each of their teachers. SE teachers are present in grade level PLCs to help with co-teaching strategies for differentiation. Teachers use their learning style data from ILP and differentiate instruction. Edivate provides many strategies for engaging individual students. In our co-teaching initiative, PL has been provided and WKSEC personnel return to do walk-throughs. Then they meet with teachers and share resources & data to improve co-teaching, engagement, classroom management, literacy, etc.. Edivate has video recommendations by evaluator and teacher may choose videos to watch on his/her own. Also, school, district, and state provide FOCUS videos. Teachers may ask to attend PL, site visit, or for release time as needed. Teachers are encouraged to present their learning

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at PLs, PLCs, etc. Teachers may request extra time to meet as required and coverage will be provided. This year's PL Plan was completely flexible allowing teachers to choose 24 completely FLEXIBLE hours. Current PL has focused on research based instructional strategies (RBIS) like Learning 360, Assessment Literacy, Schlechty's Engagement, 21st Century Skills, PGES, etc. All teachers will be trained on The Leader In Me and given flexibility to implement those strategies in their classrooms to improve teaching and learning. ALL PL at LCMS incorporates Learning Forward's Standards for PL and teachers are surveyed at the end of each PL opportunity and at the end of the year to ensure we held to this standard. All PL is based on Needs Assessment in CSIP which is connected to school, student, and individual teacher data.

NEXT STEPS: Although we are distinguished, we must continue to think of ways to better monitor fidelity of implementation in ALL classrooms. The job-embedded writing professional development will continue to be tailored to meet individual needs of students and teachers.

c) Opportunities for research-based best practices and 21st century skills are provided by the WKEC as well as other sources. The faculty had the opportunity to attend the Annual WKSEC Summer Institute. A Writing Across the Curriculum professional learning opportunity was provided for staff in July, 2015. There are also opportunities for professional development in research-based writing strategies given the availability of Edivate. Also outside experts (Doris Cothron) are available to co-teach, help with units/lesson plans in reading/writing. The school leadership (principal, SBDM, district) lend their full support to such professional development opportunities. The principal daily reminded and encouraged participation with the instructional coach by way of daily electronic communications. A variety of job embedded PL opportunities are available to ALL teachers. Writing teachers are on the core team receiving semester Learning 360 trainings and then turning those around to all staff in PLCs. Literacy trainings are offered throughout the year during PLCs and focus on the teacher's discipline. Teachers are encouraged to view discipline-specific webinars, videos, Teacher's Domain, CIITS, etc. Teachers are encouraged to request any PL specific to their discipline and individual needs that they wish. PLCs continual discuss all RBIS that we are implementing (Learning 360, Assessment Literacy, Engagement, etc.). All PL is based on PGP and CSIP which is written from school needs assessments from data. Edivate (research based instructional strategies) is heavily stressed through PLs, G-days, and PLCs. Teachers complete peer observations giving each other feedback on specific instructional strategies and upload to OneDrive in order to improve instruction. PLCs model and discuss instructional improvements.Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting. Topics are based on individual teacher needs by looking at Individual Professional Growth plans (heavy discussion about needs in PLCs and summative conferences). In our co-teaching initiative, PL has been provided and WKSEC personnel return to do walk-throughs. Then they meet with teachers and share resources & data to improve co-teaching. Teachers may request to attend any needed PL, make site visits, view Edivate videos, view Teacher's Domain, view webinars for PL credit, etc. Each teacher is surveyed for needs and requests for PL needs are made at summative conferences. All teachers may attend the Open Meetings of the Learning Environment Committee as they draft the LCMS PL Action Plan. These meetings are emailed and regularly meet with meeting schedules on the master schedule and advertised via all school means (newspaper, marquee, school calendar, etc.). Data is used to draft these plans (Instructional Rounds, Walk-Throughs, surveys, achievement, etc.). Teachers are also aware and have attended PL's outside of the district.

NEXT STEPS: Given 2010/2011, 2011/2012, 2012/, 2013/2014, and 2014/2015 K-PREP test results that show proficiency/distinguished percentiles of 27.55, 27.95, 22.8, 31.6, and 32.3 respectively on on-demand writing, it is recommended that professional development in writing be a usual part of professional growth plans, that classroom teachers continue to implement with greater integrity the writing plan, that most activities in classrooms be considered "pre-writing" activities to some degree given the fact that writing is a research-based learning tool across the curriculum.

d) The eight-period day, as well as the scheduling within that framework, is such that teachers have planning periods that allow them to discuss writing and literacy best practices as professional learning communities within grade levels and within content areas. In addition, teacher representatives are given the opportunity to attend district and regional network meetings and trainings where research-based

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literacy practices are modeled and shared. These teachers are then expected to share within the building. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting. Per the school schedule, all writing teachers have time to plan together during the school day and also plan with other core teachers. ALL teachers plan together during 4 PL days, 5 Planning (G) days, committee meetings, and staff PLC time & meetings. During one PL day annually, Program Review (PR) Area teachers actually train & lead staff in integration of their program areas with core, etc. Staff share ideas via emails, EDIVATION groups, OneDrive, etc. Teachers may ask if they need additional time to meet with core teachers or other staff, & we will provide coverage. We can be flexible to meet any teacher's professional learning needs. This is stated on the PL Action Plan and told to each teacher regularly, on AM reports, summative conferences, meetings, etc. All teachers in PR areas also attend quarterly meetings with S of I to share vertical ideas with other schools, etc.

NEXT STEPS: Even though the school is distinguished, we must continue in collaborating and attending effective Professional Learning opportunities. Teachers must also continue in effective collaboration and implement available data in their planning and instruction.

The CSIP is written based on needs assessment data. The CSIP and individual teacher professional growth needs drive our PL choices as we develop the PL Action Plan in the Efficiency Committee Open Meeting. The Open Meeting to develop the PL 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 PLs 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 OneDrive and on teacher desk), guided planning, peer observations, walk-throughs, and instructional rounds; IRs were 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 PL 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. Edivate is a resource as well as colleagues and leadership. One PLC each month focuses on writing. ELA teachers meet twice a year or more with representatives from all schools and the district level to discuss vertical needs in the literacy program. LCMS is so committed to 21st Century Skills that they're listed on our PL Plan and part of our commitment statement. ELA Network and multiple other trainings allow networking outside our district. Staff may also LYNC or SKYPE with teachers from other schools, counties, states, etc.

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Professional Learning: Participation

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Teachers consistently participate in on-going content-specific professional learning opportunities based on analysis of school and student data. Necessary adjustment to the professional learning result in increased teacher effectiveness and student learning.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members and leaders within their professional learning organizations ,actively participate to address issues related to instructional practices, data analysis and improving student achievement As a result contribute to school and community life.	Distinguished

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

Writing, Standard 3 - PL, Demonstrator 2 - Participation

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

Master Schedule

Lesson Plans and Curriculum Documents

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Stakeholder Interviews

Individual Teacher CIITS PL records, Edivate Logs, certificates of attendance, sign-ins

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

District Writing Committee Minutes

CSIP Needs Assessment

District Writing Specialist co-teaching records (She still works with our school on a volunteer basis)

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.

RATIONALE

Writing, Standard 3 - PL, Demonstrator 2 - Participation

a) In February 2016, the seventh grade language arts teacher attended The Kentucky Council of Teachers of English/Language Arts conference. Both have opportunities to share with grade levels and content area PLC's. Also outside experts (Leslie Flatt and Doris Cothron) have been available to co-teach, help with units/lesson plans in reading/writing, and provide professional learning for the entire school staff. ALL staff has as many opportunities as they wish to take to participate in content-specific PL. The principal, Instructional Coach, S of I, & Content Newsletters/List Servs email multiple opportunities & they take advantage of the ones they need based on student/school needs/data, CSIP, and their individual PGP. There is evidence of implementation as PR scores & student data are improving. Clear evidence is noted in walkthroughs of implementation of PL. The PL Action Plan is based on CSIP Needs Assessment and IPGP. Teachers may use CIITS, Teacher's Domain, webinars, etc. Teachers are constantly trying to improve their own teaching methods in the arts by attending arts clinics, watching Edivate videos online about teaching in the arts, collaborating with each other, and collaborating with other arts professionals outside the community.

NEXT STEPS: Writing-content specific professional development should be a part of professional growth plans. Familiarization and adherence to adopted writing plan needs to continually be addressed.

b) Writing PLC's have been made a part of the regular PLC schedule at LCMS. The eighth grade level writing PLC meets the 4th Tuesday of each month; the seventh grade level writing PLC meets the 2nd Tuesday of each month. There data, writing strategies, writing plan

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discussions, student needs, and ELA network agenda materials as appropriate are shared. The ELA teachers are members of the LCMS Literacy PLC that includes members from across the curriculum. Also, the LCMS teachers are very active participants in the Livingston County District Literacy PLC which discusses, plans, designs, and activates decisions for reading/writing across the curriculum. ALL teachers are members of PLCs (at least 2 per week - one grade level and one departmental). Program Review (PR) Area Teachers attend grade level PLCs with core teachers on Mondays to address school/student data and research based instructional strategies (RBIS). All PLC members are active participants to address student achievement as evidenced by TPGES evidence on CIITS for PLC participation. PR teachers also lead PL over the summer with the full staff. In PLCs, programs are reviewed and data is analyzed to improve student achievement. Minutes are provided to all staff and program improvement recommendations are made to the SBDM council. If a teacher would like to participate in or lead a PLC outside his/her regular scheduled PLC time, s/he may request coverage. Teachers may also request to lead/attend PL as they desire. ALL Teachers have attended PLCS with Leslie Flatt reviewing writing and literacy strategies, in addition to having, periodic walkthroughs by Leslie Flatt and associates observing specific literacy strategies in all classrooms.

NEXT STEPS: ELA teacher PLC leaders help to recommend writing PL for their peers

c) ALL LCMS teachers are members of several discipline specific List Servs. The seventh grade language arts teacher was a member of the Kentucky Council of Teachers of English/Language Arts because of attendance at the state conference in Lexington in Feb 2016. The 8th grade language arts teacher is a member of Kentucky Council of Teachers of English Language Arts (KCTE), Kentucky Reading Association (KRA); however, teachers are required to participate in writing professional learning within the school. This mandatory PL is led by writing teachers. ALL teachers are committee chairs or have leadership roles on various school committees, and are members of organizations at the district level. Teachers use these committees and organizations to grow professionally & develop in effectively teaching their students. Writing teachers also serve on SBDM. The principal attends community advisory councils and brings back input to these teachers.

NEXT STEPS: It is recommended that teachers within their own content areas, since literacy is in all standards, seek and secure membership in writing professional organizations and use the resources offered there as resources appropriate for their own content areas. It is recommended that writing be recognized with greater priority as a learning tool.

d) "External partners" such as community, business, or postsecondary partners are invited to sit on advisory committees, work exchange programs, or community groups and on PLCs/committees that relate directly or indirectly with a focus on writing. One aspect of the collaboration is the training that comes from network groups supplied by KDE. Another is the work of parents on PLCs/committees that include discussion of writing and scheduling of writing. Another is the Ad Hoc Committee that sits in discussion of ways to implement improvement in all aspects of the school programs. All teachers met with Leslie Flatt, postsecondary partner, to work on writing strategies. ELA teachers met over the summer to align curriculum and discuss writing projects done at each grade level.

The LCMS Principal attends various Advisory Council meetings per meeting minutes and evidence uploaded to OneDrive (Interagency, FRYSC, 21CCLC, CSH, etc.). She asks at each meeting how we can improve our A&H, PLCS, World Languages, and Writing programs. She networks to enable connections for guest speakers, field trips, etc. She brings back information to each Program during PLCs, after school meetings, emails, personal discussions, etc. She is an active member of over 13 committees, all school PLCs and committees, etc. Evidence is within minutes showing principal's attendance at Advisory Council Meetings and uploaded proof on OneDrive of emails from meetings.

All students in 7th and 8th grade Science, participated in the Conservation Essay Competition, which established community/service projects for "writing connections" between students and community conservation issues.

NEXT Steps: Establishing more advisory groups/round table discussions/forums for students consisting of community and business

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professionals could inform school writing program. Inviting speakers in as a connection between students/faculty and community/business /postsecondary with writing as the focus would be good.

***All teachers in addition to language arts teachers receive PL in the integration of writing in connection with state training with standards or preliminary work for rolling out of state standards. LCMS faculty has participated in writing professional development with writing specialist, Constance Alexander. Ms. Alexander spent time in the classroom observing and modeling instruction as well as conducting an afterschool professional learning session with the faculty. She also met with teachers during PLCs for training. The idea of the integration of writing is a "drilled" idea within faculty meetings, trainings, etc. There is implementation to various degrees in most classrooms whether the writing be journaling (binders kept for reflections [physical education, 7th and 8th]), extended response to assessment questions or textbook questions, process writings (pen pal letters for 7th and 8th), argumentative research papers [7th and 8th grade ELA, science], informative conservation essays [all 7th and 8th grade in science], response to "close reading questions" in response to "Cremation of Sam McGee" [7th grade ELA in poetry unit], reflections in band and choir. Reading classes include a 9 week class for speaking and listening skills where students write and share a speech in class. The principal. Learning 360 Core Team, and the district writing specialist continually train the faculty in Learning 360 which facilitates writing implementation through strategies such as Think, Write, Pair, Share, etc. All teachers in the school receive and implement professional learning concerning writing integration by Susan Barton, WKEC Consultant. Writing teachers lead the PL at the beginning of the year and discuss collaborative units, along with every day techniques, that allow for arts integration into the core classrooms. This PL is scheduled in the school's PL action plan. Writing teachers attend regular PLC meetings throughout the school year to ensure fidelity of implementation from the summer training and to help with any implementation questions that core teachers may have.

NEXT STEPS: Improvement would consist of writing "spreading like a blanket" across all classrooms, for there may be a room or two where limited writing takes place. Of course, there are always opportunities for more writing than takes place; faculty need to ever be attuned to looking for those opportunities as writing is a way to permanently learn content and to think with analysis, synthesis, comparison, contrast, etc. taking place. Writing reveals what is within when one is not aware of what is within…writing is the tool by which to bring forth. Teachers can implement the use of Socratic or collegiate discussions in the classroom through professional learning opportunities.

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 PL. Impact is evident as our walk-through data and OD Writing 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 PLs, 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 Edivate forums/groups, professional organizations (KCTE), LYNC/SKYPE, and List Servs.

DRAFT

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.25

	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 the established policies that include student literacy needs and teacher certification?	Decisions related to staff assignment are based on the established policies that include student literacy needs and teacher certification.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

District Writing Specialist records of co-teaching

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Writing folders

Efficiency Committee minutes

Eff Comm emails, agendas, AM report, announcements

Highly Qualified Report, Teacher Certification

ILP Report presented to SBDM in March/April

CIITS PL reports & Edivate Logs

Budget

School Map

Class Rosters

SBDM Minutes

LCMS SBDM Writing Policy 22.01

LCMS SBDM Budget Policy 20.01

LCMS SBDM Policies time, resources, space, staffing

LCMS SBDM Policies found on LCMS Home Page, SBDM notebook, OneDrive 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, PL 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.

RATIONALE

Writing, Standard 4 - ALSAM, Demonstrator 1 - Policies and Monitoring

a) The LCMS SBDM has a writing policy (22.01). Leadership ensures it's followed school-wide through walk-throughs, PLC attendance, Lesson Plan monitoring, Guided Planning, writing folder reviews, etc. IT team looks at data and makes recommendations. SBDM has access to lesson plans via OneDrive and data is provided at monthly meetings. During the 2015-2016 school year, reading and writing have been a core class include in a two period blocked class -- in addition to literacy being a part of across-the-curriculum content. The LCMS ELA PLC

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has developed a Writing Policy/Plan adopted by and reviewed yearly by the LCMS SBDM Council. Each teacher has a copy of the writing policy/plan as well as a writing schedule for accomplishment of designated kinds of writings for classroom folders. All teachers receive PL in the integration of writing in connection with state training with standards. In addition, both of our Language Arts teachers, Michele Powell and Ashley Bailey, have attended professional learning trainings this year for writing.

NEXT STEPS: Continued professional learning related to integration of literacy; Continued implementation of writing plan; Refinement of implementation of writing schedule provided by writing plan; Focus on Writing PLCs that have been established for grade levels; Make on-demand a priority of writing instruction across curriculum.

b) With the planning of the annual school budget, all teachers are involved or invited to be involved with the school council/leadership team through the efficiency committee meetings and the SBDM council meetings. All teachers are invited to the open meetings of this committee. Agendas and minutes are emailed to all teachers requesting input. If teachers cannot attend the open meeting, they are requested to submit input via email. There is a school based policy (20.01) that states the efficiency committee is responsible for the budget and master schedule with input from ALL stakeholders. There is a consideration of allocation of resources for writing; however, when teachers express writing needs, the school council/leadership have always budgeted in such a manner as to meet the needs of the teachers in meeting the needs of the students. There is, in part, "adequate and quality materials, equipment, space and technology . . . to implement school wide writing program." However, there are two computer labs; one of which can present problems that evolve into time lost in instruction. Two teachers wishing to schedule a computer lab for writing often wait on scheduling in order to utilize the better lab. This can interrupt continuity in instruction and ultimate consequence of learning. Technically, LCMS meets all of the description of proficient and some of distinguished. The school budgets its limited resources as fairly, equitably as it can.

NEXT Steps: Upgrading both computer labs. The district has adopted an aggressive technology plan to make these upgrades a top priority.

c) The time and resources allocated to the writing program are equitable to other content areas as writing is taught along with reading in a blocked class. Thus, all students receive writing instruction within the language arts department on a regular basis according to the master schedule. Writing mandated to be implemented across the curriculum according to the writing plan/policy/program is determined by individual teachers as they design their units/lesson plans. In the planning of the schedule that includes the scheduling of writing, teacher leaders are a part of the planning sessions, and all faculty members have opportunities/invitations to attend the Efficiency Committee meetings for input with leadership and committee members when scheduling of time and resources is being done. ALL teachers may join the Efficiency Committee which completes the master schedule, space use plan, staff time plan, budget, instructional resources/textbook plan, etc. If teachers prefer to join another committee, they are invited to open meetings when these topics are discussed and if they cannot attend are encouraged to provide input to a committee member or email the committee chair. The principal attends all committee meetings and meets monthly in conjunction with program review to discuss the arts and humanities program. They meet weekly in PLCs and regularly through other PL opportunities (PL, G-days, committees, pre/post conference, MYC, EOYC, etc.). All school decisions are collaborative and ALL teacher input is considered.

NEXT STEPS: This process could be improved by continually honing units/lesson plans with regard to writing instruction according to writing plan/policy as well as fully implementing the scheduled writing PLCs which were started in February, 2013. All teachers need to acquire the habit of individual classroom folders.

d) Decisions regarding staff assignments are based on established policies of the district and the SBDM policies (9.01) that include teacher certification as well as student needs (10.01). In some assignments teachers are chosen for their position on the staff as a result of their particular PL experience and how they could best benefit students. One reading teacher has her media specialist degree. Data and reports from the ILP are shared with committees and SBDM before the final schedule & staff assignments are approved. Information from the

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community advisory councils is also shared as schedule and staffing assignments are developed.

NEXT STEPS: Continue to provide professional learning to writing teachers as it is available and to hire new teachers with appropriate certification and training for writing.

Our SBDM council has devised multiple policies (22.01, 23.01, 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 blocked 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, PLs, G-days, random hallway/lunch conversations, LYNC, SKYPE, 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/PL, 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 OneDrive to ensure we are keeping with the pacing guide. The master schedule shows that ALL students participate in blocked ELA courses, that include both reading and writing. Emails, 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 March-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.

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Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.67

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist teacher leaders to collaborate, evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school?	The principal 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 does the principal communicate with parents and the community about the writing program?	A variety of sources, including technology and media resources, are regularly used to communicate current information about writing programs with parents and community.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

Writing, Standard 4 - ALSAM, Demonstrator 2 - Principal Leadership

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

Stakeholder Interviews

Data displays in hallways, etc.

ELA PLC minutes

Principal's CIITS PL and EILA record, PLC attendance, DLT, IT attendance, etc.

PL Action Plan

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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.

RATIONALE

Writing, Standard 4 - ALSAM, Demonstrator 2 - Principal Leadership

a) The principal does enlist the teachers to collaboratively analyze data (Walk Throughs, On-Demand, CIITS, Classroom, CCR, STAR, K-PREP, attendance, behavior, KIP, Gallup, surveys, PL, etc.) which contains response to writing performance during PLC's. Teachers work collaboratively in PLCs to evaluate and reflect on writing instruction and its impact on student achievement. ELA teachers serve on District Literacy Committee & DLT which addresses writing/reading goals for the district. The principal also attends these meetings. ELA PLC meetings are attended by the principal and often include state department specialists and other writing specialists (Doris Cothron).

NEXT STEPS: Professional development for individual learning of writing strategies for the faculty should be continually implemented with emphasis on writing across the curriculum. Embedded professional development within PLCs that would include research-based strategies for writing. ELA teachers will also participate in guided lesson planning using the congruency protocol to ensure rigor within the ELA classroom. Teachers also express the continued need for rubrics used for scoring writing in the content area.

b) The principal participates in and purposefully plans professional learning related to the school's writing program. This Professional Learning occurs throughout the school year during Professional Learning Communities and during required PL.

NEXT STEPS: A writing seminar of multi-day length for the faculty for the purpose of teaching writing across the curriculum. The principal may model and lead by collaborating with staff and sharing self-reflection.

c) Student writing is submitted to writing contests and for publication in the Livingston Ledger. The parents, students, and other stakeholders are made aware of LCMS Writing Policy via the publication of this policy on the school website. ELA teachers maintain individual web pages and communicate with parents via this website and email. Parents are required to read and sign class syllabi. The principal publishes "good news" to the Board of Education about writing as well on Facebook and Twitter. Students participate in Governor's Cup Writing competition, conservation essays, and miscellaneous writing contests throughout the year. Winners of these competitions are always publicized in various media outlets. The principal regularly communicates with parents and the community about the writing programs at LCMS. She uses technology and media resources, including Facebook, Twitter, email, and the school website to be inclusive of parents and the community in the communication of programs. She also utilizes the school marquee, IC parent portal, newspapers, and One-Call (phone, text, & email) to promote upcoming writing events.

NEXT STEPS: Student initiated and student-led writing contests would be a great asset to the existing writing curriculum. The creation of an LCMS yearly anthology of writing would be good for posterity.

The principal attends most PLC and committee meetings and requests input for improvement. Due to data, leadership double blocked our reading and writing course due to our low K-PREP scores in writing. Our principal 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

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participates and leads various professional learning opportunities on research based instructional strategies. She requests many teacher leaders to present at PLCs, G-days, PL 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, PLs, 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 PLs (writing, literacy, etc.) and has many hours over the required 24 hours (in addition to the required EILA hours). The principal presents some PLs too (Learning 360, data disaggregation, ILP, interdisciplinary units, etc.). The principal regularly posts on the school Twitter account (@LCMS_LiveRed) and 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.

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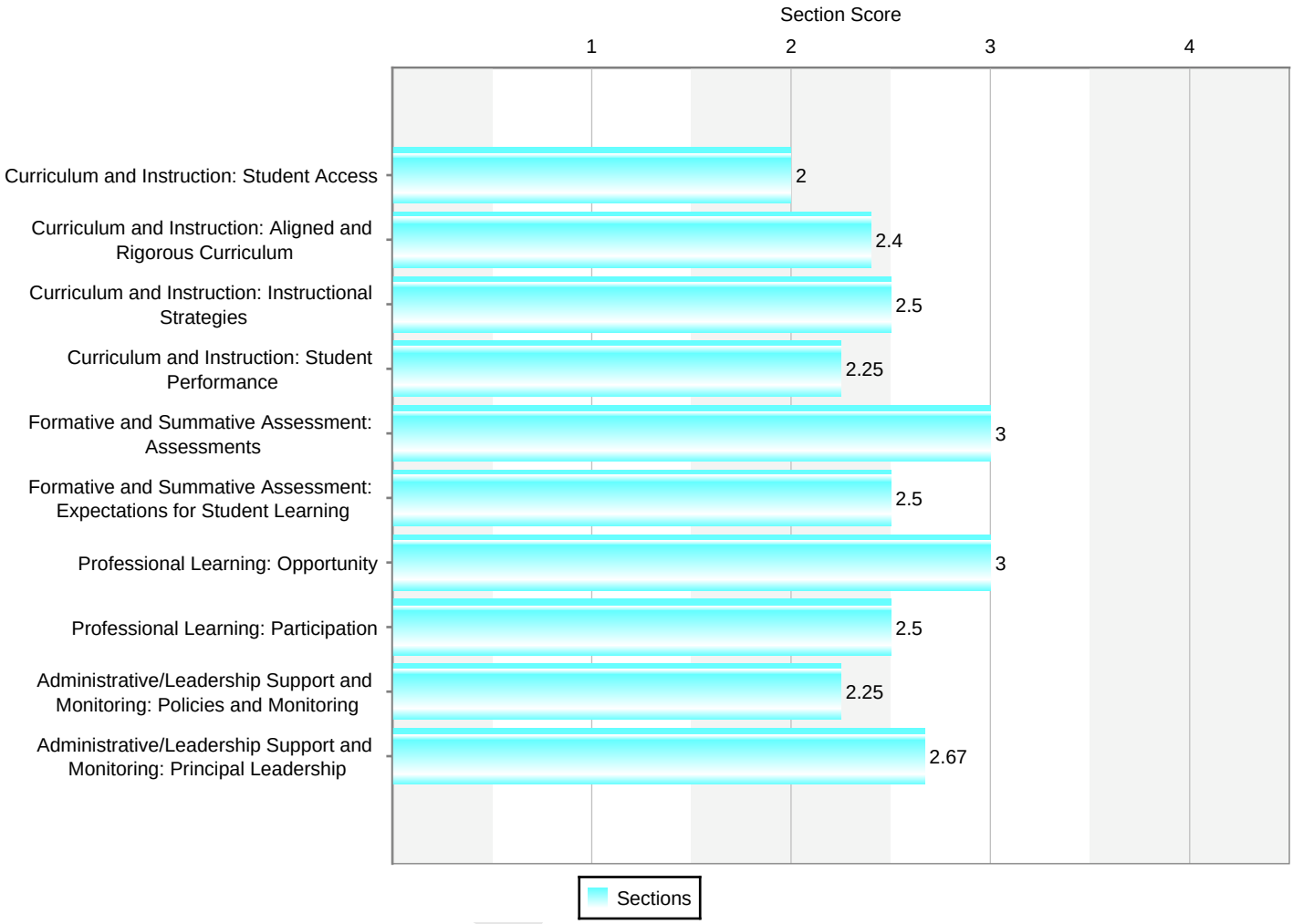
Report Summary

Scores By Section



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Program Review: Next Step Diagnostic

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Introduction

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, and the K-3.

This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program.

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In-Depth Review

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

Response:

- Arts and Humanities
- Practical Living/Career Studies
- Writing
- Global Competency/World Languages

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Arts and Humanities Program Review

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

Strengths are all characteristics in ...
C&I Student Access
due to our master schedule allowing all students access & requiring the courses through rotations
PL Opportunity
due to our 100% flexible PL Action Plan & a master schedule that allows 2 plannings for PLCs
PL Participation
due to our staff using data, self-reflection, SVS, PR Next Steps, etc. to make PGPs and participating in individualized PL
ALSAM Policies and Monitoring
due to our SBDM and other leadership following the A&H PR rubric to ensure we have proficient programs
ALSAM Principal Leadership
due to our principal following the A&H PR rubric to ensure we have proficient programs & attending all committee meetings, PLCs, Advisory Councils, etc.

We will sustain these strengths by continuing what we have been implementing and following our next steps plans for improvements.

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

Our areas of improvement are characteristics in C&I Student Performance. These need improvements due to lack of funding to participate in some musical competitions which are quite expensive. Drama and dance could do more performances.

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

To improve our funding, we have discussed writing grants and sponsoring school dances with the A&H teachers. We gave the music teacher our Vulcan Donation two years in a row.

What steps need to be taken to improve the A&H(art, music, dance, drama) program:
1) PL time to design interdisciplinary units
2) Monitor student goal tracking in agenda and ILP
3) PLC time to develop sample scoring guides

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4) Talk with A&H teachers about joining organizations, PL plans, partners, and competitions AND GUEST ARTISTS

5) Work on developing common assessments with other counties, rigorous/differentiated/HO tasks, & improved feedback/21st century skills/literacy

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Practical Living/Career Studies Program Review

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

Strengths are all characteristics in ...

C&I ILP

due to our District ILP Plan, full integration of ILP throughout curriculum, and 100% Parent Review Rate

PL Opportunity

due to our 100% flexible PL Action Plan & a master schedule that allows 2 plannings for PLCs

ALSAM Principal Leadership

due to our principal following the PLCS PR rubric to ensure we have proficient programs & attending all committee meetings, PLCs, Advisory Councils, etc. She attends PL specific to the PLCS program and even ensured our school received national recognition as a Bronze School with the Alliance for a Healthier Generation and LMAS

We will sustain these strengths by continuing what we have been implementing and following our next steps plans for improvements.

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

Improvements are needed in C&I - Consumerism. Our consumerism staff need to attend PL specific to their course and ensure more integration throughout the school. This needs to be done to ensure students are CCR and ready for the 21st Century.

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

Our next step is to ensure consumerism teachers attend the PL specific to consumerism and implement the PL with fidelity. Consumerism teachers also need to train others on how to incorporate concepts in their content.

NEXT STEPS FOR PLCS PROGRAM

1) PL time to design interdisciplinary units

2) Monitor goals sheet completion in student agenda book & ILP

3) PLC time to develop sample scoring guides

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4) Talk with teachers about joining organizations, PL plans, partners, and competitions

5) Develop additional extended day opportunities

6) Work on developing performance assessments (Stock Market Game, etc.), attend & use of Econ Extravaganza PL tech/resources/speakers, etc., develop common assessments with other counties, rigorous/differentiated/HO tasks, & improved feedback/21st century skills/literacy

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Writing Program Review

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

Strengths are ...

FASA - Assessment
due to the fact that teachers use multiple formative and summative assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

PL - Opportunity
due to the fact that we have a 100% flexible PL Plan.

We will sustain these strengths by continuing what we have been implementing and following our next steps plans for improvements.

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

Areas of improvement are C&I - Student Access

These characteristics all need improvements as we feel rigor is the root of our achievement issues. It is imperative that all students have equitable access to high quality, RIGOROUS curriculum and instruction to reach proficiency and CCR.

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

We will sustain these strengths by continuing what we have been implementing and following our next steps plans for improvements.

1) PL time to design interdisciplinary units
2) Talk with teachers about joining organizations, PL plans, partners, and competitions
3) Develop additional extended day opportunities
4) Discuss monitoring writing program
5) Find funding for technology improvements & encourage local/GLOBAL SHARING OF IDEAS
6) Work on developing common assessments with other counties, rigorous/differentiated/HO tasks, & improved feedback/21st century skills/literacy integration in all courses

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K-3 Program Review

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

Not Applicable.

LCMS is a middle school with grades 7-8.

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

Not Applicable.

LCMS is a middle school with grades 7-8.

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

Not Applicable.

LCMS is a middle school with grades 7-8.

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Global Competency/World Languages Program Review

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

Strengths are all characteristics in ...

PL Opportunity

due to our 100% flexible PL Action Plan & a master schedule that allows 2 plannings for PLCs

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

Areas for improvements:

C&I - Inst Strategies

We need to allow students to become proficient in the target language by allowing more interpersonal discourse inside and outside the classroom.

We need to ensure students are proficient in 21st century skills and aware of diversity by ensuring more instruction in global competencies across the curriculum.

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

We will sustain these strengths by continuing what we have been implementing and following our next steps plans for improvements. We will hire a HQ Spanish teacher next year to ensure the authentic cultural materials and instruction in the TL occur.

1) Hire HQ WL teacher.
2) Encourage students/staff to find a pal from other cultures through technology-based correspondence (pen pal, LYNC, etc. - independent or class-based)
3) Allow more opportunities to learn GC skills in multiple content areas
4) Focus on P21's Framework for 21st Century Learning
5) Use target language (TL) at least 90% of class time
6) Focus WL instruction on 3 modes of communication for foreign language learning (interpretive, interpersonal, & presentational) including all 5 language competencies and a variety of opps to comm in the TL with other individuals, incl native speakers, in authentic cultural

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contexts

7) Students have opps to learn and build intercultural competencies through engagement, inquiry, and reflection during WL inst through authentic cultural materials

8) Students use TL inside and outside class

9) District Leadership establishes policies - hires WL staff according to established hiring policies based on goals & needs; supports student/teacher international travel/exchange/FT/comm service; ensures performance/proficiency based credit exists and includes specific guidelines related to the acquisition of Global Competency/World Languages skills outside or inside the classroom, and promotes multiple ways to acquire those skills that may result in credit.

10) Based on data, input, & RBIS communicated with all stakeholders, program improvements are made

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Program Review: Global Competency/World Language

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Introduction

This report contains Program Review results for Global Competency/World Language . This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i))

Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

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Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school provide opportunities for students (including English Language Learners - ELL) to learn and build global competency skills, through instruction and experiences focused on a range of global cultures across different content area, including benchmarked proficiency skills in a World Language (e.g. scheduling time for instruction, monitoring and providing resources in both Global Competency and World Languages areas)?	The school provides opportunities for most students to learn and build global competency skills (e.g., instruction and experiences in a range of global cultures in multiple content areas) and benchmarked proficiency skills in one world language.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school provide opportunities for students to learn and build global competency skills in various content areas (including world languages) and benchmarked proficiency skills in a world language by interacting (virtually or face to face) with native or near native speakers (in addition to the World Languages teacher), and accessing authentic cultural materials.	The school provides opportunities for most students to learn and build global competency skills and benchmarked proficiency skills in one world language, through interacting with native or near native speakers, and accessing authentic cultural materials.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school promote, encourage and recognize students to find opportunities outside of school to learn and build global competency skills in the various content areas (including World Languages) and benchmarked proficiency skills in a world language, recognizing the achievement of these skills?	The school promotes and encourages students to find opportunities outside of school to learn and build on global competency skills in multiple content areas, and benchmarked proficiency skills in one world language, formally recognizing the achievement of these skills in different ways (e.g., performance-based credit).	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Please see World History: Culture Around the World! Rubric & student samples of work

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Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

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

RATIONALE

Global Competency & World Languages, Standard 1 - C&I, Demonstrator 1 - Student Access

a) The entire 7th and 8th grades are researching a culture of their choice, in order to write a research paper and then present a product, of that culture on LCMS Culture Night(this is a collaborated unit between the Language Arts and Social Studies classes). At least half the 7th grade students participated in an online learning program. Apex, the online learning program that students participated in, introduced them to the Spanish language. All 7th grade students met benchmarks in Spanish Unit 1.

NEXT STEPS: Provide foreign language classes for all students and work on providing higher order thinking skills to meet global competency skills

b) The school curriculum provides for global competency skills in various classes through short stories in language arts classes that are centered around characters of other cultures and also through social studies classes world cultures and Native America cultures. Some 7th grade students have benchmarked in Spanish classes. Students have interacted with near native speakers in Social Studies classes.

NEXT STEPS: Provide foreign language classes and native speakers for all students and work on providing higher order thinking skills to meet global competency skills

c) All students have access to Apex Learning so that they can learn and build on global competency skills in all content areas. Students have the opportunity to benchmark in all areas on Apex, including languages. Student achievement of these skills has been recognized through their grades and also at the quarterly awards ceremonies.

NEXT STEPS: Continue encouraging students to access Apex Learning and to also find other opportunities outside of school to learning and grow.

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Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
a)	To what extent does the Global Competency/World Languages curriculum focus on communicative proficiency and alignment to the ACTFL World-Readiness Standards for Learning Languages (national) and the Kentucky Standard for World Languages Proficiency (state)?	The Global Competency/World Languages curriculum focuses on communicative proficiency and is fully aligned to the national and state standards.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent are the Global Competency/World Languages curriculum designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and provide opportunities for students to learn and practice those skills?	The Global Competency/World Languages curriculum is designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and providing most students with opportunities to learn and practice those skills, in their school and/or local community.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the Global Competency/World Languages curriculum integrate content from other disciplines and align to the Global Competence Matrix/Content-Area Matrices, facilitate natural connections across content areas and build cognitive and literacy skills, language proficiency and interculturality?	The Global Competency/World Languages curriculum integrates content from other disciplines, which facilitates connections across multiple content areas and builds cognitive and literacy skills, language proficiency and interculturality.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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Lesson Plans and Curriculum Documents

Stakeholder Interviews

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

RATIONALE

Global Competency & World Languages, Standard 1 - C&I, Demonstrator 2 - Aligned & Rigorous Curriculum

a) The Spanish LCMS class teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in the course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards and is stated directly in the APEX Learning website located in the syllabus.

NEXT STEPS: Moving forward, we need to continue to provide our students with the opportunity of APEX Spanish.

b) The Spanish LCMS class provides opportunity of P21 century learning skills through the implementation of APEX Learning. APEX learning provides opportunities for students to use life career skills, learning and innovation skills, and information/media technology skills. Aspects of Global Competency: such as: Investigating the world and other cultures beyond their own environment, communicating their ideas and perspectives, and Global Awareness are being addressed across curriculum in both Language arts and Social Studies Classes. Such 21st Century themes were included into the curriculum of Global Competency: arts, music, dance, education, religion, government, economics, tourists attractions, foods, clothing, marriage/courtships, and social classes. (Please see World History: Culture around the World Project.

NEXT STEPS: Next year all students should be allowed the opportunity of APEX Learning's Spanish course. Rather it be placed in the syllabus or implemented throughout the year students should be able to understand the framework of P21 century skills.

c) Social studies and Spanish class have both integrated content over the implementation of Global Competency/World Languages curriculum. Spanish class has provide opportunities for students to use knowledge of language and culture to identify issues and frame researchable questions of local, regional, or global significance. Spanish class has also used a variety of domestic and international sources, media, and experiences in the target language to identify and weigh relevant evidence to address globally significant researchable questions. All this evidence is can viewed through the APEX learning lessons and quizzes students participated in throughout the year. Social studies classes have provided the opportunity for students to recognize and express their own perspectives and understandings of the world, and determine how language and culture inform and shape those perspectives and understandings. It has also given the opportunity to examine the perspectives of other people, groups, or schools of thought and how language and culture influences those perspectives. Evidence of this can be shown through notes, speakers, and test students have participated in throughout the year.

NEXT STEPS: Moving forward, all students need to be provided this opportunity and these foundations need to be implemented in all content areas which facilitates relevant connections to world languages.

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Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 1.0

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

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

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

	Statement or Question	Response	Rating
d)	To what extent are students engaged in age- and proficiency level- appropriate activities designed to learn and build Global Competency and World Languages skills?	Age- and proficiency level- appropriate activities engage students in learning and building Global Competency and World Languages skills.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Please see World History: Culture Around the World! Rubric & student samples of work

Master Schedule

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Lesson Plans and Curriculum Documents

Stakeholder Interviews

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

RATIONALE

Global Competency & World Languages, Standard 1 - C&I, Demonstrator 3 - Instructional Strategies

a) In Spanish class the target language of Spanish cannot be implemented in the classroom. All content areas teachers are only fluent in the language of English.

NEXT STEPS: Moving forward, as a school we need to find an instructor who has the ability to provide opportunities for students to experience the language being used exclusively as the dominant language of instruction.

b) Students in the World Languages class are provided with instruction that focuses on memorizing language and grammatical accuracy. However, students are not given the opportunity for communication. We are unable, as a staff, to provide opportunities for students to communicate their knowledge of the new language verbally.

NEXT STEPS: Moving forward, as a school we need to find an instructor who has the ability to provide opportunities for students to experience the language being used exclusively as the dominant language of instruction.

c) Students are given opportunities to experience the languages in our classes, however, we do not provide actual artifacts for students to aid in their learning. We will find new ways to introduce artifacts for our students to grasp a better understanding of different languages. Aspects of Global Competency: such as: Investigating the world and other cultures beyond their own environment, communicating their ideas and perspectives, and Global Awareness are being addressed across curriculum in both Language arts and Social Studies Classes. Such 21st Century themes were included into the curriculum of Global Competency: arts, music, dance, education, religion, government, economics, tourists attractions, foods, clothing, marriage/courtships, and social classes. (Please see World History: Culture around the World Project.

NEXT STEPS: Teachers need to find and incorporate additional opportunities to expose students to different world culture artifacts.

d) The Spanish LCMS class uses APEX to teach students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of

Spanish-speaking countries and regions within and outside Europe. The material in the course is presented at a moderate pace. The APEX learning Spanish course is an opportunity for students to approach the appropriate activities that engage students in learning and build

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Global Competency and World Languages skills. APEX learning is built around high school level material, however, students are allowed to learn at their own pace.

NEXT STEPS: As independent learners, students need to work with World Languages teachers and other content area teachers to set their own performance proficiency goals and choose their own topics of study. Students also need to select appropriate independent learning strategies.

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Curriculum and Instruction: Student Performance

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

Overall Rating: 1.67

	Statement or Question	Response	Rating
a)	To what extent and how do students demonstrate growth in the achievement of proficiency in the three modes of communication for language learning: interpretive (reading and listening), interpersonal (communication) and presentational (speaking and writing)? (This growth must be demonstrated through assessments that are aligned to the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency).	Students demonstrate consistent growth in the achievement of proficiency in the three modes of communication for language learning.	Proficient

	Statement or Question	Response	Rating
b)	To what extent and how do students demonstrate benchmarked growth in their World Languages intercultural competencies (abilities to interact and negotiate language usage in an authentic cultural setting) based on the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency; and Global Competency skills (the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance) based on the Global Competency Matrix?	Students demonstrate benchmarked growth in World Languages intercultural competencies and Global Competency skills.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do students use the target language both inside and outside of the World Languages class?	Students rarely use the target language inside or outside of the World Languages class.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule

Lesson Plans and Curriculum Documents

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Stakeholder Interviews

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

RATIONALE

Global Competency & World Languages, Standard 1 - C&I, Demonstrator 4 - Student Performance

a) Students demonstrate consistent growth in the achievement of proficiency in the three modes of communication for language learning. There is evidence of this through APEX learning, formative assessments, and video documentation. There is documentation of grades located on APEX and infinite campus that shows student growth throughout the unit. APEX provides students the opportunity to use interpretive reading and listening skills through the online program. Students have had the opportunity to use their interpersonal communication skills in LCMS Spanish class. Students have had the opportunity to use presentational, speaking and writing skills in class projects. A project held in Spanish class allowed students to create a restaurant menu. While students would create their menu they would be required to research foods for their chosen restaurant. Once created, students would be given the opportunity to present their menu to the class.

NEXT STEPS: Moving forward, as a school we need to find an instructor who has the ability to provide opportunities for students to experience the language being used exclusively as the dominant language of instruction. This would give the students the ability to demonstrate strong and consistent growth.

b) Students have demonstrated benchmarked growth in World Languages intercultural competencies and Global Competency skills. Based on the appropriate age level students have shown where they have benchmarked in their learning through their APEX. Students who were able to score 80% or higher in their online course study showed their ability to benchmark in World Languages intercultural competencies and Global Competency skills. This benchmark was a reflection on how well the students were able to perform on the APEX online quizzes and tests.

NEXT STEPS: We need to continue to provide the opportunity for students to self assess. Students should be able to view if they have reached their benchmark goal. To allow students to exceed benchmark will require more effective formative assessments implemented in the classroom.

c) Students use the language or other foreign languages in the presence of teachers occasionally at school. For instance, teachers greet students in different languages or use the languages in the classroom as teaching tools

NEXT STEPS: We need a way to monitor student's use of languages outside of the school environment. Perhaps we could have students record themselves using languages with family or friends and show the videos in class. In this way, teachers would be confident students are utilizing learning outside of the classroom environment.

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Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent are formative and summative assessments aligned to the state and national standards/expectations for Global Competency/World Languages proficiency and demonstrate sound assessment design principles?	Global Competency/World Languages formative and summative assessments are aligned to state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices. All assessments demonstrate sound design principles including assessment methods that match learning targets, representative sampling of learning targets, high quality tasks and scoring guides, free from bias and designed so students can self-assess and set goals for further learning.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Please see World History: Culture Around the World! Rubric & student samples of work

Master Schedule

Lesson Plans and Curriculum Documents

Stakeholder Interviews

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

RATIONALE

Global Competency & World Languages, Standard 2 - FASA, Demonstrator 1 - Variety of Assessment

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a) The Spanish LCMS class teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in the course is presented at a moderate pace. The content is based strictly on the American Council on the Teaching of Foreign Languages (ACTFL) standards and is stated directly in the APEX Learning website located in the syllabus. APEX provides students the opportunity to use interpretive reading and listening skills through the online program. Students have the ability to self assess following a quiz or a test and see if they met their benchmark goal. APEX learning provided students with a tremendous opportunity to set goals for further lessons because APEX would allow students to move at their own pace. This means students could access future APEX lessons to self guide their learning if they wanted to learn about specific world language content not geared directly on the pacing guide.

NEXT STEPS: Teachers routinely need to examine student work and improve the quality of formative and summative assessments provided to the students. Moving forward, more effective assessments need to be implemented that doesn't directly involve the APEX learning program.

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Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do Global Competency/World Languages teachers use and share with their students learning targets and objectives aligned to the state and national standards/expectations for Global Competency/World Languages proficiency?	Global Competency/World Languages teachers use (i.e., planning instruction and assessment, providing feedback to students and parents) and share/clarify with their students learning targets and/or objectives that are aligned to state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do Global Competency/World Languages teachers use rubrics/scoring guides to communicate and clarify performance expectations to students?	Global Competency/World Languages teachers use rubrics/scoring guides based on state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices to communicate and clarify performance expectations to students.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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RATIONALE

Global Competency & World Languages, Standard 2 - FASA, Demonstrator 2 - Expectations for Student Learning

a) Global Competency/World Languages teachers use planning, instruction, and assessment to provide feedback for students and parents. Students and parents are allowed the opportunity to view grades and assignments through infinite campus that teachers should keep updated weekly. APEX also allows students to continue their studies outside of school while giving a pacing guide/lesson plan lay-out of upcoming lessons and targets. The content is based strictly on the American Council on the Teaching of Foreign Languages (ACTFL) standards and is stated directly in the APEX Learning website located in the syllabus.

NEXT STEPS: Teachers and students need to share/co-create learning targets and/or objectives that are aligned to state and national standards/expectations.

b) Students are aware of ACTFL standards. They are expected to be able to communicate using both the written word and spoken word in the foreign language being studied. Students demonstrate their proficiency in writing through tests/quizzes and verbal cues in class.

NEXT STEPS: Teachers need to collaborate with students.

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Formative and Summative Assessment: Assessment Of/For Learning

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent are students provided with meaningful, relevant and timely feedback that advances their learning of identified targets/objectives?	Students are provided with meaningful, relevant and timely feedback from a variety of sources (e.g., facilitators/teachers, peers, experts, etc.) so they may track their own learning in Global Competency and World Languages skills.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills?	Students consistently self-assess, reflect and evaluate evidence of their performance as well as set their own goals in order to grow in their Global Competency and World Languages skills.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school document and report student growth based on performance in the Global Competency and World Languages areas?	Student growth in the Global Competency and World Languages areas is consistently documented, aligned to individual learning plans and reported based on performance expectations aligned to the Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

RATIONALE

Global Competency & World Languages, Standard 2 - FASA, Demonstrator 3 - Assessment of/for Learning

a) Students and parents are allowed the opportunity to view grades and assignments through infinite campus that teachers should keep updated weekly. Students have the ability to self assess directly following a quiz or a test and see if they met their benchmark goal, in APEX. Teachers require students to learn new languages with correct pronunciation. We do this in class for listening to each students and makes corrections as necessary.

NEXT STEPS: Feedback can always be improved if we involve experts and TRAIN peers on providing better feedback.

b) As a general rule, students will understand how they are progressing based on proficiency from tests/quizzes and verbal cues given in class. Students communicate with one another in a foreign language in the classroom. If they struggle with basic communication it will be evidenced by their inability to communicate.

NEXT STEPS: We need to continually and consistently allow students to self-assess, reflect and evaluate evidence of their performance as well as set their own goals in order to grow in their Global Competency and World Languages skills.

c) We do need to work with students who are tactile learners. Most of the learning is through written, verbal and visual work in the classroom. In the future, we can develop more "hands-on" activities for those students who learn best by doing.

NEXT STEPS: We need to continue using our APEX program which gives our students the opportunity to use the Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices.

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Professional Learning: Opportunity

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

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides a variety of opportunities and allocates time for teachers to collaborate and exchange ideas, especially during the school day, in professional learning communities and through professional learning opportunities.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Lesson Plans showing strategies implementations (teacher's desk, uploaded to Z Weekly Lesson Plans Folder on One Drive)

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Stakeholder Interviews

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

G-day training PowerPoints, etc. (on school website)

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

Learning Environment Committee Minutes (uploaded to Z Committee Minutes Folder on One Drive)

Walk-Through Data

CIITS PL reports for individual PL attendance

Peer Observations (CIITS)

PLC Minutes (uploaded to Z Committee Minutes Folder on One Drive)

School website showing document links, etc.

Emails, AM reports, etc.

WKSEC interviews, emails, and documentation

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

RATIONALE

Global Competency & World Languages, Standard 3 - PL, Demonstrator 1 - Opportunity

a) ALL staff completes a Professional Growth Plan (PGP) that is individualized to his/her specific needs based on ALL available data (walkthroughs, self reflections, Student Growth Goals (SGG), FASA, Program Review Needs, Universal Screening & Progress Monitoring/RtI, CSIP/CDIP, Explore, K-PREP, surveys, etc.). Teachers reflect on the PGP regularly and meet to discuss with the principal at mid year and end of year. Regular assessment of PGP occurs as principal asks for needs at all pre and post conferences, summative, mid-year conference (MYC), and End of Year Conference (EOYC). Regular needs assessment surveys are also conducted of PL needs and data is shared with all staff as we ALL develop the PL plan together in Open Meetings based on data and needs. All PL is evaluated. At year end, staff takes a 50 question survey based on Learning Forward's 7 PL standards to aid in design of future PL. Leadership, PLCs, and peers regularly assess fidelity of PL implementation through Walk-Throughs and student learning data sharing. Adjustments are made as necessary. Consultants return to assess and discuss implementation (ABRI, WKSEC, Leslie Flatt, Susan Barton, etc.). The PL Action Plan is linked to the CSIP. Edivate (quality instruction) is heavily stressed through PL and PLCs (job embedded). Data is revisited by the Learning

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Environment Committee as they evaluate survey responses for each PL. Committees and PLCs also review Walk-Through and Instructional Round data to see if teacher learning is implemented and changing classroom practice and if more training/PLC discussion is needed. Teachers complete peer observations and upload to OneDrive on specific instructional strategies to improve instruction (OTR, HOT, TPGES, ELEOT, Look Fors, etc.). Data from school & district surveys, observations, etc. is used to design all staff learning opportunities [PLCs, Planning Days (G-days), PL, etc.]. PLCs model and discuss instructional improvements. Staff is reminded of PL plan by emails, AM reports, newsletters, website, school calendar, IC Portal, E-Communications, One Calls, tweets, and Facebook posts. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting monthly. A district leadership team (DLT) comprised of teachers, administrators, etc. meets monthly to assess the implementation and fidelity of training and to make revisions to monthly PLC agendas and to ensure that ALL training is disseminated to all stakeholders. An Improvement Team (IT) also meets monthly to discuss school data and PL needs.

NEXT STEPS: Although we are distinguished, we must continue to provide on-going assessment of PGP to ensure instruction is changing in the classroom to ensure student achievement.

b) A variety of job embedded PL opportunities are available to ALL teachers. The principal, Instructional Coach, and S of I send out multiple emails informing PLCS staff of professional learning opportunities. WL-GC-WL staff have been asked countless times to inform us of any training that they need. This is also clearly stated on PL Action Plan. Edivate is heavily stressed through PLs, G-days, and PLCs. Teachers complete peer observations giving each other feedback on specific instructional strategies and upload to OneDrive in order to improve instruction. PLCs model and discuss instructional improvements. Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting monthly. Topics are based on individual teacher needs by looking at Individual Professional Growth plans (heavy discussion about needs in PLCs and summative conferences). Individual needs of students are addressed in grade level PLCs, RtI, and the fact that they complete report cards on each of their teachers. SE teachers are present in grade level PLCs to help with co-teaching strategies for differentiation. Teachers use their learning style data from ILP and differentiate instruction. Edivate provides many strategies for engaging individual students. In our co-teaching initiative, PL has been provided and WKSEC personnel return to do walk-throughs. Then they meet with teachers and share resources & data to improve co-teaching, engagement, classroom management, literacy, etc.. Edivation has video recommendations by evaluator and teacher may choose videos to watch on his/her own. Also, school, district, and state provide FOCUS videos. Teachers may ask to attend PL, site visit, or for release time as needed. Teachers are encouraged to present their learning at PLs, PLCs, etc. Teachers may request extra time to meet as required and coverage will be provided. This year's PL Plan was completely flexible allowing teachers to choose 24 completely FLEXIBLE hours. Current PL has focused on research based instructional strategies (RBIS) like Learning 360, Assessment Literacy, Schlechty's Engagement, 21st Century Skills, PGES, etc. All teachers will be trained on The Leader In Me and given flexibility to implement those strategies in their classrooms to improve teaching and learning. ALL PL at LCMS incorporates Learning Forward's Standards for PL and teachers are surveyed at the end of each PL opportunity and at the end of the year to ensure we held to this standard. All PL is based on Needs Assessment in CSIP which is connected to school, student, and individual teacher data.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to better differentiate for each student & teacher. Teachers must also strive to utilize the available data in their PL, planning, and lessons.

c) A variety of job embedded PL opportunities are available to ALL teachers. WL-GC-WL teachers are on the core team receiving semester Learning 360 trainings and then turning those around to all staff in PLCs. Literacy trainings are offered throughout the year during PLCs and focus on the teacher's discipline. Teachers are encouraged to view discipline-specific webinars, Edivation videos, Teacher's Domain, CIITS, etc. Teachers are encouraged to request any PL specific to their discipline and individual needs that they wish. PLCs continual discuss all RBIS that we are implementing (Learning 360, Assessment Literacy, Engagement, etc.). All PL is based on PGP and CSIP which is written from school needs assessments from data. Edivate (research based instructional strategies) is heavily stressed through PLs, Gdays, and PLCs. Teachers complete peer observations giving each other feedback on specific instructional strategies and upload to OneDrive in order to improve instruction. PLCs model and discuss instructional improvements. Staff attend 2 PLCs each week (1 grade level and 1

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departmental) and 1 full staff meeting monthly. Topics are based on individual teacher needs by looking at Individual Professional Growth plans (heavy discussion about needs in PLCs and summative conferences). In our co-teaching initiative, PL has been provided and WKSEC personnel return to do walk-throughs. Then they meet with teachers and share resources & data to improve co-teaching. Teachers may request to attend any needed PL, make site visits, view Edivate videos, view Teacher's Domain, view webinars for PL credit, etc. Each teacher is surveyed for needs and requests for PL needs are made at summative conferences. All teachers may attend the Open Meetings of the Learning Environment Committee as they draft the LCMS PL Action Plan. These meetings are emailed and regularly meet with meeting schedules on the master schedule and advertised via all school means (newspaper, marquee, school calendar, etc.). Data is used to draft these plans (Instructional Rounds, Walk-Throughs, surveys, achievement, etc.). Teachers are also aware and have attended PL's outside of the district.

NEXT STEPS: Although we are distinguished, we need to continue to think of ways to give teachers more time to effectively plan together. Teachers do support each other and receive PL and G-Days relevant to the material, but we must stay vigilant in providing necessary training for all teachers that benefit from it.

d) Staff attend 2 PLCs each week (1 grade level and 1 departmental) and 1 full staff meeting monthly. Per the school schedule, all WL-GC-WL teachers have time to plan together during the school day and also plan with core teachers. ALL teachers plan together during 4 PL days, 5 Planning (G) days, committee meetings, and staff PLC time & meetings. During one PL day, Program Review (PR) Area teachers actually train & lead staff in integration of their program areas with core, etc. Staff share ideas via emails, EDIVATE groups, OneDrive, etc. The careers, health, and PE teacher plan with all 8th grade teachers weekly and thus meet weekly with core teachers in all disciplines; The consumerism teacher plans with all 7th grade teachers. W
e can be flexible to meet any teacher's professional learning needs & provide coverage if they need extra time to meet with anyone. This is stated on the PL Action Plan and told to each teacher regularly, on AM reports, summative conferences, meetings, etc. All teachers in PR areas also attend quarterly meetings with S of I to share vertical ideas with other schools, etc.

NEXT Steps: Although we are distinguished, we need to devise a schedule where ALL WL-GC-WL teachers can plan together during the school day without requesting covers.

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Professional Learning: Participation

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

Overall Rating: 2.0

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

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

PL Action Plan, PLC minutes, etc.

APEX log for instructional appropriateness & Walkthroughs for fidelity of implementation

Master Schedule

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Lesson Plans and Curriculum Documents

Stakeholder Interviews

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

RATIONALE

Global Competency & World Languages, Standard 3 - PL, Demonstrator 2 - Participation

a) The Spanish teacher participated in APEX training to help with implementation of Spanish and any other languages that students desired to learn. APEX is an accredited program that provides appropriate instruction that meets CCR and NCAA guidelines. The WLGC teachers were invited to multiple GCWL PLs provided by KDE, ISLN, etc. The principal turned around training to them that she experienced too.

There are policies in place to ensure that world language concepts are taught in all History and World Culture classes (8.01). Our Spanish teacher is responsible for teaching Spanish however, there is incorporation of world languages in other core curriculum classes such as World History and United States history. Leadership monitors and evaluates the teaching of PR concepts throughout the school by walk-throughs, observations, lesson plan review, PLC attendance, etc. History teachers meet in PLC's once a week throughout the school year to discuss curriculum and implementation of standards. The Instructional Coach meets weekly with all teachers in guided planning and offers feedback. IT team looks at data and makes recommendations. SBDM has access to lesson plans via OneDrive and data is provided at monthly meetings.

NEXT STEPS: Our PL Plan is 100% flexible; WL teachers need to pick MORE content-specific PL based on data & implement with fidelity.

b) ALL staff are required to be active members of grade level, departmental, committee, and staff PLCs. Many choose additional involvement (KEA/NEA, NCTM/KCTM, KMEA, networks, DLT, SBDM, advisory, etc.). ALL staff attend 24 hours of FLEXIBLE PD, have 5 Planning/G-days, Open/Closing PL, etc. On one of the 5 mandatory G-days, we devote the day to Program Reviews and each area teacher trains our FULL staff on integration of their discipline with the core using 21st Century Skills, etc. Data is reviewed at monthly staff meetings & PLCs. We need to find more opportunities to have individual world language PLC meetings. Murray State, during the summer, provides opportunities to discuss and plan potential world language programs that can be beneficial to incorporate effective strategies, activities, and ideas.

NEXT STEPS: Providing more opportunities for world language PLC .

c) Many staff are members and active participants in LCEA/KEA/NEA. ALL staff are required to be active members of grade level, departmental, committee, and staff PLCs. Many choose additional involvement (KEA/NEA, NCTM/KCTM, KMEA, networks, DLT, SBDM, advisory, etc.). ALL staff attend 24 hours of FLEXIBLE PD, have 5 Planning/G-days, Open/Closing PL, etc.

Next steps: involvement in professional organizations specific to GCWL.

d) Our principal attends multiple advisory committee meetings and asks for program improvement input. She returns that input to PLCs. We

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need to be able to continue our partnership with outside speakers. Moving forward, to reach distinguished, we need to look into reaching out to businesses seeing if we can consistently use them more in our classrooms. We need to look into involving ourselves in advisory committees, work exchange programs, and community groups.

NEXT STEPS: Involving ourselves in advisory committees, work exchange programs, and community groups. Reaching out to post-secondary partners for collaborative projects.

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School Leadership: Policies and Monitoring

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
a)	To what extent does district and school councils/leadership implement established policies to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum?	District and school councils/leadership implements established policies to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum.	Proficient

	Statement or Question	Response	Rating
b)	To what extent is time allocated and protected in the school schedule so that all students can receive instruction in Global Competency and World Languages?	Time in the school schedule is allocated and protected so that all students can receive instruction in Global Competency and World Languages.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that World Languages teachers are assigned class loads based on programmatic goals?	World Languages teachers are assigned equitable class loads based on programmatic goals that maximize student achievement.	Distinguished

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

	Statement or Question	Response	Rating
f)	To what extent does school leadership allocate equitable time (including travel time between buildings), appropriate facilities and resources to implement the Global Competency/World Languages program?	The principal collaborates with Global Competency/World Languages teachers when planning for the allocation of equitable time, appropriate facilities and resources to implement the Global Competency/World Languages program, and acts upon the recommendations.	Distinguished

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	Statement or Question	Response	Rating
g)	To what extent does district and school leadership hire World Languages teachers and establish a hiring policy for them (e.g., international teachers and language and culture assistants, Fulbright teachers)?	District and school leadership hires World Languages teachers according to their established hiring policy.	Proficient

	Statement or Question	Response	Rating
h)	To what extent does district and school leadership establish policies to support student/teacher international travel/exchange, field trips and community service?	District and/or school leadership establishes policies to support student/teacher international travel/exchange, field trips, and community service.	Proficient

	Statement or Question	Response	Rating
i)	Not applicable to Elementary School - To what extent does district and school leadership establish and implement a policy that assures performance/proficiency based credit for acquiring Global Competency/World Languages skills outside or inside the classroom? - Not Applicable to Elementary School	District and/or school policy for performance/proficiency based credit exists and includes specific guidelines related to the acquisition of Global Competency/World Languages skills outside or inside the classroom.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule and SBDM Policies & Minutes (on our school's website)

Budget

IC Class size documentation

PLC, Committee, and SBDM minutes

Lesson Plans and Curriculum Documents (on One Drive)

Stakeholder Interviews

LCMS SBDM Policy 7.02 (Consultation)

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

RATIONALE

Global Competency & World Languages, Standard 4 - Adm/Leadership Support & Monitoring, Demonstrator 1 - Policies & Monitoring

a) ALL students are offered access to any language learning they desire through APEX. 7th graders had a Spanish rotational course. There are policies in place to ensure that Global Competency and World Languages are taught in the 7th Grade World History classes (8.01). 7th Grade Social Studies teachers are responsible for teaching the Global Competency and World Languages and there is some incorporation of the languages in other core curriculum classes as shown in core teacher's lesson plans and as they are trained over summer PL and write interdisciplinary units. Leadership monitors and evaluates the teaching of PR concepts throughout the school by walk-throughs, observations, lesson plan review, PLC attendance, etc. The Instructional Coach meets weekly with all teachers in guided planning and offers feedback. IT team looks at data and makes recommendations. SBDM has access to lesson plans via OneDrive and data is provided at monthly meetings.

NEXT Steps: Hire a HQ Spanish Teacher and continue APEX for a myriad of language offerings.

b) 7th graders had a Spanish rotational course. Students may access additional languages through APEX during CCR, AM/lunch study hall, etc. Students are provided the opportunity in their 7th grade year to explore Global Competency and World Languages in their World History class. They are given the opportunity to take a World language during their high school years.

NEXT Steps: Hire a HQ Spanish Teacher and continue APEX for a myriad of language offerings.

C) With the planning of the annual school budget, all teachers are involved or invited to be involved with the school council/leadership team through the efficiency committee meetings and the SBDM council meetings. All teachers are invited to the open meetings of these committee. Agendas and minutes are emailed to all teachers requesting input. If teachers cannot attend the open meeting, they are requested to submit input via email. There is a school based policy (20.01) that states the efficiency committee is responsible for the budget and master schedule with input from ALL stakeholders.

NEXT Steps: Continue funding APEX for those who wish a language in addition to Spanish

d) Class loads are equitable based on the course and facilities. Global Competency and World Languages classes have a ratio similar to other core classes. We maximize student achievement by enrolling them in high school level Spanish I course.

NEXT Steps: Continue equitable course scheduling.

e) ALL full time teachers receive 2 planning periods (one grade level and one departmental PLC) and ½-time itinerant teachers at LCMS receive 1 planning period for DAILY instructional planning. All teachers also have the opportunity to request as needed and participate in cross-curricular planning through grade level PLCs, meeting requests, school committees, PL, etc. GCWL teachers participate in 2 PLCs weekly (grade level and departmental). Program Review teachers also lead a summer PL on cross-curricular planning. Some examples of cross-curricular planning are: The 8th grade Language Arts and Social Studies teachers collaborated to have students write an essay telling about their ancestors. The 7th grade Language Arts and Social Studies teachers collaborated to have students create an informative writing

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about Alexander the Great. ALL classes and grade levels participated in cross-curricular planning for the April 28 Culture Fair.

NEXT STEPS: Add another interdisciplinary unit in addition to the Culture Fair.

f) ALL teachers may join the Efficiency Committee which completes the master schedule (LCMS SBDM Policy 11.01), space use plan, staff assignment & time plan (9.01), budget (20.01), instructional resources/textbook plan, etc. If teachers prefer to join another committee, they are invited to open meetings when these topics are discussed and if they cannot attend are encouraged to provide input to a committee member or email the committee chair. The principal attends all committee meetings and meets monthly in conjunction with program review to discuss the Global Competency and World Languages. They meet weekly in PLCs and regularly through other PL opportunities (PL, G-days, committees, pre/post conference, MYC, EOYC, etc.). All school decisions are collaborative and ALL teacher input is considered and acted upon if possible.

NEXT Steps: Ensure teachers feel they have input that is acted upon

g) LCMS SBDM Policy 7.02 (Consultation) directly addresses this characteristic. In addition, the school council establishes policies for the allocation of staff (9.01) based on the needs of our students (10.01) here at LCMS. Data and reports from the ILP are shared with committees and SBDM before the final schedule & staff assignments are approved. Information from the community advisory councils is also shared as schedule and staffing assignments are developed.

NEXT Steps: Hire a HQ Spanish teacher and continue APEX for diversity in language offerings and access to virtual native speakers and culture.

h) LCMS SBDM Policy 7.02 (Consultation) directly addresses this characteristic. In addition, we support outside learning opportunities as part of 21st Century Community Learning Center Grant (OZONE). As part of the OZONE curriculum a "Game of Life" project/contest will have students researching cultures and customs of other countries as part of that curriculum. Global Competency and World Languages teachers may request any field trips they deem instructionally applicable.

NEXT Steps: work with colleges to find international teachers who may collaborate with our GCWL staff

i) LCMS follows the local curriculum documents which are based on state curriculum and POS. SBDM Policy 7.02 (Consultation) directly addresses this characteristic. In addition, the Spanish course offered at LCMS was through an accredited, research based, NCAA sanctioned program called APEX.

NEXT Steps: We will have a fully certified Spanish teacher teaching Spanish and Global Competency at LCMS during the 2016-2017 SY. Follow next year's guidelines.

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School Leadership: Principal Leadership

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

Overall Rating: 2.25

	Statement or Question	Response	Rating
a)	To what extent does the principal evaluate and reflect on the impact of the Global Competency/World Languages program on overall student achievement?	The principal evaluates and reflects on the impact of the Global Competency/World Languages program on overall student achievement in the school, using feedback from all teachers.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the Global Competency/World Languages program?	The principal initiates and participates in professional learning based on data related to teaching and learning in the school's Global Competency/World Languages program, and holds expectations for implementation of new learning and evaluation of results.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate and involve the school, parents and community in making decisions related to the Global Competency/World Languages program?	The principal creates opportunities to engage in dialogue with school, parents and community regarding the Global Competency/World Languages program.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the principal(s) advocate for the Global Competency/World Languages program?	The principal(s) advocates for the Global Competency/World Languages program as an integral part of student learning.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities,Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

EVIDENCE

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

Master Schedule & WT data

Lesson Plans and Curriculum Documents

Advisory Committee, PLC, LCMS Committee, Staff Meeting, SBDM MINUTES

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Principal's PL & EILA Log

Stakeholder Interviews

Facebook/Twitter/School website

Newsletters, OneCalls, etc.

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

Global Competency & World Languages, Standard 4 - Adm/Leadership Support & Monitoring, Demonstrator 2 - Principal Leadership

a) 7th Grade Social Studies teachers are responsible for teaching the Global Competency and World Languages and there is some incorporation of the languages in other core curriculum classes as shown in core teacher's lesson plans. Leadership monitors and evaluates the teaching of PR concepts throughout the school by walk-throughs, observations, lesson plan review, PLC attendance, etc. The Instructional Coach meets weekly with all teachers in guided planning and offers feedback. IT team looks at data and makes recommendations. SBDM has access to lesson plans via OneDrive and data is provided at monthly meetings. World Languages were offered as a rotational too. The principal is a strong advocate for GCWL due to her reflection and evaluation of the program. She asks for staff feedback, and they advocated use of blended learning for WL instruction. She ensures access in a small school setting via blended learning opportunities and APEX. ALL students can elect to take ANY foreign language class on APEX. She feels strongly that all program review (PR) areas are integral to student academic success and school climate. She shares PR data regularly at PLCs and explains how the data affects overall school KPREP scores. Additional staff feedback led to the transfer of a ½-time Spanish teacher next SY to LCMS due to need & data. Our principal attends advisory committee meetings in the community to receive and bring back input to improve ALL areas at our school. She attends all PLC, committee, staff meetings, professional learnings, etc. to receive feedback from staff. She implements feedback as possible. At post conferences, EoYC, MYC, etc., she asks each staff member what they need to make their programs successful and tries to make it happen if funding allows & data supports the need.

NEXT STEPS: Students will continue to receive instruction in 7th grade social studies, and Spanish rotational classes will be added to the schedule in 2016-17.

b) The principal attended two GCWL Professional Learnings during the 2015-16 SY (one during ISLN and one on June 15, 2016). She turns around all training that she receives. She informs all staff of PL opportunities and makes specific invitations to GCWL teachers. She trained those teachers on APEX to enable students access to MORE DIVERSE languages. We will have a Spanish teacher during the 2016-17 SY. The principal initiates our August G-day for PL on GCWL. She participates in ALL PL alongside of us so she can ensure fidelity of implementation of our training. She has high expectations for her staff and checks regularly for implementation of PL through WTs, Guided Planning, Lesson Plan review, PLC discussion, pre/post confs, MYC/EoYC, etc. She reviews data regularly and shares at monthly staff meetings.

NEXT STEPS: Continued PL will be provided for all GCWL staff and the principal will attend too.

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c) The principal has received many commendations for her communication via our social media and website. The Culture Fair was publicized via a flyer posted to Facebook/Twitter/throughout school, One Calls, announcements, etc. Information was also sent home with all students via our monthly newsletter. Our principal attends several community advisory councils and always takes input from all stakeholders on improving ALL programs. With the planning of the annual school budget, all teachers are involved or invited to be involved with the school council/leadership team through the efficiency committee meetings and the SBDM council meetings. All teachers are invited to the open meetings of these committees. Agendas and minutes are emailed to all teachers requesting input. If teachers cannot attend the open meeting, they are requested to submit input via email. There is a school based policy (20.01) that states the efficiency committee is responsible for the budget and master schedule with input from ALL stakeholders. These items are also discussed in staff meetings and PLCs which the principal attends.

NEXT Steps: Continued GCWL program improvements and offerings

d) A rotational Spanish course was offered at the beginning of the school year due to the master schedule the principal proposed to the Efficiency Committee. The students were encouraged at the beginning of the school year to do their best in those classes, and the principal has offered the opportunity for students to independently complete other languages and similar courses through Apex. She ensures continued funding for this blended learning computer program. She has encouraged a Culture Fair since her hiring. It has finally come to fruition and will take place April 28.

NEXT Steps: Continue to offer world language courses through independent study and continue to support world language and global competence through 7th grade social studies courses. Hire a HQ Spanish teacher.

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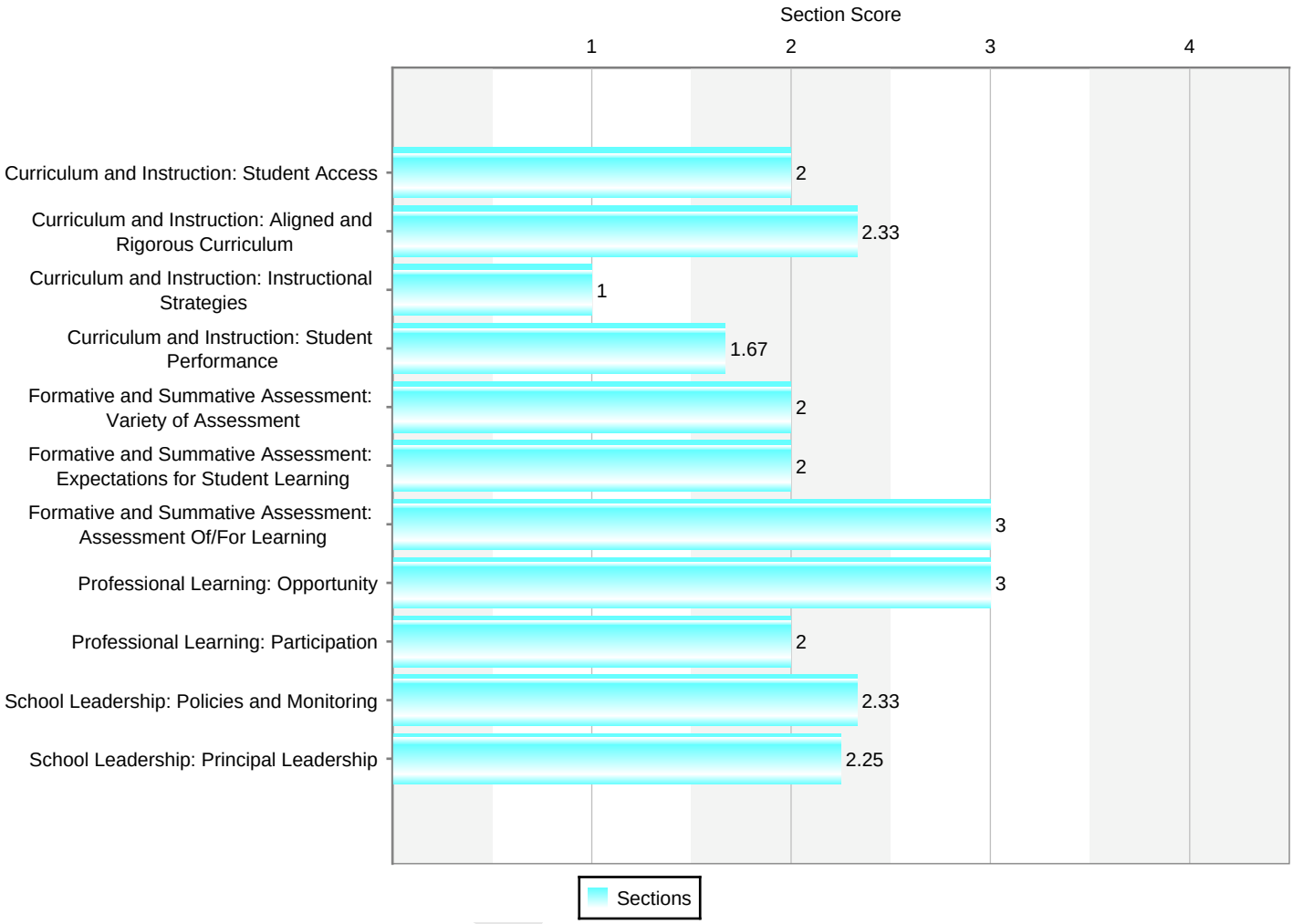
Report Summary

Scores By Section



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Career Advising Diagnostic (required grades 6-12)

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Introduction

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

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

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

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

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

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

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

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Advising Program

	Statement or Question	Response	Rating
1.	Advising program is guided by a team comprised of a variety of stakeholders.	Team includes school staff and at least 2 members from the following groups: parents, students, business/community, higher education.	Proficient

	Statement or Question	Response	Rating
2.	Advising occurs at regularly scheduled intervals throughout the school year.	Every student participates in advising one time per month.	Proficient

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

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

	Statement or Question	Response	Rating
5.	The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.	Leadership supports the ILP by including advisors, counselors, teachers and students. ILP guidance is provided to parents at least twice each year through newsletters, meetings, emails and phone calls. School integrates the ILP across 3-5 content areas as a teaching tool. School-Based Decision Making Council adopts a policy for ILP implementation including on-going communication with parents regarding student progress and annual ILP review. Data with clearly defined criteria on student feedback and parent access to the ILP is collected and analyzed to inform improvement plans. Data is used to design and implement the master schedule.	Distinguished

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

	Statement or Question	Response	Rating
7.	Advising is related to academics, career, and personal/social needs.	Every student participates in on-going advising focused on academics, careers and personal/social needs.	Distinguished

	Statement or Question	Response	Rating
8.	Advising program sets goals and implements strategies to address achievement gaps.	The school utilizes the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off-track students are provided intensive services.	Distinguished

	Statement or Question	Response	Rating
9.	Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.	Evidence-based monitoring is the responsibility of the advising council. Data use includes but is not limited to grades, attendance, behavior, EPAS scores, EOC scores, AP scores and ILP reports. Revisions to the program are linked to data and are intentional, timely and responsive to student and school needs.	Distinguished

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