



Program Review Report

Boston School

Nelson County School District

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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.

Program Review: Writing

Introduction

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

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

Curriculum and Instruction: Student Access

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

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

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

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

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

School & district writing policy/plan

Curriculum documents with student samples of integrated literacy instruction across content areas

Student writing samples

Student journals/learning logs

21st Century attendance sheets (homework tutoring sessions)

Chromebook invoice (providing access to technology tools)

PLC documents constructing written response assessment items

Lesson plans that reflect opportunities for students to write to learn, to demonstrate learning and to write over extended periods of time.

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

Boston students keep a writing folder in which samples of cross-curricular student samples are kept and transition with the student as they progress to the next grade level. Lesson planning documents reflect both instruction and products from narrative, opinion/argumentative, and

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informational writing with PLC evidence, lesson plan feedback from principal and instructional coach, and classroom samples showing a school-wide focus on these types of writing throughout the pacing guides/curriculum mapping. The school's master schedule reflects that all students in grades K-5 have an additional daily 50 minutes of guided reading instruction. Intensive writing instruction in smaller group settings occur during this time. In addition, the master schedule reflects

intervention time built into the schedule in which students that need additional instruction in this area are served. ELA materials and computer software aligned to the common core standards have been purchased and utilized during instruction/assessment. Additional funding sources (Title I, ESS, RTA, and 21st Century) for staffing are utilized to provide additional instruction for at-risk/targeted students. Family literacy nights have also occurred throughout the school year to engage families/community in literacy activities.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

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

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

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

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

	Statement or Question	Response	Rating
e)	To what extent does the curriculum provide opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences?	Curriculum provides opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences.	Proficient

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

* Curriculum planning documents such as lesson plans and curriculum

* School writing policy/plan

* Student products that demonstrate students' critical thinking, problem solving, creative thinking, and collaboration skills

* Pacing Guide Revision feedback forms

* Student products evidencing technology integration

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

School-wide pacing guides ensure vertical and horizontal alignment of the Kentucky Core Academic Standards. Embedded professional development has been provided by the principal and instructional coach to support the teachers' planning of KCAS implementation in planning/instruction. Lesson planning documents and student products evidence the integration of reading, writing, speaking, listening, and language use across content areas. Lesson plans are submitted to the principal weekly and reviewed by the instructional coach, principal, and/or PLC. The writing plan has been reviewed/revise and approved by the SBDM council. Student literacy folders are kept for each grade level and transition with the student each year. Student products evidence opportunities for students to apply technology as a research, organization, evaluation, and communication tool for language arts. Some examples of innovative student technology use in the language arts curriculum include: Google Docs as a means to share documents; Glogster, PowerPoint, Movie Maker, Microsoft Office, Nearpod, and Edmodo as a means to communicate information; Google Chromebooks as a research tool; Intercom equipment as a way for students to communicate the daily school news. Student created digital scrapbooks using digital photography. Such student products also evidence the connection to real world experiences, collaboration, creativity, and 21st century critical thinking.

Curriculum and Instruction: Instructional Strategies

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

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

	Statement or Question	Response	Rating
b)	To what extent do students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products?	Students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do students demonstrate media literacy through regular use of technological tools, resources and applications in reading, writing, speaking, listening and language use to meet specific communication goals?	Students demonstrate media literacy through regular use of technological tools, resources and applications in reading, writing, speaking, listening and language use to meet specific communication goals.	Proficient

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

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

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

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* Instructional coach and principal provide literacy instructional strategies during PLCs and other embedded professional development

opportunities (PLC minutes and instructional coach's log)

- * Student journals/writer's notebooks

- * Teachers provide models of quality writing

- * Student models of high quality writing display

- * Student products and presentations of researched topics

- * Variety of accessible technologies

- * Student communication/products for varying audiences/purposes such as speeches, presentations, and community writing contests

- * Master schedule of courses, events, and avenues for advanced learning opportunities and interventions

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

Teachers are provided with multiple opportunities to plan quality writing instruction for students, and students are given many opportunities to write to learn, to demonstrate learning, and to write for publication. The instructional coach and principal provide feedback to teachers' lesson plans regarding literacy instructional strategies and model literacy strategies during individual conference sessions, PLCs, in classroom settings, and during other professional development opportunities. Teachers provide models of quality writing with rubrics for students and use those during instruction to guide the criteria for success and to display with student quality writing samples in the hallways. Student models of quality writing are also used during instruction for peer and self-assessment with rubrics and are displayed in the hallways. During PLCs and team planning time, teachers collaborate to develop writing prompts, provide student feedback on student work, and share best literacy practices with each other. Students are provided real-world writing opportunities and enter a variety of community writing contests throughout the year. For example, Boston School had a 5th grade student represent the school in a community Holiday parade after winning a writing competition hosted by a local business. Another 5th grade student represented the school as the winner of the AARP Grandparent essay. Students give speeches and class presentations. Middle school students have written songs and created digital videos as well as written and performed commercials to demonstrate persuasive techniques. The master schedule provides students with an additional 50 minutes of small-group intervention/enrichment reading and writing instruction each day. During this time, students are in flexible, fluid groups based upon their assessment data. Teachers incorporate a variety of on-line literacy resources for students such as Compass, Read-Write-Gold, STAR, Accelerated Reader, Lexia, Reading Plus, and Essential/Basic Skills. The school added an additional 40 Chromebooks to this year to increase access to technology and technology resources for our students. In addition, the RTA grant position and Title I staff provide intensive intervention to students using research-based strategies in literacy instruction. The after-school 21st Century Grant program also offers students with supplemental literacy services. Students are provided opportunities to choose topics to research and demonstrate new learning with written or other communication tools. Students are able to increase their media literacy skills in various content areas through research using the Internet and using technological tools such as Microsoft Word, Google Drive, Glogster, PowerPoint, Xtranormal, MovieMaker, Nearpod, and Edmodo to communicate their learning. Students maintain a writing folder that includes pieces of writing that has occurred over time in the informational/explanatory, opinion/argumentative, and narrative genres. With these pieces, students have had opportunities to go through the writing process with guidance from teachers and peers before publishing finished products.

Curriculum and Instruction: Student Performance

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

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

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

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

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

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- * Student writing and communication products appropriate for content areas
- * Unit/planning documents that reflect characteristics
- * Student products that reflect characteristics

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

Students are writing for a variety of purposes (to learn, to demonstrate learning, and for publication) across the curriculum. Student communication products such as published writing pieces in their writing folders, speeches, multi-media presentations, lab reports, constructed responses, on-demands, note-taking, graphic organizer completion, etc. evidence communication specific to disciplines and purposes. Students work collaboratively on a regular basis with students, teachers, and others as teachers incorporate Kagan strategies for

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students to discuss materials, implement Springboard strategies that allow students to discuss collaborate with peers, perform debates, write publications together (e.g. 3rd grade students wrote narratives with partners), and implement technology to problem-solve and generate products. Student models of quality writing are displayed in the hallways and are used in the classroom as criteria for success for peers. The school schedule allows small reading groups to occur daily in kindergarten through fifth grade. Teachers have implemented formative assessment lessons that require hands-on collaboration to problem solve. Instructional coach provides models of quality writing for students and teachers with rubrics to share the criteria for success. Students in groups such as BETA, 21st Century, band, and STLP work collaboratively to problem-solve and generate products.

Formative and Summative Assessment: Assessments

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

	Statement or Question	Response	Rating
a)	To what extent do teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas?	Teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas.	Proficient

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

	Statement or Question	Response	Rating
c)	To what extent do teachers, peers and others provide regular feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications?	Teachers, peers, and others provide regular, specific feedback on student's 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- * Unit plans/planning documents reflect alignment of assessments and instruction to standards
- * Unit plans/planning documents reflect integration of formative and summative assessment practices
- * Professional learning community meeting notes and documents developed reflect collaborative efforts in designing assessments that meet characteristics
- * Samples of student assessments
- * Specific teacher feedback on student assessments
- * Multiple attempts by students to meet criteria for excellence

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

The master schedule allows for grade level teams to have common planning time to collaborate to develop/align writing assessments across content areas. Teachers also meet in PLCs to deconstruct standards, develop pacing guides, discuss assessment plans, and collaborate with the principal and instructional coach to increase the rigor of writing assessments. The instructional coach and principal provide teachers with feedback on assessments planned in lesson plans submitted weekly to ensure alignment and rigor. Common formative assessments were developed with teachers using the analyzed writing data to develop instruction practices. Teachers provide specific feedback to students on writing products to forward their growth toward standard achievement. This feedback is displayed on student work in the hallways and evidences multiple attempts at proficiency. Students also have opportunities to self- and peer-assess writing to provide feedback to peers. Teachers developed rubrics to help students and peer assessment. Teachers develop assessments with constructed responses (short answers and extended responses).

Formative and Summative Assessment: Expectations for Student Learning

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

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

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

	Statement or Question	Response	Rating
c)	To what extent do teachers and students engage in self-assessments to monitor progress toward meeting writing and communication goals?	Teachers and students engage in self-assessment to monitor progress toward meeting writing and communication goals.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication?	Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication.	Proficient

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

- * Daily displays of written learning target aligned to standards
- * Use of rubrics
- * Use of teacher and student models (exemplars) of writing
- * Goal-setting activities with students
- * Student self-reflection, teacher, and peer feedback
- * Assessment data
- * Display of quality student writing in the hallway

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

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A great deal of time is devoted to ensuring that students know the expectation of the day's learning target for each content area with aligned learning targets being posted and reviewed throughout the lesson with students. Too, a great emphasis has been placed on the use of rubrics and models (exemplars) for students to know the criteria for success before, during, and after the writing process. Samples of quality student writing with the prompt, rubric, teacher model, and specific teacher feedback are displayed in the hallways. There is evidence that multiple attempts toward success may occur with feedback on these products. Teachers and students collaborate to set standards-based goals and provide reflection/feedback to allow multiple attempts to reach the communication goals. The instructional coach and principal also provide teachers and students with models of quality writing, rubrics, and prompts, as well as provide specific feedback to students' work. Staff have used state released on-demand and constructed response tasks as instructional tools in the classroom. Students also participate in monthly writing learning checks to guide instruction. Student and teacher quality writing samples are used regularly in the classroom as exemplars. Teachers focus on implementing rubrics and establishing the criteria for success with students this year as evidenced in quality writing displays and lesson plan documents. A next step for the school is to have more student participation in the development of rubrics to assess writing and communication.

Professional Learning and Support Services: Opportunity

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

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

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

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

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

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

- * Embedded writing professional development provided in PLCs by instructional coach and principal
- * Embedded writing professional development provided in individual instructional coaching sessions
- * Individual professional growth plans
- * Documentation of communication of the literacy professional development action plan (e.g., emails, PLC minutes, and staff meeting agendas)
- * School writing policy, plan, and program documents communicates teacher participation in the writing program
- * Quality writing displays reflect a school-wide emphasis on writing/communication

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

The school's professional development plan and CSIP support grade level appropriate instruction in writing and support various purposes of writing across the curriculum. Teachers collaborate with the principal to develop individual professional growth plans. Teachers have participated in a book study focused on literacy. The instructional coach and principal provide embedded literacy PD during PLCs as evidenced by meeting agendas and notes. Examples of embedded PD provided by the instructional coach and principal include text based questioning strategies, previewing the state's Literacy Link information, assistance with developing ELA pacing guides to ensure standard alignment, providing models of quality writing samples/rubrics/specific feedback, and conducting peer walkthroughs to provide peer feedback on quality writing display, collaborating to create ELA units of instruction. Teachers have planned lessons that provide students the opportunity to use multimedia in written presentations. (e.g. Powerpoint, Glogster, and Movie Maker). The instructional coach provides specific student and teacher feedback on monthly writing checks. The school schedule allows for grade level common planning and PLC time to exchange literacy best practices. All staff have reviewed the school's writing policy, plan, and program as evidenced by PLC minutes.

Professional Learning and Support Services: Participation

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

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

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

	Statement or Question	Response	Rating
c)	To what extent are teachers writing leaders and communicators in the school and professional organizations?	Teachers are not members of writing professional organizations.	Limited/No Implementation

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

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

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

- * Professional development plan
- * Individual professional growth plans
- * Embedded literacy professional development
- * PLC agendas/notes
- * School's writing plan, policy, and program

* Student writing

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

The school's professional development plan evidences support for the school's vision of literacy instruction. Individual professional growth plans indicate teacher need for and participation in literacy training. The instructional coach and principal regularly provide embedded professional development during PLCs on literacy strategies and standard alignment as evidenced by PLC agendas/notes. Some examples of literacy embedded professional development include display and analysis of quality student writing, developing models of exemplar writing/prompts/rubrics, providing specific teacher feedback, developing literacy instructional units, collaborating to offer feedback for revision of ELA pacing guides, modeling text dependent questioning strategies, sharing information from the recommended literacy sites. The instructional coach has provided coaching sessions in which she has modeled the development of a quality writing assignment that is aligned to the standards and pacing guide. The instructional coach has collaborated with teachers from across the county to develop ELA pacing guides and common assessments. Our school has representatives from both the elementary and middle school working on district level teams to revise pacing guides and common assessments.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	School council/leadership allocates equitable time and resources to implement the writing program.	Proficient

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

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

* School's writing policy, plan, and program reviewed/revised with input from all staff, includes policy monitoring steps

* School budget committee and SBDM council agendas and meeting minutes evidence allocation for writing resources

* School SBDM council and administration develop/approve the master schedule which allocates equitable time and resources to the writing program

*Simple Solutions Pilot

* Staff assignments are based upon literacy needs and teacher certification

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

The writing policy, plan, and program have been revised with input from the entire staff. Included in those documents are the

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procedures/timelines for monitoring the implementation of the plan/policy. The Simple Solutions pilot resources also support the allocation of writing resources. The SBDM council monitors the budgets, committee reports, and instructional reports monthly. The SBDM allocates funding for writing resources including Springboard for the middle grades. The SBDM council approves the master schedule that implements equitable time and resources to implement the writing program. Staff assignments are based on student literacy needs and teacher certification. Two National Board Certified reading specialists work in the early primary program, along with a Reading Recovery teacher, and a primary teacher completing her masters degree in reading. K-5 students have an additional 50 minutes of literacy instruction daily in small groups with staff resources dedicated based upon student data needs.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

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

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

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

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

* PLC and staff meeting agendas/minutes evidence teacher collaboration to evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school

* Principal communications with staff & families

*Lesson plan template and expectations

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

Weekly communications by the principal demonstrate a focus on instruction and reminders of the monthly focus with literacy and writing. PLC and faculty meeting agendas/minutes evidence that the principal and instructional coach enlist teachers to collaborate, evaluate, and reflect on the impact of the writing instructional practices on overall student achievement in the school. The principal participates in professional learning regarding the school's Writing Program through collaboration with staff and shared self-reflection. The school professional development plan supports the literacy program and is related to individual's professional growth plan.

Program Review: Arts and Humanities

Introduction

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

Curriculum and Instruction: Student Access

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

	Statement or Question	Response	Rating
a)	To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines?	The arts program offers creating, performing, and responding processes in the arts, but not all four arts disciplines are included.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Core Academic Standards?	<p>Discipline-based instruction is not provided for each arts discipline as outlined in the Kentucky Core Academic Standards.</p> <ul style="list-style-type: none"> • Elementary: All students have scheduled discipline-based arts instruction providing for exploration three or less art forms outlined in the KCAS. • Middle School: All students have access to regularly scheduled discipline-based, arts courses in three or less art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. • High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in three or less art forms 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. 	Needs Improvement

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

Elementary students are provided intentionally scheduled time in the schedule for visual arts, music, and some components of dance through music and pe classes. Middle school students have an opportunity to take a creative arts class or a drama class as an elective course. Students receive instruction through music, PE, and their Language Arts class on the other three art forms. In addition, a visiting artist worked with students in both elementary and middle school utilizing West African culture to teach and perform music, dance, and drama of the culture.

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

Artist in residency and field trips are scheduled each year to enhance access to the arts. Students have participated in field trips this year to see a professional drama performance and one trip was specifically planned to the Kentucky Artist Council for elementary students to experience art content. Boston elementary students receive weekly instruction in music and visual arts. A minimum of two school-wide musicals occur throughout the school year that include, vocal, instrumental, and some aspects of drama. In addition, music/drama performances were added this year to include a talent show and a production during our fall literacy parent night to provide additional opportunities for students to perform for others. Boston Students participate in the district calendar contest for visual arts along with displaying different art forms throughout the building and at the district office during the month of March. Our 21st century after school program offers additional opportunities for students to be involved within the arts through "Make and Take" classes, photography class, field trips to plays, etc.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards?	The arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts?	The curriculum may be designed to develop some basic arts literacy skills in the arts, but does not support full literacy in the four arts disciplines.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that the school's curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas?	Cross-curricular integration between the arts and other content areas is happening but it is not fully developed or intentionally based on the Kentucky Core Academic standards.	Needs Improvement

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

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

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

Curriculum maps outline the progression of all four disciplines among grade levels. Elementary students receive arts instruction through the regular classroom teacher, music instruction from a certified music teacher, drama from the regular classroom teacher and music teacher, and dance through the music and PE teacher. Middle school students currently receive art instruction throughout the regular school day.

They also have access to arts instruction through the after school 21st century program. Middle school students are grouped together that have an interest in drama and creative arts so that more specialized instruction can occur through elective courses. Students at Boston have access to a 5th grade band after school program along with a middle school band program that is now offered during the school day. Our band students participated in the KMEA Band Festival. Our music students participated in the All district-All County Choir and KMEA. Students also had the opportunity to display their talents in the Boston Talent Show.

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

Music program is evaluated each year through the program review process with the A-H teacher, curriculum committee, counselor, and principal. The SBDM committee examines other ways within their budget constraints on ways to improve in this area. In light of this process curriculum and curriculum maps are reviewed and revised. New programs are added such as the elective courses for middle school students. In collaboration with the music/art teacher opportunities are explored that allow students to practice and perform in the art disciplines such as the board performance of African dance, the holiday musicals, and the drama., "The Monkey's Paw." In addition, our school band performed for our own students as well as in competition.

Curriculum and Instruction: Instructional Strategies

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

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

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

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

	Statement or Question	Response	Rating
d)	To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day?	The arts curriculum is enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day.	Proficient

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

Artist in residency are sought in TAT grant writing along with providing additional opportunities through after school and summer field trips to artistic performances. The school funded a visiting artist this year who worked with all grade levels and facilitated a school-wide and public performances of West African dance. This artist taught the elements of drama and dance through her residency. Students have taken a field trips this year to examine professional dramas and compare to print literature that they were reading in class. With the integration of the new English Language Arts standards within the classrooms, teachers have intentionally planned and address connections with literature and speaking and listening standards within the arts instruction and vice versa.

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

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The music teacher's lesson plans indicate multiple ways in which she addresses creating, performing, and responding to arts such as student recorders, note recognitions and creations of student work/melodies, and then demonstrations of the performances. She uses such items as the sheet music, You Tube, recordings of music, and teacher models to develop student skills.

Curriculum and Instruction: Student Performance

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

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

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

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

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

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

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

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

Artifacts of evidence include audio/video recordings of student performances and products, photographs of performances, student writing samples, student artist work, and artifacts from juried student exhibitions and performances. Our middle school band program participated in All district band and earned a proficient rating in their second year of existence. Several students have been encouraged to participate in Solo festivals. Boston had a student qualify and participate in All-state chorus through KMEA. Students participate in the AARP writing contest, and the first responders written essay contest. The conservation art contest, and other arts contests are advertised to the students to participate in throughout the school year.

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

Boston students participated in the District visual arts contest that were judged by local artists and displayed for the community in an art show with other district entries. Students participated in the all district and all county chorus competition. Boston had one student qualify for All-State Chorus through KMEA. Boston School held the Boston Talent Show in which students were able to display their artistic talents. In addition, students performed West African dance and music at the District Board meeting in March. Our band performed for other students during the school day and also performed in competition at the KMEA Large Ensemble Assessment . Students performed in school-wide and public musicals for the holidays as well as a fall drama performance.

Formative and Summative Assessment: Assessments

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

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

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

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

Teacher lesson planning document is required to list standard and aligned learning target with each lesson. These are displayed on the board and communicated to the students daily. Principal and instructional coach monitor implementation through informal and formal observations.

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

Teacher lesson plans support the use of assessments to promote student learning and evaluate the depth of learning. Copies of sample assessments demonstrate the opportunity for students to demonstrate self-assessment.

Formative and Summative Assessment: Expectations for Student Learning

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

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Exemplars or models are used in classroom instruction, but students are not clear as to how they can apply what they learn from models.	Needs Improvement

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

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

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

Music rubrics are included for both performance and written assessments. Lesson plans outline opportunities for students to demonstrate understanding through writing as well as outline expectations (criteria for success).

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

Music rubrics outline expectations for student performance and for student written assessments. Lesson plans outline opportunities for students to demonstrate understanding through writing as well as outline expectations (criteria for success). These plans align the content standard to specific skills and abilities students should be expected to master within the lesson or unit.

Formative and Summative Assessment: Assessment for Teaching

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

	Statement or Question	Response	Rating
a)	To what extent do teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources on their performances/products so students may strengthen their future performance/products?	Teachers provide limited documented feedback to students on performances/products.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent do students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate?	Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.	Proficient

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

Evidence to support includes:

- Lesson plans
- student critique documents
- student written response work with teacher feedback
- assessment with teacher feedback
- recordings of monologues with self and peer feedback

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

Students are provided intentional opportunities to self-assess performances and also conduct peer assessments as evidenced by critique forms, lesson planning as well as recorded performances with feedback. In addition, students are provided regular specific feedback from teachers as evidenced in written work and assessments.

Professional Development: Opportunity

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

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas?	The school encourages collaboration between Arts and Humanities and academic core teachers, but does not allocate time for collaboration to occur.	Needs Improvement

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

Professional development plans are developed in conjunction with the principal and aligned to the teacher's professional growth plans and the school improvement plans. Even though there is a small number of teachers in the school that teach this content, arts and humanities teachers across the district share ideas and help one another with school programs and musicals. Teachers also collaborate during meeting times, before and after school when possible to incorporate the arts with different units of study. Lesson plans (see curriculum and instruction) reflect social studies content when in teaching Renaissance Art concepts and music styles. The music teacher participated in the KMEA conference and worked directly with the visiting artist to produce the dance presentation.

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

The visiting artist schedule was intentionally planned to facilitate the maximum amount of time for the music teacher to collaborate during her residency and learn the instructional techniques and skills taught.

The music teacher was able to collaborate with other music teachers across the state and learn best-practice and the latest research-based strategies through the KMEA conference.

Professional Development: Participation

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

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

	Statement or Question	Response	Rating
b)	To what extent do Arts and Humanities teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement?	Arts and Humanities teachers do not participate in professional learning communities.	No Implementation

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

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

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

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

Evidence includes:

KMEA conference schedule of offerings

Artist in Residence schedule including collaboration time with music/drama teacher

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

The art and humanities teacher work with the school principal in securing funds that allow professional development for them. Our music teacher attended the KMEA conference and was able to attend professional development workshops as well as collaborater with other music teachers across the state. In addition, the schedule for the visiting artist Some teachers use the KDE art kits. Due to only one arts and humanities shared between two schools, she has limited contact with other content area teachers.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

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

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that arts teachers are invited to participate in planning the annual school budget?	School leadership and select teachers plan the annual school budget.	Needs Improvement

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

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

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

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

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

School schedules are outlined to incorporate designated protected time for arts instruction across all grade levels. Class loads are the same as other content areas. Principal and arts and humanities teachers meet each year to develop plans or strategies to implement to improve the arts instruction. Middle school students were surveyed to determine interest and two elective courses were added for drama and creative arts.

Evidence includes:

School schedules

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

School schedules reflect equitable time for instruction and class loads comparable to other content areas.

School schedules also reflect the addition of 2 elective courses for drama and creative arts as well as band for interested students and music instruction for all students. Art is taught in the elementary classrooms and the schedule reflects equitable time for that instruction.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

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

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

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

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

Evidence included:

The school mission and vision statements

School Schedules

copies of newsletters which are also available on the website link

copies of posting from the school Facebook page.

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

The school mission and vision statements apply to arts. Student ILP's and arts interest surveys are used in planning the next year's schedule. Student advisory groups meet with the principal regularly to discuss school issues and student ideas that relate to arts and humanities along with other content areas. School newsletters are used to communicate with families about upcoming art programs. Also the school's Facebook and webpage highlights art, music and drama programs within the school.

Program Review: Practical Living/Career Studies

Introduction

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

Curriculum and Instruction: Health Education

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

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School 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 annually collects and analyzes data to create/review the school wellness policy and utilizes the policy to guide collaboration and integration of health education instruction throughout the school environment.	Distinguished

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

Counselor/ PE teacher coordinates with school nurse/health department and Coventry Cares to teach classes about the science standards such as food pyramid, healthy habits, and good hygiene

KIP survey is administered to 6th and 8th grade

The intent of the survey is to anonymously assess student use of alcohol, tobacco and other drugs, as well as a number of factors related to potential substance abuse (for example, peer influences, perception of risk, family factors, and school safety). School district and individual student participation has always been on a voluntary basis.

Regular guest speakers, such as the fire department, police, adult advocacy, cafeteria manager, etc. supplement the regular classroom health education experiences

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

Hands On CPR-7th and 8th grade

Health National Standards:

- Students learned concepts related to health promotion and disease prevention to enhance health
- Show how they can access valid information and products and services to enhance health
- Explain how to enhance health and avoid or reduce health risks
- Explain how to practice healthy habits and avoid or reduce risks
- Explain how they can be an advocate for personal, family, and community health

Curriculum and Instruction: Physical Education

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

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

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

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams

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

Pacing guides/curriculum

Master schedule

Lesson Plans document differentiation for students with special needs.

The PL/CS curriculum includes activities for students to be engaged in physical education. All activities are documented throughout lesson plans. Boston School is allocated .5 of a Physical Education teacher. A large percentage of our students are involved in after school or extra curricular physical activities.

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

The Physical Education teacher collaborates with local and national programs, such as Jump Rope for Heart and Hoops for Heart.

The Physical Education teacher also works in the 21st Century Program to promote physical activity after school.

The Physical Education teacher and the Guidance Counselor work together in promoting sportsmanship in games/sports.

. Students participate in fitness activities such as Hoops for Heart and Jump Rope for Heart throughout the school year. An annual field day with the community is planned each year with many games that require physical activities. Lesson plans contain documentation of aligned curricular implementation along with the implementation of such items as the FITT plan, consumerism, health and nutrition, etc. 21st Century has implemented additional activities like the Fit Club, Archery, and recreational games that assist in providing additional time that students are involved in structured physical activity. Take 10 activities occur in the regular classroom to provide movement within their lessons. A Nature Trail has been built on the school campus to encourage students and their families to be active outside of school hours along with an outside basketball court that is open to the public. Basketball recreational leagues exist for both boys and girls.

Curriculum and Instruction: Consumerism

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

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?	Students routinely engage in grade level appropriate financial decision making.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure students apply core academic skills such as math and reading to solve real world problems related to consumerism?	Students apply core academic skills such as math and reading and demonstrate mastery by solving real world problems related to consumerism through the regular practice of goal setting, critical thinking, decision making, and analyzing information.	Distinguished

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

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

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

Junior Achievement K-5th

Ourselfes® uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving. kindergarten.

Concepts-Barter, Benefit, Buying, Choices, Consumer, Costs, Earning, Entrepreneurs, Giving, Goods, Incentives, Income, Money, Resources, Rewards, Saving, Scarcity, Selling, Spending, Voluntary exchange, Wants, Work Skills-Abstract thinking, Coin recognition, Decision-making, Drawing, Following directions, Interpreting information, Listening responsively,

Matching, Responsibility, Sequencing, Teamwork Our Families enhances students' learning of the following concepts and skills: 1st grade Concepts-Business, Choices, Consumers, Earning, Economic incentives, Economic institutions, Employment, Family, Human resources, Incentives, Income, Interdependence, Jobs, Money, Needs, Resources, Scarcity, Skills, Spending, Tools, Voluntary exchange, Wants, Work Skills-Analyzing information, Decision-making, Differentiating, Drawing, Following directions, Interpreting symbols, Listening responsively, Making observations, Map reading, Matching, Recognizing symbols, Sequencing, Teamwork

Our Community® explores the interdependent roles of workers in a community, the work they perform, and how communities work. Five required, volunteer-led sessions. second grade.

Concepts-Banking, Business, Choices, Circular flow of money, Community, Division of labor, Economic institutions, Goods, Government, Incentives, Interdependence, Jobs, Money, Productivity, Taxes

Skills-Comparing, Critical thinking, Decision-making, Identifying choices, Listening responsively, Making observations, Matching, Problemsolving,

Role-playing, Teamwork

Our City® studies careers, the skills people need to work in specific careers, and how businesses contribute to a city. Five required, volunteer-led sessions. third grade.

Concepts-Banking, Business, Careers, City, Consumer, Economic institutions, Entrepreneur, Incentives, Income, Jobs, Money, Producers, Quality, Resources, Skills, Specialization, Zones

Skills-Appling information, Conducting research, Decision-making, Filling out forms, Interpreting directions, Map reading, Math computations, News writing, Role-playing, Teamwork.

Our Region® introduces the relationship between the natural, human, and capital resources found in different regions and explores regional businesses that produce goods and services for consumers. Five required, volunteer-led sessions. fourth grade.

Concepts-Business, Choices, Economy, Exchange, Expenses, Goods, Incentives, Income, Investment, Products, Profit, Region, Resources, Risk, Scarcity, Services, Specialization, Taxes.

Skills-Comparing, Compiling data, Conducting research, Decision-making, Differentiating, Giving reports, Interpreting data, Math computations, Problem-solving, Reading, Teamwork, Understanding symbols.

Our Nation® provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs. Further, it introduces the concept of globalization of business as it relates to production materials and the need for students to be entrepreneurial in their thinking to meet the requirements of high-growth, high-demand careers worldwide. Five required, volunteer-led sessions. fifth grade.

Concepts-Advertising, Capital resources, Career preparation, Communication, Competition, Corporation, Demand, Employees, Employers, Engineering, Entrepreneur, Free enterprise, Global competition, Goods, High-growth, High-demand jobs, Human resources.

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

Middle school students use a checking book to make deposits and withdrawals for items needed/ wants. Elementary students save "money" to buy at the classroom stores and an auction that is held at the end of the year.

The middle school students along with the 5th grade participate in a positive behavioral system in which students earn Boston Bucks and keep a check book. Deposits are made each Friday and a menu of items are available for their "purchase".

Curriculum and Instruction: Career Education

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

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs?	Not Applicable	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 core academic skills such as math and reading to solve real world problems related to career education?	Students apply core academic skills such as math and reading to solve real world problems related to career education.	Proficient

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

Program Review Report

Boston School

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

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

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

Lesson plans/14 career clusters

Pacing guide

PACSnow,

4-H

Junior Achievement

ILP-are implemented /developed are reviewed during Guidance classes in planning for a career

Early Exposure-Career/College event to expose K-8th grade to various colleges and careers

Operation Preparation

KEES-8th grade

Explore Test

Career clusters are introduced at the elementary level.

Students begin receiving career counseling in the 6th grade with the introduction of their Individual Learning Plans (ILP). The Junior Achievement curriculum also introduces students to the career clusters at the elementary level. In addition, the Junior Achievement curriculum (Economics for Success) explores personal finance and students' education and career options based on their skill, interest, and values. It also demonstrates the economic benefits of staying in school. 8th graders are counseled on EXPLORE results and the career/interest surveys are reviewed one-on-one with the students. Students also identify jobs (e.g., art/music teacher, carpenter, factory worker, engineer) relating to Kentucky's Career Clusters and describe these jobs/careers.

Students identify a range of academic skills acquired in school (e.g., mathematics, reading, writing) and explain their importance in the workplace as they are related to career paths. Students explain how and why personal responsibility and good work habits (e.g., school attendance, honesty, and cooperation) are important at home, school and work. Students demonstrate the use of decision making skills in establishing and maintaining a healthy lifestyle. Healthy living and career goals are a part of health instruction where students use goal setting strategies to develop and maintain a healthy lifestyle. Students demonstrate the ability to implement and practice health enhancing behaviors. In addition the health curriculum addresses areas of community health, consumer health, environmental health, family life, mental health, emotional health, injury prevention and safety, nutrition, personal health, communicable and non-communicable diseases, substance use and abuse. Students demonstrate the ability to avoid and reduce health risks.

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

Students have the opportunity to work at/with these Service Learning Projects:

Blood Drive-Community Activity and Pennies for Patients-Community Activity.

Career studies K-8, engages all students in higher order thinking, creativity and problem solving skills.

Curriculum and Instruction: ILP

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. A process is in place to ensure that parents have received access information for the ILP?	ILP development begins in 6th grade and continues throughout middle and high school.	Needs Improvement

	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.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure an advising program is in place and includes components of the ILP?	An advising program is in place and includes components of the ILP.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	Monitoring of ILP completion is informal and irregular.	Needs Improvement

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

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

Guidance Lesson Plans

Computer Lab Schedule

ILP' s are introduced at the 6th grade level and continue throughout the 7th and 8th grade.

ILP's are also reviewed for possible careers before Operation Preparation. Speakers were gathered based upon the students results.

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

During the implementation of the ILP'S, students work individually in the computer lab with one-one one- assistance from the guidance counselor. A letter informing parents about the ILP is sent home to obtain parent permission and to provide information on the ILP process. Early Exposure Night and Operation Preparation planning was completed based on student ILP results. Junior Achievement curriculum also introduces student to the career clusters at the elementary level. Guidance Counselor reviews EXPLORE career interest surveys with students along with having a college and career readiness night for parents as well. Guidance counselor develops learning activities to expose students to the 16 career clusters with emphasis placed at the 5th and 8th grade year.

Formative and Summative Assessment: Assessments

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

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

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

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

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

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

- Individual Learning Plan usage tools
- Advising program curriculum
- Pacing guides/curriculum maps
- Lesson plans
- Authentic assessment tools
- Formal plan outlining how ILPs are implemented

ILP is implemented/developed and reviewed during guidance classes in planning for careers. Students identify and explain why people need to work to meet basic needs and to provide self satisfaction and enjoyment. Students also identify jobs relating to Kentucky career clusters and describe these jobs/careers. Students identify a range of academic skills acquired in school and explain their importance in the workplace as they are related to career paths. Students explain how and why personal responsibility and good work habits are important at home, school and work. Teachers use multiple methods to systematically gather data to assess student learning and develop an intervention

plan to support individual student growth in PL/CS programs. District pacing guides are followed with regard to teaching PL/CS to ensure state and national standards are addressed within lesson planning documents. PLC work and teacher professional development supports PL/CS teacher in the development of formative and summative assessments.

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

Through PLC teams, teachers examine student data in all areas to improve upon current instructional practices. Teachers utilize the feedback given from school and district walk-throughs to improve upon their instruction. Continuous updates with data is shared with team members. Lesson plans document incidents of student assignments that require problem-solving and critical thinking skills to interpret real world data. Lesson plans also indicate a wide range of assessment practices. Teacher professional development throughout the year has focused on formative and summative assessments. Teachers are participating in the book study-Classroom Assessment for Student Learning. Grading expectations are made clear to the students through modeling and providing students with grading rubrics. School practices show that midterms are sent home along with student report cards.

Formative and Summative Assessment: Expectations for Student Learning

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

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

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

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

- Authentic assessment tools
- Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)
- School Health Index (SHI) modules or Healthy Schools Framework documents
- Number of students who participate in health related programs and organizations
- Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)
- Scoring guides and rubrics
- Alignment of National Standards for Family & Consumer Sciences

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

Through PLC teams, teachers examine student data in all areas to improve upon current instructional practices. Teachers utilize the feedback given from school and district walk-throughs to improve upon their instruction. Continuous updates with data is shared with team members. Data walls are utilized to track individual student progress in all areas. Lesson plans document incidents of student assignments that require problem-solving and critical thinking skills to interpret real world data. Lesson plans also indicate a wide range of assessment practices. Middle school students complete ILP during guidance class time and meet with administrators in setting goals and reviewing results. Teachers use multiple methods to systematically gather data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs. District pacing guides are followed with regard to teaching PL/CS to ensure state and national standards are addressed within lesson planning documents. PLC work and teacher professional development supports PL/CS teacher in the development of formative and summative assessments.

Professional Development and Support Services: Opportunities

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

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that job embedded professional development opportunities are available to PL/CS teachers to encourage continuous growth?	Job embedded professional development opportunities are available to PLCS teachers to encourage continuous growth and are tailored to meet the individual needs of teachers and students.	Distinguished

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for PL/CS and academic core teachers to collaborate and exchange ideas?	The school encourages collaboration between PLCS and academic core teachers, but does not allocate time for collaboration to occur.	Needs Improvement

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

- Evaluation forms
- Professional development plan for all teachers
- Professional development agendas and sign-in sheets for PL/CS teachers
- Master schedule
- Minutes and membership list of professional learning communities
- Individual Teacher Professional Growth Plans

PL/CS teachers meet with the principal to develop a professional development plan that has been differentiated to be aligned with their professional growth plan. A district professional development institute is planned this summer to provide specialized training in specific context area

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

Opportunities are given throughout the school year to continue to improve on teacher's content area, through working with the Instructional Coach, Principal, attending district work session days or participating in PD.

Professional Development and Support Services: Participation

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

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

	Statement or Question	Response	Rating
b)	To what extent do PL/CS teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement?	Not Applicable	N/A

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

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

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

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

Master schedule

- Documentation of intentional collaboration (e.g. collaboration plan with external partners, agendas, minutes, sign-in sheets)
- List of professional development
- Opportunities/participation related to 21st Century Skills (e.g. technology, health literacy, problem solving)
- Minutes and membership list of professional learning communities -Artifacts from Response to Intervention training

- Documentation of industry and community partnerships
- Artifacts of mentoring or peer coaching program for staff

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

Teachers participate in weekly PLC meetings to address curriculum, instruction, and assessment. Equal planning time is given to allow the opportunity for community/business partnership conversations to evolve. Some current partnerships exist with PACS now, Advocacy and Support, St. Catharine College, Boston Fire Department, and more. Through our 21st century grant, we have formed additional partnerships with the Area and Technology Center and local business and industry. A school nature trail has been built to provide hands-on learning experiences. Most recent projects is a student garden and a butterfly garden. A sun dial is planned for this summer. PE/Health teacher was provided mentoring this past year through an instructional coach.

PTA provides monetary support for the annual field day event. Operation Preparation, Early Exposure Night, Reality Fair, 21st Century Council, FRYSC advisory Counsel are all examples of efforts used to collaborate with the community. PL/CS teachers meet with the principal to develop professional development plans that are aligned to their PGP. Teachers were able to participate in a district-wide conference style professional development in which they were able to choose professional development activities from a menu of activities. Guidance Counselor attended both the elementary and middle school counseling cadre meetings this year along with participating in a district guidance counselor PLC group.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

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

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

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

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

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

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

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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 PL/CS programming policies?	Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies.	Proficient

	Statement or Question	Response	Rating
i)	To what extent does school leadership ensure that the school is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; and goals for school wellness are included in the CSIP?	School is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; and goals for school wellness are included in the CSIP.	Proficient

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

- School Vision/Mission Statement
- SBDM policies and minutes
- Artifacts of projects and activities
- Meeting minutes
- Master schedule
- ILP reports
- Minutes from Advisory Committee Meetings
- SBDM minutes
- Career pathways/course offering forms
- Wellness policy
- Documentation of BMI data
- Student, Parent, and Staff surveys

Monthly advisory council meetings for 21st Century are held to determine programming needs. Master schedule shows evidence of where every student participates in Health/PE classes. In addition, elementary students PL/CS PLC's meet regularly. One criteria for this PLC is the review of the program review. This work then goes to the Curriculum, Instruction, and Assessment committee before submission to the school principal and SBDM council. ARC annual review meetings incorporate information from middle school student's ILP to address transition. School nurse, cafeteria manager, and teachers work together to ensure compliance with district wellness policies.

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

Advisory councils, PTA meetings, PL/CS PLC's, FRYSC, school nurse, cafeteria manager, and school principal all work together to refine activities to be in line with school vision, to guide decision-making, and to be aligned with the 21st century skills and national standards.

Program Review: Practical Living/Career Studies

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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.

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist program area teacher leaders to collaborate, evaluate and reflect on the impact of PL/CS instructional practices on overall student achievement in the school?	The principal is the only evaluator of the impact of PLCS, Arts and Writing instructional practices on overall student achievement in the school.	Needs Improvement

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

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

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

Professional development action plan

- Meeting minutes
- Master schedule
- Minutes and membership list of professional learning communities
- School Newsletters

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

Each teacher meets with the school principal in the development of a professional growth plan and professional development plan that will enhance instruction in the PL/CS classrooms. Professional growth plans are in line with the school's mission, vision, and belief statements. Principal participates in 21st century advisory council meetings. Principal communicates with families about PL/CS activities through the school newsletter.

Program Review: K-3

Introduction

This report contains Program Review results for K-3. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

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

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

	Statement or Question	Response	Rating
b)	To what extent do students have access to a variety of equipment and materials that are relevant and necessary to support their needs? To what extent is instruction continually revised and students are guided in how to use the feedback to improve their work?	Students have access to and use a variety of equipment and materials designed to meet their individual needs and enhance their learning experiences. Instruction is continually revised and students are instructed in how to use the feedback to improve their work.	Distinguished

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

Teachers meet weekly during PLC meeting to develop common lesson plans, pacing guides, common assessments, analyze student writing samples and test results. Teachers use the information gathered to plan intervention and enrichment instruction and to move students between flexible groups for reading and math intervention. In addition, teachers collaborate with 21st Century staff to provide additional instruction beyond the school day through additional access to curriculum. RTI meetings are also held during PLC time.

Students have access to web-based software which assesses and individualizes their instruction through Compass, Lexia, and Reading Plus. Reteaching materials are built into the Lexia programming which includes intervention lessons and worksheets. Compass pulls intervention lessons based on individual MAP testing results.

Evidence includes:

PLC Minutes & Agendas documenting collaboration with common lesson planning

PLC Minutes & Agendas documenting common pacing guides

PLC Minutes & Agendas documenting common assessments

PLC Minutes & Agendas documenting collaboration with RTI process

Common Pacing Guides

Common Assessment data

Lesson Plans documenting common instruction and pacing within grade levels

Samples of Student displayed quality work with teacher guiding feedback

Student Growth Reports

Staff Sign-in Sheets

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K-3 Homework Attendance Sheets After School Program

Purchase invoice / Compass

Intervention schedules with student groupings

Documentation of Lexia/Reading Plus pilot

PD sign-in

Chrome Book Purchase Invoice

Documentation Lexia E-Mails from Michelle Lee, Lexia consultant

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

In addition to collaborating in our PLC teams, the staff also collaborates with 21st Century, Title I, and FRYSC. With 21st Century funding and Title 1 funding, the school has begun to collect a variety of resources for teachers to utilize within their classrooms and after school programming. A new math textbook aligned to the new standards along with resources continues to be used by all K-8 students. All classrooms are furnished with a projector and all primary classrooms have a Smartboard. Three classroom sets of hand held clickers are available for classroom use. An additional set of chrome books has also been purchased this year for teachers to check out as needed to supplement the computer lab, library, and laptop cart. Additional resources to help teachers with intervention have been purchased or piloted such as: Compass, Lexia, and Reading Plus. Teachers continue to use Fast Math, Moby Math, Sharks, Leapsters, Basic Skills software and other web-based programs. Class sets of Coach Books have also been purchased for testing grades. Level 4 student work is displayed in the hallway. This work includes guiding feedback from the teachers. Students are expected to review and revise work in order to improve.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
a)	To what extent is the curriculum vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations?	A rigorous curriculum is aligned, vertically and horizontally, to state and national standards with a focus on 21st Century Skills taught in the context of core subjects and interdisciplinary themes. Pacing guides are present and updated annually based on implementation data and lessons learned.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent is instructional time adequately provided for teachers to plan and fully enact the curriculum?	Ample instructional time is provided and utilized effectively by all teachers to address the curriculum. Flexibility is built into the schedule to further address student misconceptions as well as to provide enrichment opportunities to ensure student success.	Distinguished

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

Pacing guides were developed at the district level. Those guides are regularly checked and suggestions for revisions are turned into the board. The Pacing Guides are also revised in PLC meetings. Pacing guides have standards identified for teaching along with unit length and common assessment dates. Teacher schedules have been developed to ensure uninterrupted instructional time along with common scheduling to allow for flexibility of instructional groupings. Before school began teachers held vertical conversations K-5 to examine the progression of standards and ensure adequate preparation for the subsequent grade levels. Progressions of standards are examined weekly as teachers are planning lessons and understanding the depth of a standard. Additional text resources such as Reading Works, Reading Plus, and Lexia have been utilized to address the use of appropriate Lexile Levels in the classroom. Common pacing is evident in lesson planning. Boston School has the longest instructional day in the district and those minutes are guarded. Boston School staff collaborates to develop school-wide themes which include interdisciplinary instructional focus. The reading curriculum integrates curriculum into instructional themes as well. Both Compass and Lexia provide individualized instruction and enrichment for all K-3 students at Boston School.

Evidence includes:

PLC Minutes & Agendas documenting common pacing guides

Common Assessment data summaries

MAP Assessment data summaries

School Schedule which includes instructional headings

Summer PD sign in sheets documenting vertical conversations

Lesson Plans documenting common instruction and pacing within grade levels

Reading Plus or Lexia Data report

Schedule for guided reading block and intervention blocks as well as RTA and TITLE I staff schedules

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

Team members agree that adequate instructional time is provided in the schedule for teachers to fully enact the curriculum. A 50 minute flexible guided reading block is provided for all students in grades K-3. All available data is examined to level students and determine what curriculum and resources will be used for this instruction. Class schedules reflect an intervention/enrichment instructional slot. RTA and Title I staff support instruction during these times as well.

Curriculum and Instruction: Instructional Strategies

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

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

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

	Statement or Question	Response	Rating
c)	To what extent are students engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands-on, authentic and applied learning experiences?	Students are engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands on, authentic and applied learning experiences.	Proficient

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

Students are flexibly grouped based upon data in small guided reading groups to receive 50 minutes of instruction each day using a research-based literacy program (Treasures). This instruction contains discussions, questioning, learning targets, and foundational reading skills that promote critical thinking skills and the development of writing. Data is examined weekly for determination of student movement among groups to ensure appropriate growth. Intervention groups are also formulated on student data and allow for flexibility. The Singapore Math series continues to be used during math instruction. It is also research-based and aligned with the new Common Core standards. The series includes high level questioning at the application level. Teachers define learning targets before each lesson and students are actively

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involved in instruction and understand the standard they are working toward. The reading series intentionally integrates science and social studies content as well as art and health.

Evidence of weekly data examination to regroup for reading

Sample of rigorous Singapore math lesson/student work

Sample lesson plan which contains questioning, learning targets which contain critical thinking skills and development of writing

Copy of Reading manual which shows integration of science/social studies/art/health content

Documentation that shows student goal setting

Lesson Plan or sample of Time for Kids being implemented

Schedule for guided reading block and intervention blocks as well as RTA and Title I staff schedules

Copy of statement from the math manual that curriculum aligns with the common core

Walk Through Data / Sample feedback of lesson observations or communications with teachers

District/School Writing Plan

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

Lesson plans which include learning targets aligned to standards are submitted each week to the principal and instructional coach. Learning targets must also be displayed within the classroom for student and visitor review. In addition, teachers communicate the learning target and criteria for success by displaying the learning target and providing various ways of referencing the learning target within their classrooms.

Principal and instructional coach walk-through instruments provide evidence of the frequency and level of implementation that this is occurring throughout the primary classrooms. During the walk-throughs students are asked about the learning target and their responses are recorded for teachers to self-assess the level of student understanding of the learning task. Cross-curricular connections are supported through the TREASURES reading series along with the district and school writing plan. Assessment data is reviewed with students periodically along with goal-setting activities. Students are taught to use self assessment strategies such as red, green, yellow cards and other formative assessment strategies. Research based TREASURES reading series provides cross curricular planning resources. In addition, teachers use Time for Kids weekly to integrate both science and social studies content.

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

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

	Statement or Question	Response	Rating
a)	To what extent is a KSI/Rtl decision making protocol established and used to make decisions based on student needs (as required in HB 69)? What specific interventions or types of interventions are implemented for reading and writing, mathematics, and behavior supports within the school's KSI/Rtl model?	A KSI/ Rtl decision making protocol has been established and is used to make decisions based on student needs.	Proficient

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

	Statement or Question	Response	Rating
c)	To what extent does highly effective instruction include tiered services/supports that provide intervention to increase student achievement, is research-based, aligned to standards as well as across tiers, and accessible to all students?	Highly effective instruction includes tiered services that provide intervention to increase student achievement, is research based, aligned to standards as well as across tiers, and accessible to all students.	Proficient

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

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

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	Statement or Question	Response	Rating
f)	To what extent does the school revisit and modify KSI/RtI programmatic protocols and improvements based on assessment data?	The school regularly communicates intervention services and progress with the families of those students identified for intervention. Family communication is focused on improving student learning.	Proficient

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

Boston School has developed a systematic process for KSI/RTI that provides regular review of student data, progress monitoring, student support team meetings for student tier movement, and communication to parents. MAP, GRADE, MARY CLAY, DRA, District Common Assessment, Compass, and Lexia data are used for progress monitoring and to make instructional decisions about movement between tiers as well as intervention needs for each student. In addition, weekly word tests and letter sound tests are used in Kindergarten to move students between flexible reading groups. Classroom conferences support the RTI communication. MAP testing, 21st Century after school programming, leveled guided reading groups, RTI folders with assessment data and progress monitoring and sticker charts all support the RTI/KSI process.

Evidence to Support Standards include:

Evidence of RTI meetings with PLC's

MAP data summary K-3

Compass Data Summary K-3

Evidence of gifted/talented targets/instruction

Lexia student data summary

Notes from Parent Teacher conferences which document data discussions or RTI discussions

Evidence of communication of RTI to parents

Notes from Student Support RTI meetings

Evidence of progress monitoring folders

GRADE data Samples

Sample of student LEAP assignment list

Sample weekly letter/sound/word testing

Marie Clay data summary

DRA data sheets

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

RTA, Title I, Section VI staff, and classroom teachers work collaboratively to design highly effective tiered instruction to provide intensive, scaffolded instruction to address areas of weakness indicated by assessments. Student support meetings occur at 6 week intervals to examine progress monitoring data along with the weekly examination of student data through PLC meetings. Instruction is adjusted within core and intervention time to help students progress. When necessary, additional resources are sought to help students progress such as special education staff, school psychologist, FRYSC staff and district support. RTI meetings are evidenced through color coded paper work

and folders with recoded minutes in the counselor's office. Students whose data has reached the 90th percentile on benchmark assessments are further examined for gifted identification by the instructional coach.

Formative and Summative Assessment: Assessments

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

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

	Statement or Question	Response	Rating
b)	To what extent do teachers use multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to instruction?	Teachers collaborate and analyze multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to support each student's learning.	Distinguished

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

MAP assessments are administered 3 times yearly. DRA is administered at entry, mid-year and end-of-year for students not already at a level 38 (exit 3rd grade). Lexia incorporates regular assessments as well as computer and teacher led intervention lessons. Compass pulls information directly from the MAP testing and individualizes computer lessons for each student in both math and reading. Compass, Lexia, and Essential Skills Software compile detailed data reports which are accessed routinely by teachers for reteaching and intervention.

Reading Recovery data including the Marie Clay Observational Survey and Slosson Word Test are also obtained for targeted first graders. Teachers administer formative assessments such as weekly word tests and letter/sound tests and use daily instructional data and checklists to intervene with students. AR testing is used in all primary classrooms to aid in measuring reading comprehension. Program assessments are built into both the reading and math series and the district has created grade level common assessments for both reading and math.

Evidence to Support Standards include:

MAP data summary K-3

Compass Data Summary K-3

Lexia student data summary

Student AR Data Reports

Evidence of progress monitoring folders

GRADE data Samples (See Folder 4: KSI/RTI)

Sample weekly letter/sound/word testing (See Folder 4: KSI/RTI)

Marie Clay data summary

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DRA data sheets

Program Assessments

Common Assessments

Writing rubrics/Student writing/Analysis grids/Guiding Feedback

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

Student assessment data is collected and displayed on a data wall in the conference room for access during all PLC meetings. Teachers collect data and goal setting materials for each student and students meet regularly with staff to set goals for MAP and AR testing. All instructional decisions at Boston School are data driven.

Formative and Summative Assessment: Expectations for Student Learning

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

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

	Statement or Question	Response	Rating
b)	To what extent are teachers providing timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work?	Teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work.	Proficient

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

Students are provided with a learning target for each lesson taught that is communicated both verbally and in writing. Families are provided weekly newsletters in which teachers communicate intended learning for each subject. In addition, teachers met with families to review assessment data and explain intended learning outcomes after first formal assessment results at the beginning of the year. Additional conferences are held for Kindergarten and targeted students during Kindergarten Jump Start.

Evidence to Support Standards include:

- Lesson Plans which document learning targets
- Newsletters which communicate learning targets
- Parent/Teacher Conference notes which discuss Assessments
- Student Work Samples with Rubrics and Written feedback
- Kindergarten Jump Start Lesson Plans
- Sample Brigrance Data Sheet
- Sample Parent Communication/RTI

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

Families are provided with MAP reports along with student report cards that indicate progress and student learning results. In addition, parent conferences are held throughout the year for targeted students.

Professional Development: Opportunities

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

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

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

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

Teachers have professional growth plans that align to professional development. All teachers have the opportunity to participate in professional development based on personal professional growth plans. Teacher professional growth plans are aligned to the school and district improvement plan process.

Professional Growth Plans

Professional Development Plans

School Improvement Plan

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

Teachers are provided embedded professional development through PLC meetings. Concern exists due to the lack of funding available to send teachers to conferences that could provide additional professional development. Teachers are limited to attendance of outside conference opportunities by state and local funding. With the addition of many web-based training opportunities, teachers have had more access to a variety of professional learning. The pilot programs, Lexia and Reading Plus was facilitated by a trainer who was able to offer multiple trainings and follow up support throughout the year.

Professional Development: Participation

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

	Statement or Question	Response	Rating
a)	To what extent do teachers and administrators actively participate as members of professional learning communities that focus on research-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance?	Teachers and administrators actively participate as members of professional learning communities that focus on research-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance.	Proficient

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

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

Weekly professional learning community meetings are held for each team. Through the PLC process teachers share instructional strategies, investigate and research other strategies, and student data and analysis of work to evaluate effectiveness.

External partners include: Toyota Born Learning, Family Resource, Promotional Wood Products, 21st Century after-school program who partners with Salt River Rural Electric, Bernheim, and the county extension office

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

Letters to families to facilitate the Lexia Program at home demonstrate a community and family connection to professional learning. We also have news clippings from the local newspaper demonstrating a program from spring partnering with Bernheim and a local landscaping company through our 21st Century program. Documentation of home visits conducted in partnership with FRYSC for incoming kindergarten students. Teachers also collaborate with FRYSC to conduct the Toyota Born Workshops that support parent workshops for young children and specifically target early learning strategies. Also included are lesson plans used for the Kindergarten Jumpstart program conducted in partnership with the 21st Century program.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective K-3 instructional programs.

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

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

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

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

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

School schedules are approved annually by the SBDM council. The school schedule reflects the value placed on instructional time and resources as it is designed to maximize both. Teachers and principal collaborate in planning blocks of times for instructional blocks, intervention blocks, guided reading times for each grade level and allocation of resources including staff to assist with these schedules.

SBDM council reviews student data for all students and gap students three times each year after benchmark assessment.

Included:

School Schedules

SBDM agendas and minutes

School Newsletter

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

The school schedule is developed with input from teachers and approved by SBDM. It is designed to maximize instructional time across all grade levels and maximize resources through careful consideration of its development in all areas. SBDM agenda and minutes demonstrate the SBDM review of student achievement data. The principal's newsletter demonstrates communication with families about and support for instructional and enrichment programs within the school.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

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

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

	Statement or Question	Response	Rating
c)	To what extent does the principal make decisions related to staff assignment based on student needs determined by student trend data?	The principal makes decisions related to staff assignment based on student needs determined by student trend data.	Proficient

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

Principal provides opportunities for teacher feedback and recommendations through the PLC process, individual teacher meetings, faculty meetings, and SBDM committee structure.

Evidence included:

SBDM Committee charges

Committee minutes

Compass, Lexia and Reading Plus training sign in sheets

Staff communication (weekly email)

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

SBDM committee charges demonstrate a structure to empower all teachers in decision making and promote leadership within the staff.

Leadership committee minutes demonstrate staff involved in decision making regarding budget and staffing prior to SBDM approval.

Sign in sheets for professional development sessions for research based instructional programs and follow up communication with staff reflect support and participation by the principal.

Program Review Next Step Diagnostic

Introduction

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

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

In-Depth Review

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

Response:

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

Arts and Humanities Program Review

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

We have added two new classes for drama and creative arts as middle school elective courses. We will again offer students these courses as choice electives in the upcoming school year. In addition, we are adding creative arts for elementary students on a rotating schedule along with their existing opportunity for music class.

Another strength is our school-wide performances. This year we had one of the first holiday musicals with drama students performing for families in the evening and school-wide during the day. In the upcoming year, we plan to continue this performance and add at least one additional performance in conjunction with family literacy or a parent night.

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

*cross-curricular planning opportunities

*PLC opportunities for A & H

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

In the upcoming year, the plan is to provide opportunities for social studies content teachers to collaborate with the arts and humanities teacher to incorporate music and art instruction with the current content. In the middle school, the social studies teacher will work with A&H teacher to facilitate collaborative planning and support of taught standards within a study of Renaissance art and music. Intentional planning to create opportunities for A & H teachers and support staff to meet quarterly for collaboration and planning.

Practical Living/Career Studies Program Review

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

Health classes

Wellness Committee (school nurse, lunchroom manager, P.E. teacher, Media specialist, and guidance counselor) meetings added opportunities for professional development

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

collaboration opportunities for content teachers to work together in PLC

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

Intentional plans for the development of an elective course curriculum for 7th and 8th grade students will include career studies and practical living content.

Planning opportunities for quarterly meetings of content teachers within the district to collaborate and plan, sharing instructional strategies and resources will occur.

A parent university will be scheduled for August with follow up sessions to educate families about the ILP process and components. In addition, there will be many other areas addressed based on need and input from the relevant stakeholders.

Writing Program Review

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

Display of quality writing

PLC process for development and assessment analysis

School and District Writing Plans

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

Professional Development

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

School representatives will participate in the revision and refinement of district pacing guides which specify writing criteria. Continued focus on language skills. Continue to focus on professional development for writing instruction embedded in the PLC work. Continue quality written work displayed with all components. Increase opportunities for peer feedback through quality written work walkthroughs and regularly monitor the expectations for rotation of written work.

K-3 Program Review

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

- An aligned and rigorous curriculum
- highly qualified teachers
- RTI/KSI
- teacher PLC meetings
- data analysis and monitoring
- constant reflection and revamping of instructional strategies

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

Specific Professional development for K-3 teachers

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

PLC work will continue to focus on data analysis and best-practice instructional strategies. In addition, communication will be facilitated among vertical teams through leadership of the principal and instructional coach to ensure consistency and competency in data analysis and student grouping and regrouping to maximize potential of all. Literacy blocks will continue to be reflected in the schedule to allow for adequate time for instruction and the best use of personnel. One teacher will be trained in Orton Gillingham strategies and one will be trained in the Early Intervention in Reading program. Those strategies will be shared, monitored and refined through observation and PLC work.