



# Program Review Report

Old Kentucky Home Middle School

Nelson County

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## **Introduction**

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

# **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?	Access is provided 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 (dance, drama, music, visual arts)	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Core Academic Standards?	<p>The arts curriculum provides discipline-based instruction and protected time in each arts discipline containing its own body of knowledge, skills, and ways of thinking as outlined in the Kentucky Core Academic Standards.</p> <ul style="list-style-type: none"> <li>• Elementary: All students have regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KCAS.</li> <li>• Middle School: All students have access to regularly scheduled discipline-based, arts courses in each of the four art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes.</li> <li>• High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.</li> </ul>	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
- digital video and audio recordings of performances
- documentation of participation in KMEA sanctioned events
- sample writing selections from the four art disciplines
- samples of student creations
- documentation of Gifted/Talented art classes and dance troupe

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

OKHMS has four arts based classes, art, band, dance and drama that meet on a daily basis throughout the year. Students rotate through the arts based instructional classes on a 12 week rotation. Instrumental music is an all year class.

OKHMS gifted and talented visual art students were given opportunities to showcase and compete with their artwork on a few instances throughout the year.

The dance troupe performed at the annual Things That Go Bump in the Night concert.

The bands at OKHMS participate in KMEA sanctioned events.

## 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.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.**

Pacing guides including historical time periods taught for the standards within the Arts and Humanities Core Content 4.1

Writing prompts used in arts classes

sample lesson plans of arts related performances/projects in core subjects

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formative and summative assessments of dance, drama and art

KMEA participation for summative assessments in instrumental music

Students Growth goal assessments and data that were arts based.

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

Old Kentucky Home Middle School currently is utilizing the Core Content 4.1 documents to teach all arts related classes until the new national standards are released for the arts. Within the art subjects, students do a writing portfolio piece during their 6th, 7th and 8th grade year.

Lesson plan pacing guides are included that show the alignment between the core content 4.1 and OKHMS curriculum.

The dance, drama and art subjects utilize formal and summative written and performance based assessments when the curriculum is being revised.

The 6th, 7th and 8th grade instrumental music programs attend the KMEA concert band festival yearly. The 8th grade band received a distinguished rating while the 6th and 7th grade bands received a proficient rating.

Several core subjects use a natural integration of the arts in their classroom. There is a lesson chart to show this integration.

## Curriculum and Instruction: Instructional Strategies

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

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

	Statement or Question	Response	Rating
b)	To what extent do teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills?	Teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day?	Guest artists are not used, or guest artists provide arts instruction in place of regular disciplined based arts instruction.	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.**

Curriculum Documents  
Lesson Plans

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

The curriculum documents and lesson plans at OKHMS show the use of creating, responding and performing to all four arts disciplines. Self-assessments were used in arts classes to promote critical thinking and encourage the students to analyze their own performance based on given standards. Students in band took part in goal planning for themselves and the class as a whole. Students in dance and drama

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assessed themselves and one another during rehearsals as well as after final performances.

## 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.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.**

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Lesson Plans (PLC documents)

Video and Audio recordings of rehearsals/performances

Use of verbal/written critiques of self and others' performances

Band Curriculum

Use of video of professional dance/drama performances

Photographed student art

KMEA festival participation

Nelson County Art Contest

Students participate in community dance studio (Dance Pros), Bardstown Community Theatre (summer musical Shrek), and private lessons at the local music store (All About Music).

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

Lessons/PLCs/Curriculum documents show multiple opportunities for creating, performing and responding to these on a regular basis.

Video/Audio recordings of rehearsal and performances allow students to watch/hear themselves and make decisions about how to improve their performances.

Verbal and written critiques are regularly done after dance/drama performances to discuss dance and dramatic elements that were implemented as well as measures to be taken for improvement in future performances.

Video of dance/drama professional performances used on a regular basis in class, students must respond and apply certain elements.

## 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 guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Proficient

**Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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 documents
- PLC documents
- Copies of Assessment/Critiques/Peer Reviews
- Judges Comments

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

Curriculum documents and PLC's state when assessments/critiques/reviews are being implemented in the classroom. Teachers may also provide copies of the assessments/critiques/reviews as needed for documentation. Judges Comments at public and concert band performances are used to give the students specific feedback and allow them opportunity for improvement. Peer reviews and self reflections are used on a sporadic basis to have the students analyze their own and others' performances.

## Formative and Summative Assessment: Expectations for Student Learning

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

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

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

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

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

- Recordings of performances
- Rubrics for project/performance/ and writing assignments
- Reflections on lessons/concerts/performances

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

Teachers post student work in the hallway that is rigorous and is a model of distinguished work. Teachers use recordings of professional performances to share with students as they learn certain performance based concepts/elements. Rubrics for assessments are used on a regular basis for projects, writing assignments and performances alike. These are provided to the students as a means to guide them through the process as well as provide expectation for exemplary product. Reflections on lessons/concerts/performances require the teachers to analyze and grow as they plan each week/event.

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## Formative and Summative Assessment: Assessment for Teaching

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

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

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

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

Graded products with objective specific feedback

Feedback through rubrics

Reflections on and Responses to others' performances

Judges' feedback for KMEA events attended.

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

Graded products are returned to students so they may see how well they did or did not meet the expectation and determine where they need growth.

Feedback on performances given through rubrics, again so that the students can see what they do well and where they need improvement.

Students reflect on and respond to the performances of others, especially professional performances as an example of distinguished.

## Professional Learning: Opportunity

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>a)</b>	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 learning action plan is linked to the Comprehensive School Improvement Plan (CSIP), supports quality instruction in the Arts and Humanities and is revisited throughout the year to assess the implementation, program fidelity and to make necessary revisions.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>b)</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 learning opportunities are available to Arts and Humanities teachers to encourage continuous growth.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>c)</b>	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 learning opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>d)</b>	To what extent does the school ensure that the schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas?	The school schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas.	Proficient

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

Professional Development Plan  
Professional Learning Community (PLC)  
Faculty Meetings geared toward PD  
School Report Card

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

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PD is discussed throughout school year to determine PD needs school wide and departmental

PLC's (weekly)/ Faculty Meetings (monthly) that are centered around Professional Development to discuss instructional practices, data analysis, and improving student achievement.

Collaboration in between arts teachers and non art teachers are utilized weekly during after school Professional Learning Communities.

## Professional Learning: 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 learning selected based on school, student and teacher data analysis.	Proficient

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

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

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

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

All arts related teachers attended PD in their specific content area (music attended the KMEA Conference, Dance attended annual clogging professional development/workshop)

Weekly Professional Learning Communities

All arts related teachers are leaders in professional organizations, in the school and community (KMEA, Community Clogging group)

Related Arts content meets and collaborate with post-secondary leaders

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Collaboration between art content and regular ed. content classrooms (Spanish and Art class collaboration with Dia de los Muertos)

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

Arts content teachers attended several PDs that include:

Kentucky Music Educators Association Conference

Dance Workshops

Weekly PLCs that discuss instructional practices, data analysis and improving student achievement.

Arts teachers are leaders through KMEA, Response to Intervention (Behavior), Leaders in writing portfolios, Professional Development and Budget Committees, and a community clogging/instrumental music group.

Arts and Humanities teachers are in contact with post secondary teachers through the music programs with an aligned curriculum.

Art teachers are available to collaborate with regular content teachers to support cross curricular instruction by providing resources, materials, and ideas within weekly PLC times.

## Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

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

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

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

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that arts teachers receive planning and travel time that is equitable with other content areas?	Arts teachers receive 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 collaborates with Arts and Humanities teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.	Distinguished

	Statement or Question	Response	Rating
g)	To what extent does school leadership ensure that decisions related to arts program staffing are based on student need and interests?	School councils establish policies for the allocation of staff based on needs of students.	Needs Improvement

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- A) Proficient: Program Review Policy
- B) Proficient: Master Schedule, CSIP Goal #6; PLC Agenda 12/17/14
- C) Distinguished: Time allotted to committee members/all faculty during PLCs and Faculty Meetings to review the budget
- D) Distinguished: Master Schedule, Equitable Class Sizes school wide.
- E) Proficient: Master Schedule
- F) Distinguished: Arts and Humanities teachers are members of Budget Committee/SBDM council; Discussions with Arts and Humanities Teachers on resource needs (PLC Agenda 10/1/15; 10/22/15; PLC Agenda 4/28/15); Purchasing of Band and Art Materials
- G. Needs Improvement: SBDM Committee Policy

Master Schedule

Arts and Humanities teachers members of the Budget Committee

Staffing allocates all 4 arts content in place along with band, after school choir and an after school dance troupe

Weekly Professional Learning Communities

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

- A) The Program Review Policy ensures that protocol are in place to ensure that discipline based arts instruction are a part of the school curriculum. Administration has checkpoints for program review implementation throughout the year as evidenced by PLC agendas.
- B) The master schedule and related arts rotation will show that all students can receive instruction in the Arts and Humanities.
- C) One of the Arts and Humanities teachers are active members of the SBDM council. Two are active members of budget committee who review budget and provide feedback to SBDM members administration. Band and Art materials were purchased this year based on teacher/student need.
- D) Equitable Class Sizes school wide. When new students come to school students are placed proportionally.
- E) See Master Schedule
- F) Arts and Humanities teachers members of Budget Committee/SBDM council; Discussions between administration and with Arts and Humanities Teachers on resource needs and development of master schedule (PLC Agenda 10/1/15; 10/22/15; PLC Agenda 4/28/15)
- G) There are policies in place for committee's to discuss student need (Planning, Enhancing Student Achievement, and Program Review Policy.)



## Administrative/Leadership Support and Monitoring: Principal Leadership

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

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

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

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

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

A) Proficient: Updated Program Review Policy; Two Arts and Humanities teachers are part of the Program Review Team;

Arts and Humanities teachers provided "release time" to collaborate, evaluate and reflect on programs; Google Feedback Form

B) Proficient: Pre-Assessment performance visits to the band room; Discussions between teachers and administration to discuss and

analyze program results and provide feedback; Programs for Band Halloween Performance /Spring Concert; Agenda for 5th Grade Visit to

OKH with Band Presentation/Recruiting Station; Attending band performance on Instrument Introduction

Visit with Band Director to Foster Heights for Instrument tryouts.

C) Proficient: Board and SBDM Good News Reports; One-Call Now messages; Morning and Afternoon announcements both in school and on Mail-Chimp; Parent invitations to dance and band performances (Halloween Concert and Spring Concert).

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

A) The Program Review Policy was updated using feedback from our Program Review Team and our school committee's. Two Arts and Humanities teachers are part of the Program Review Team. Arts and Humanities teachers are provided "release time" to collaborate, evaluate and reflect on programs. Principal asked for and received feedback from teacher leaders concerning the impact of the arts

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instructional practices on overall student achievement in the school

B) Administration participated and organized a professional learning opportunity in which all committee's analyzed the previous year's Program Review results. Each committee identified areas of growth and discussed methods to incorporate the Arts and Humanities throughout the school.

C) Board and SBDM Good News Reports; One-Call Now messages; Morning and Afternoon announcements both in school and on Mail-Chimp; Parent invitations to dance and band performances.

# **Program Review: Practical Living/Career Studies**

## **Introduction**

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

## Curriculum and Instruction: Health Education

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

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

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

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

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

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

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

Documentations of collaborative projects (e.g. lesson plans, rubrics, assessments, and culminating events)

Pacing guides/curriculum maps

STLP and Student Leadership Council students created public service announcements and videos on bullying

Friday Character Ed. videos,

Agenda lessons during GAGE period

Undercover cop as guest speaker on drugs in general,

Rubrics, skill assessments, lesson plans showing a variety of strategies for instruction and assessment

Development and implementation of an individual FITT plan

Fitness testing

Documentation of guest speakers

Chocolate Economics

Service learning projects- BETA collected food, school wide collection of gloves/scarves/blankets (Warming Hands, Warming Hearts)

Evidence of consumerism with Operation Preparation

CSH committee is in place and in initial stages of collaboration.

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

Advanced class participation in stock market games and decisions. Recycling activities (outdoor classroom upkeep, recycling program at school). Fitness plans completed by all students through health/physical fitness class. Eighth graders complete Junior Achievement program through a guest speaker from a local bank. Lynne Potter from FRYSC was a guest speaker in health and physical fitness classes to address peer pressure refusal skills. Several other guest speakers were brought in to discuss a variety of health topics. Students complete FITT plans as part of health curriculum. CSH committee is in place and in initial stages of collaboration. A Wellness Policy is in the process of being adopted by SBDM.

## Curriculum and Instruction: Physical Education

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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**

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

Physical Education curriculum documents

Master schedule demonstrating participation in PE by all students

CSH minutes

SBDM agenda minutes

Wellness policy

Morning movement opportunities-basketball, volleyball or walking before classroom instruction

Teacher reward system offers movement (getting to go to the gym)

School wide ticket systems allows for basketball passes

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

A committee meets several times to plan activities for students. Students participate in physical education classes during the year.

CSH minutes show how we are trying to implement criteria for PLCS. This information was reviewed and discussed with the SBDM Council.

## Curriculum and Instruction: Consumerism

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

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

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

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

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

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

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

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

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

Projects in 21st century skills and S.T.E.M. classes

Real-world math problems in math classes

Wildcat tickets as reward

Operation Preparation

Token economy - low incidence classroom

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

Consumerism focus is strong in 8th grade with guest speakers and activities from Junior Achievement lessons. Students complete multiple projects in their Science, Technology, Engineering, and Mathematics (S.T.E.M.) class that integrates the real world application of consumerism with problem-solving, goal setting, critical thinking, decision making, and analyzing information. All students participate in a reward system where they can earn Wildcat tickets. They then can save or turn them in for rewards. Random activities with money are incorporated into some classes during the terms.

## 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 regional sector strategy data (obtained from Economic Development, Chamber of Commerce or Local Industry Authority partners). At the high school level, business and industry partners serve on advisory committees for career education programs?	Career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate, career-related problem solving within the classroom?	Students routinely engage in grade level appropriate, career-related problem solving within the classroom.	Proficient

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

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

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

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

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

Master schedule

21st Century Skills curriculum documents

Morning News program

STLP club activities

Recycling/Outdoor club activities

ILP reports

Operation Preparation

S.T.E.M. classes

Pennies for Patients

Red Cross

Collect gloves and scarves

Girls Basketball went to nursing home

Student Leadership Council

Compassion Committee

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

Students participate in career-related activities to produce the morning news show, work in the outdoor club, and complete projects for STLP club. Advisory Committee (FRYSC, teachers, counselor) meet to plan programs for Practical Living and Career Studies fields. Program review completed by a set committee. All students complete ILP's each year and identify careers that match areas of interest. Beta club hosts multiple community service projects through out the year and encourage all students to participate. Hoops for Heart is incorporated through out the school to raise money for cardiovascular disease. The Student Leadership Council and Compassion Committee focused on conflict resolution and compassion awareness through out the school.

## 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.

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	A formalized plan is in place to monitor the completion of the ILP.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 16 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.**

ILP reports and completion report  
CSIP- ILP included section  
Operation Preparation  
MAP goal conferences

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8th grade field trip to the vocational school

Teachers will meet to advise students on ILP/career

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

School counselor and classroom teachers ensure all ILPs are completed yearly by meeting with every student on a scheduled career day.

Each grade level participated by completing their grade level requirements for the ILP. Eighth grade participated in an off campus Operation Preparation where students were advised in career areas based on their ILPs.

## Formative and Summative Assessment: Assessments

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

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

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

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

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

- PLC documents
- Performance-based assessment rubrics and products
- Assessments and rubrics for health/PE
- Student reflections on S.T.E.M. projects.
- Student products S.T.E.M. and 21st Century classes.
- PLC meeting agenda documenting review of MAP, EXPLORE, and K-PREP data
- Student growth goals data driven in CIITS

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

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PLC's meet weekly to submit lesson plan documents. Distinguished work from assessments is displayed in hallways. Rubrics are used to guide students in completion of products and performances.

## 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.**

Rubrics for assessments in practical living/career studies areas  
Display of Distinguished student work on assessments in hallways  
Specific feedback on assessments  
Fitness cards are sent home to inform parents of pre and post testing  
Report cards  
Fitness testing -- performance through assessment  
Assessments based on standards  
Work samples

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

Student assessments are returned within one week according to school policy. Students receive specific feedback on assessments and use rubrics to guide development of products.

## Professional Learning: Opportunities

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

	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 PL/CS disciplines?	The professional learning 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 learning opportunities are available to PL/CS teachers to encourage continuous growth?	Job embedded professional learning opportunities are available to PLCS teachers to encourage continuous growth.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for PL/CS and academic core teachers to collaborate and exchange ideas?	The school allocates time for PLCS and academic core teachers to collaborate and exchange ideas.	Proficient

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

Weekly PLC meeting minutes demonstrating discussion among related arts and content teachers  
 PLC meetings for Response to Intervention showing collaborative work among all staff  
 Professional development log of activities  
 We have reviews and discuss Academic and Behavior Response to Intervention (ABRI) reports.  
 Weekly Behavior PLC data

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

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Opportunities for professional development were available from the PAWS Institute at UK. Paid for out of personal funds. Schedule allows for limited collaboration among related arts and content teachers. PLC are during planning once a week. There are 2 PLCS teachers in the same meeting. The members of the PLCs depend on scheduling.

## Professional Learning: Participation

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
b)	To what extent do PL/CS teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement?	PLCS teachers take on a leadership role in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
e)	To what extent do most teachers in the school receive and implement professional learning 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.**

Attendance sheet and agendas from weekly PLC meetings

Teacher lessons with physical activity built in.

Guest speakers

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

All teachers participate in weekly PLC meetings related to instructional practice, data analysis and improving student achievement. All teachers in the building serve in a leadership capacity for at least one area: Rtl, writing, math and reading data collection, hall sweeps, grade level team leader. Also, all teachers are on committees that make decisions about assessment, school culture, curriculum, planning/professional development, and budget issues.

## 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?	PLCS teachers actively participate in and provide input in planning the annual school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

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

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

- A. Proficient: GAGE Period... Character Education on Social, Mental, and Emotional Health; Health and Wellness Policy
- B. Proficient: Master Schedule showing planning times; Lesson Plan/Unit Documentation
- C. Proficient: All School Committees were given the budget to look at and review. All teachers were asked to provide a list of materials needed for next school year. PLC Agenda/Sign In Sheet; Actual Budget, SBDM Meeting Notes
- D. Distinguished: teachers are given equitable class sizes; Meeting with Cheryl, Kim and Tim concerning class size; Multiple Rosters From Every content area
- E. Proficient: Master Schedule; PLCs and after school sign in sheets for cross-curricular planning
- F. Proficient: Use of contingency funds to purchase band, PE, art, and 21st century materials; Emails about WSO Funds wish lists; Collaboration between teachers.
- G. Proficient: Master Schedule; Certified staff are teaching the PLCS classes.
- H. Proficient: Health and Wellness Policy; SBDM Minutes for first and second reading for policy approval; Committee meeting agenda twice a year
- I. Proficient: Health and Wellness Policy; CSIP Activities; Minutes from setting the goals

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

- A. Proficient: Weekly school-wide focus on Character Education concerning Social, Mental, and Emotional Health; Our CSHC developed a

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Health and Wellness Policy that is aligned with the district health and wellness policy. SBDM had two reading and approved the policy.

B. Proficient: Master Schedule will show that all students can receive instruction in PLCS; Lesson Plan/Unit Documentation will show the PLCS disciplines and instruction are being taught.

C. Proficient: All School Committees (Budget, Academic, and School Culture) were given the budget to look at and review. All teachers were asked to provide a list of materials needed.

D. Distinguished: teachers are given equitable class sizes; Administration meet with Central Office Administration concerning class size to ensure that class sizes were equitable. Multiple Rosters From Every content area will show the equitable

E. Proficient: The Master Schedule will show equitable planning time; Planning period PLCs and after school sign in sheets for cross-curricular planning is also equitable.

F. Proficient: Master Schedule will again show allocated time for implementation of the PLCS programs. Use of contingency funds to purchase band, PE, art, and 21st century materials; Emails about WSO Funds wish lists; Collaboration between teachers.

G. Proficient: Master Schedule; Certified staff are teaching the PLCS classes.

H. Proficient: Our CSHC meet twice this year to ensure quality PLCS programming policies. The CSHC developed a Health and Wellness Policy that is aligned with the district Health and Wellness Policy; SBDM had a first and second reading of the policy and approved for the school.

I. Proficient: Our CSHC developed a Health and Wellness Policy that is aligned with the district health and wellness policy. SBDM had two reading and approved the policy. The goals for school wellness are included in the CSIP.

## Administrative/Leadership Support and Monitoring: Principal Leadership

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
c)	To what extent does the principal provide frequent communication with parents and community about PL/CS programs?	The principal rarely provides communication with parents and community about PLCS programs.	Needs Improvement

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

- A) Proficient: AESOP records for release time and collaboration on PLCS program Review; Google Form for reflection on the impact of the PLCS program on overall student achievement
- B) Proficient: Leadership Meeting at Board; Edviate Training on PLCS; Visit to ATC
- C) Needs Improvement: One-Call now to parents concerning the visit to the ATC and Operation Preparation.

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

- A) Proficient: PLCS teachers are provided meeting time to collaborate and evaluate the effectiveness of the PLCS programs in the school. Teacher are provided release time to evaluate the PLCS programs. Teacher are also given the opportunity to collaborate, evaluate and reflect on the impact of the PL/CS, Arts and Writing instructional practices on overall student achievement in the school. Teachers were given the opportunity to identify any areas of improvement or suggestions for next year.
- B) Proficient: Administration attended monthly meetings at Central Office that were designed as Leadership PLCs to improve student achievement in all areas. Administration engaged in professional learning through Edviate modules.
- C) Needs Improvement: Administration communicated with parents/community concerning the PLCS programs through OneCall Now

messages over Operation Preparation and the visit to the Area Technology Center.

# 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.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>a)</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>b)</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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>c)</b>	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.**

District writing policy

PLC documents demonstrating writing across the curriculum and differentiation

Student work samples and reflections in writing folders

Use of Lexia and Reading Plus Program for building vocabulary and the strands of literacy

Use of Decartes to individualize instruction based on MAP data

Co-teaching grant in ELA classes

Students write to proficiency with feedback from teacher (opportunities to re-do in class and outside of class if not proficient)

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

The school writing policy requires that students write in every content class and in other program review classes throughout the year. Writing pieces are submitted in a student writing folder that follows the students through his/her three years at OKH and goes with the student to the

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high school. Lesson plan documents turned in at weekly PLC meetings demonstrate daily writing opportunities for all students.

## Curriculum and Instruction: Aligned and Rigorous Curriculum

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

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

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

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

21st Century Skills Reflections and Written Responses

District pacing guide incorporating the writing genre strands, language usage, and KCAS

PLC Documents demonstrating critical thinking activities, research activities, use of technology via glogster, edmodo, kidblog

School writing policy-student writing folders

Computer labs schedules of use and Chromebook use

PLC documents demonstrate alignment of learning/assessment to KCAS for ELA

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

A 21st Century Skills class was added this school year as a related arts class. This class focuses on the 21st Century skills and strategies of communication, collaboration, creativity and critical thinking. We have 4 computer labs available for instructional and assessment use. Students are becoming familiar with using googledocs for the writing process. All students have an email account, and some teachers utilize e-mail as a way of conferencing with students as a paperless way for students to submit pieces written for publication. Students have blogs to create collaborative work.

## 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 evaluate or communicate using critical thinking skills.	Distinguished

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

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

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

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

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Student responses posted in hallway

Blogs done in 7th grade ELA class

Student-teacher writing conferences

Peer writing conferences

21st century skills projects

Bring Your Own Technology policy

PLC documents incorporating blogs, edmodo, glogster, powerpoints, videos, animoto, googledocs, prezi

Use of rubrics to score writing pieces

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

Teachers frequently use teacher-created models of writing prompts in instruction, and these models are posted in the hallway along with distinguished samples of student writing. Some students with IEPs have assistive communication devices such as I-PADS and the use of Read-Write-Gold software to help with writing during class. Students research topics during content classes and use notes from research in their writing. The SBDM Council adopted a Bring Your Own Technology policy, allowing students to access cell phones, e-readers, and IPODs for educational reasons in the classroom. Students informational/argumentative pieces of writing requiring research and media literacy skills are included in the students' literacy folders.

## 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

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

Writing Policy

Bring Your Own Device Technology Policy

21st Century Skills curriculum

PLC documents to show Kagan strategies used in classrooms and the use of student examples as models for class instruction

Distinguished writing samples in hallways

Rubric used for performances along with some video-taped performances

Letters to speakers thanking them for coming (Martin Luther King Jr., Veterans Day, Representative)

My 'favorite teacher' essay through Barnes and Noble

Human Rights essay through Bardstown-Nelson County Human Rights Commission

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

Students have multiple opportunities to perform through writing and communication in content classes. Performance-based assessments in 21st century skills class, science, and ELA require students to present findings and articulate processes involved in the completion of projects. Many of these performance-based assessments require students to collaborate with each other and with others in the school, such as the principal and board members.

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

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

	Statement or Question	Response	Rating
d)	To what extent do teachers provide regular opportunities for students to revise and apply new learning before summative products are assessed?	Teachers provide regular opportunities for students to revise and apply new learning before summative products are assessed.	Proficient

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

Student writing folders

Teacher models of student work

Writing for assessment posted in hallways

Student work samples showing revision

PLC documents showing learning target-assessment match

PLC documents demonstrating formative and summative assessment strategies

Infinite Campus gradebook samples showing Category 1 and Category 2 grades (formative and summative assessment)

Grading Policy

District Pacing Guide

PLC documents showing ELA standards used in social studies

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

School-wide expectations for collecting formative and summative assessment information are outlined in the school's Grading Policy. Teachers demonstrate an understanding of deconstructing learning targets on PLC documents which list the KCAS or Program of Studies/Core Content objective and the learning target matching that standard. Teachers regularly use constructed responses as a means of formative/summative assessment. These assessment prompts are peer-reviewed during PLCs to ensure alignment to KCAS and rigor.

## 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.**

Schedule for assessment conferencing

Posted daily learning targets

Scoring guides and rubrics for writing assignments

School-wide open response program-new writing assessment displayed in hallway every three weeks

Teacher reflection on student data on PLC documents

Teacher models of student work

SBDM writing policy

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

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Students set goals for MAP and EXPLORE assessments along with setting goals for future assessments. Teacher models of writing are used for instruction and are posted in the hallway along with student work samples. ELA teachers work with students to improve writing by conferencing with students and helping them revise work. ELA teachers review writing at the beginning of the year and the end of the school year to check progress and set writing goals, as established in the school's writing policy.

## Professional Learning: Opportunity

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>a)</b>	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 learning action plan links to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in writing.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>b)</b>	To what extent are job-embedded writing professional learning opportunities available to teachers to encourage continuous growth?	Job-embedded writing professional learning opportunities are available to teachers to encourage continuous growth.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>c)</b>	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 learning opportunities focus on research-based best practices and are planned based on school and student data and teacher Professional Growth Plans.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>d)</b>	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.**

Extended and Constructed Responses every three weeks-PLC documents  
 Feedback on PLC documents concerning writing goals and instruction  
 Revisions of assessments after teacher feedback is given  
 Teacher PGP includes assessment growth  
 Embedded PD based upon data analysis results

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

Each teacher is required to give a KPREP-like assessment every three weeks that includes a constructed response and an extended response. Teachers meet in content-area PLCs weekly to collaborate regarding literacy best practices and for job-embedded professional

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development. Teachers receive feedback from peers and school leadership regarding areas of growth and strength with literacy based upon data analysis during PLCs. Job-embedded PD is designed around areas of growth based upon data analysis.

## Professional Learning: Participation

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 learning selected based on school, student and teacher data analysis.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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?	Teachers regularly collaborate with community, business and postsecondary partners through advisory committees, work exchange programs and community groups with a focus on writing.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 learning 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.**

PLC documents showing feedback on writing goals

Student Growth Goals through CIITS in relation to citing evidence in writing

School writing plan showing participation of all teachers

PLC documents demonstrating writing in all content areas

Review of assessments for writing-alignments between the standard and the question

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Academic Team Winner for Writing in District and Regional

BETA First Place Winner for Poetry

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

All teachers are required to have students produce at least one piece of writing in all content classes. Student writings are stored in writing folders in a central location and checked for completion by a teacher leader. School-wide program for extended response is also monitored by a teacher leader. To collaborate with the community, students have also written additional external writings through contests and academic and BETA teams. Teachers meet in content-area PLCs weekly to analyze data and address next steps for instructional practices.

## 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 across contents actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space and technology are available to implement school wide writing program.	Distinguished

	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.**

A. Proficient: Lesson Plans; KPREP like (constructed response, Extended Response, and On-Demand) assessments; Trainings on School wide RUN RACE RA writing strategy; SBDM Minutes showing policy review and revisions; Monitoring and Completion of Student Writing portfolio's through teacher collaborations, Google Doc, and on Portfolio check sheet.

B. Distinguished: School SBDM Budget Review; Purchase of ELA materials to support EnGageNY literacy activities; Committee Meetings on Budget;

C. Proficient: School Schedule and Budget; Lesson Plans indicating implementation of school-wide writing; Release Time; RUN RACE RA was part of school PD plan

D. Proficient: Assignment of students to Co-Taught Literacy classes; Intervention period assignments; SBDM Planning, Enhancing Student Achievement, and Program Review Policies

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

A. Proficient: Lesson Plans were turned in weekly and checked for KPREP like (constructed response, Extended Response, and On-Demand) assessments; Training's on School wide RUN RACE RA writing strategy; SBDM Minutes showing policy review and revisions; Monitoring and Completion of Student Writing portfolio's through teacher and administrative collaboration and communication. Each student's portfolio completion was tracked on a shared Google Doc, and on Portfolio check sheet.

B. Distinguished: School SBDM Budget Review; All three school Committee's met to review and plan the school Budget. All committee's supported the purchase of ELA materials to support EnGageNY literacy activities.

C. Proficient: Writing Policy reflects time frame for writing policy implementation; Resources are reflected in purchase of EnGageNY literacy materials; Lesson Plans were monitored for implementation of school-wide writing and KPREP like assessments); Teachers were provided Release Time to review, reflect, and evaluate the school's writing policy; PLC agenda's will show allotted time for RUN RACE RA training

D. Proficient: Decisions on the staff assignment and student need are reflected in the Master Schedule and Class Rosters. Both will show assignment of students to appropriate Co-Taught Literacy classes; Data is analyzed to adjust flexible grouping periods for literacy interventions (GAGE Period); the SBDM has a: Planning, Enhancing Student Achievement, and Program Review Policies in place that address student literacy needs and teacher certification.

## 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.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.**

- A) Proficient: End of year writing strategy review "Google Doc;" "Release Time" for evaluation and reflection of the writing instructional practices; RUN RACE RA presentation by teacher leader; Grade Level discussion and Review of the effectiveness of our RUN RACE RA writing strategy
- B) Proficient: Leadership PLCs discussing the District Literacy Design Collaborative; Meetings with ELA teachers to discuss the school-wide writing strategy; Meetings with Instructional Coach on Writing Policy;
- C) Needs Improvement: Administration had a Open house to discuss KPREP and EXPLORE results. The KPREP assessments included constructed responses, extended responses, and on-demand writing.

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

- A) During summer meetings, teacher leaders reflected on the school-wide writing focus and decided to use the RUN RACE RA writing strategy as a school wide point of emphasis. Teacher leader presented the writing strategy at a summer professional learning and it was revisited at PLC meetings in Winter and Spring.
- B) Principal met with ELA teachers individually to check on their monitoring and completion of student writing portfolio's. Principal received

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feedback from teachers concerning the overall effect of the school's writing policy on student performance. Principal attended leadership PLCs and professional learning meetings at central office provided training on Literacy Design.

C) Administration had a Open house to discuss KPREP and EXPLORE results. The KPREP assessments included constructed responses, extended responses, and on-demand writing.

# **Program Review Next Step Diagnostic**

## **Introduction**

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

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

## In-Depth Review

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

**Response:**

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

## **Arts and Humanities Program Review**

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

Areas of strength that were identified in the Arts & Humanities Program were as follows:

- 1) Arts and Humanities teacher leaders are in professional organizations and the school.
- 2) School leadership ensures that arts teachers are invited to participate in planning the annual school budget.
- 3) School leadership ensures that arts teachers are assigned manageable class loads based on course and facilities.
- 4) The principal and Arts and Humanities teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs.

These areas of strength are going to be sustained through:

- 1) Continued support from administration to approve professional development days to participate in professional organizations and to be leaders in committee's within the school building.
- 2) All teachers will continue to be active members of the school committee's who are all charged with reviewing and revising the annual school budget.
- 3) School leadership will continue to ensure manageable class loads based on course and facilities by collaborating and working the school administrative team in the development of the master schedule.
- 4) The principal will continue to provide opportunities for Arts and Humanities teacher leaders to provide feedback on the master schedule and school budget through their involvement in the school committee's.

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

- 1) The arts curriculum is not enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day.
- 2) Most teachers in the school do not receive and implement professional learning to enhance the integration of the Arts and Humanities content into school curricula.
- 3) School leadership does not ensure that decisions related to arts program staffing are based on student need and interest.

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

- 1) The master schedule for next school year has allotted time for school-wide integration of all related arts programs.
- 2) Administrative calendar for next school year has allotted weekly time for related arts professional learning opportunities in PLCs and in faculty meetings.
- 3) Administration will ensure that Arts and Humanities teachers provide students with the opportunity to express their interests and use that feedback to drive instruction.

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## **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?**

Areas of strength include:

- 1) Traditional PL/CS assessment measures are responsive to a variety of learning styles and abilities.
- 2) PL/CS teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement.
- 3) School leadership ensures that all departments are invited to participate in planning the annual school budget.
- 4) School leadership ensures that PL/CS teachers are assigned manageable class loads based on course and facilities.

These areas of strength are going to be sustained through:

- 1) Continued use of performance-based assessment rubrics and products; rubrics for health/PE; Student reflections on S.T.E.M. projects.
- 2) School leadership will continue to ensure that PLC meeting agenda's address issues related to instructional practices, data analysis, and finding ways to improve student achievement.
- 3) All teachers will continue to be active members of the school committee's who are all charged with reviewing and revising the annual school budget.
- 4) School leadership will continue to ensure manageable class loads based on course and facilities by collaborating and working the school administrative team in the development of the master schedule.

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

- 1) 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.
- 2) The principal does not provide frequent communication with parents and community about PL/CS programs.

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

- 1) Professional Learning on the effective use of ILPs is scheduled for this upcoming school year.
- 2) The principal and staff will recruit members of the community to come and speak to the entire student body about PLCS. The principal will include information concerning the PLCS programs at OKHMS on MailChimp and One-Call Now messages.

## **Writing Program Review**

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

Areas of Strength in the Writing Program Review include:

- 1) 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.
- 2) Students reference works of quality and substance as models to inform their work.
- 3) The school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing.

These areas of strength are going to be sustained through:

- 1) Students will continue to use and have access to technological tools and resources through school and media center resources so that they can continue to meet specific communication goals.
- 2) Student and teacher examples of quality work will continue to be posted in the halls as models to inform their work.
- 3) All teachers will continue to be active members of the school committee's who are all charged with reviewing and revising the annual school budget.

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

- 1) The principal does not communicate enough with parents and the community about the writing program.

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

- 1) Communication about the school's writing program needs to be communicated through parent letters, open house, and with the local newspaper.

## **K-3 Program Review**

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

N/A

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

N/A

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

N/A

# **Program Review: World Language/Global Competency**

## **Introduction**

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

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

## 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 opportunities for each student, including ELL students, to learn and develop benchmarked proficiencies in at least one world language by scheduling time for instruction, learning opportunities and monitoring and for all students to experience a range of global cultures, issues and connections?	The school provides limited opportunities for most students to learn at least one world language and focus meaningful instruction on global cultures, issues or connections (e.g. by scheduling time for instruction, providing resources and monitoring).	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school provide regular opportunities for each student to interact with native or near native speakers and access authentic materials to help them meet benchmarks?	The school provides limited opportunities for students to interact (virtually or face to face) with native or near native speakers or cultures and access authentic materials.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the school promote and encourage language-learning opportunities for all students outside of school and recognize achievement through credit for proficiency and/or performance and cultural experiences?	The school does not recognize out-of-school language learning or cultural opportunities.	No Implementation

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

OKHMS has four sections of beginning Spanish where some 6th, 7th and 8th graders participate. About 30% of the school has Spanish in their schedules.

Students in the Spanish classes have access to a bilingual teacher who lives in a multicultural home that brings native Hispanic cultural perspectives to the classroom.

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

Master Schedule

## 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 does the world language curriculum focus on communicative proficiency closely aligned to and benchmarked to the Kentucky Core Academic Standard for World Language Proficiency? To what extent does the school curriculum integrate global competency?	The world language curriculum and global focus is somewhat aligned to, but does not identify or target specific benchmarks in the Kentucky Core Academic Standards.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school's curriculum provide opportunities for students to connect real world experiences to the practice of 21st Century Skills (i.e., critical thinking and problem solving, collaboration, creativity and communication)?	Curriculum provides regular 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

	Statement or Question	Response	Rating
c)	To what extent does the world language/global competency curriculum integrate content across disciplines and make connections to students' learning in other disciplines, interests and their community?	The world language curriculum intentionally integrates content across disciplines and is designed to make natural connections to students' global learning in other disciplines, interests and community.	Proficient

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

PLC documentation

Photos of projects

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

In Spanish classes at OKHMS, students are exposed and participate in a variety of activities that connects the real world to the classroom and other subjects as well. Spanish class does routine article reading/writing/class discussions on current events that affect the United States of America and Latin America, participate in projects that show Latin culture (created Ojos de Dios, wrote Calavera Poems, Calavera tissue creations, created an altar for Dia de los Muertos) and integrated math through a drawn to scale blueprint project.

PLC documents will show the various units of study that were used in the Spanish classes.

## Curriculum and Instruction: Instructional Strategies

All 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 is the target language used as the language of instruction?	The target language is regularly used as the language of instruction and is made comprehensible through a variety of strategies (e.g., visuals, body language, objects, hands-on-experiences and technology).	Proficient

	Statement or Question	Response	Rating
b)	To what extent are students provided a variety of ways to experience and communicate in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts?	Students are regularly provided a variety of ways to experience and communicate in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts.	Proficient

	Statement or Question	Response	Rating
c)	To what extent is instruction around world language/global competency built around inquiry and reflection?	Global competencies are taught through isolated facts and artificially designed cultural events.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do teachers engage students in a variety of appropriate learning activities designed to meet individual needs and preferences?	Teachers regularly engage students in a variety of appropriate learning activities designed to meet individual needs and preferences.	Proficient

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

PLC documentation

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

Spanish PLC documentation will show the learning of the Spanish language using call and response, teacher led practice, group conversations that include given and created conversations, and a variety of activities that fit student needs and interests.

## 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.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>a)</b>	To what extent do students demonstrate consistent growth in the three modes of communication: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing)?	Students demonstrate consistent growth in the three modes of communication: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>b)</b>	To what extent do students demonstrate consistent benchmarked growth in the development of their global competencies (the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance)?	Not Applicable	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>c)</b>	To what extent do teachers help students set performance goals based on the Kentucky Standard for World Language Proficiency and the Global Competency Matrix?	Not Applicable	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>d)</b>	To what extent are students encouraged to use the language outside of class?	Students are regularly encouraged to use the language outside of class for community service, personal enjoyment or career development.	Proficient

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

PLC documentation  
Activity sheets

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

Students showed growth in interpretive, interpersonal and presentational modes of Spanish speaking throughout their semester in Spanish class. Assessment and PLC documentation show the different activities students were involved in throughout Spanish class.

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## Formative and Summative Assessment: Variety of Assessment

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>a)</b>	To what extent are formative assessment processes and summative assessments clearly aligned with state standards?	Formative assessment processes and summative assessments are congruent with state standards, and students understand what it takes to reach proficiency.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>b)</b>	To what extent do teachers design formative assessment processes and summative assessments to assess communicative language and intercultural and global competencies?	Teachers regularly and intentionally design formative assessment processes and summative assessments to assess communicative language, intercultural and global competencies.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>c)</b>	To what extent do teachers guide students to engage in self-assessment and peer review to monitor their progress?	Students are provided limited opportunities to use self-assessments or peer review to monitor their progress.	Needs Improvement

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>d)</b>	To what extent are performance tasks routinely used to assess students' language proficiency and global competency?	Performance tasks are used to assess students' language proficiency and global competency.	Proficient

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

PLC documentation  
Summative Assessments

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

The Spanish class at OKHMS uses formative assessments daily that guide in the daily teaching. Teacher also uses self assessments and peer reviews with student collaborations in the classroom. The daily classroom structure is designed to where all students work with another individual to aid in confidence, collaboration, content practice, and effectiveness. Performance tasks to show learning happen at least every two weeks and include conversations completely in Spanish.

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## Formative and Summative Assessment: Expectations for Student Learning

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

	Statement or Question	Response	Rating
a)	To what extent do teachers use and share standards-based learning targets/objectives and functional language SMART Goals with students?	Not Applicable	N/A

	Statement or Question	Response	Rating
b)	To what extent are students expected to demonstrate continuous growth and proficiency in the three modes of communication and global competency?	Students are expected to demonstrate continuous growth and proficiency in the three modes of communication and global competency. Expectations/success criteria are referenced by the teacher to guide learning and efforts are made to check student understanding.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do teachers use clearly defined rubrics/scoring guides that have been co-created with students before assigning assessments?	Teachers regularly use clearly defined rubrics/scoring guides with students before assigning assessments and often seek student input in their design.	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.**

Rubrics

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

Examples of rubrics used in class are included in the evidence from a variety of activities that are done in the Spanish classroom.

## Formative and Summative Assessment: Assessment Of/For Learning

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

	Statement or Question	Response	Rating
a)	To what extent do teachers use observation, personal communication, student performance, written work and other assessment data to adjust instructional strategies and learning targets in order to improve student learning?	Teachers use observation, student performance, personal communication, written work and other assessment data to monitor and adjust instructional strategies and learning targets in order to improve student learning.	Proficient

	Statement or Question	Response	Rating
b)	To what extent are students provided with meaningful, timely and documented feedback from a variety of sources on their performance in order to improve learning results?	Students regularly receive meaningful, timely and documented feedback on their performance from a variety of sources (e.g., facilitators/teachers, peers, experts, etc.) in order to improve learning results.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do students self-assess, reflect and evaluate evidence of their language proficiency and global competency?	Student self-assessment is limited and evidence of performance is limited to language proficiency.	Needs Improvement

	Statement or Question	Response	Rating
d)	ELEMENTARY: To what extent does the school provide a thoughtful procedure for documenting and reporting student proficiency in world language and global competency?	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.

PLC documentation

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

The teacher uses daily monitoring of student interactions and written work in order to adjust lessons to ensure students are learning the content at a proficient level. Students receive feedback within 2 days on all collected assignments with options of redoing material if needed. Conversation practice get immediate teacher feedback based on small group observations. Students self-assess often when group work (teams of 2) are utilized to practice and memorize content.



## Professional Learning: Opportunity

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
a)	To what extent are professional growth plans (PGPs) linked to the Comprehensive School Improvement Plan (CSIP) and designed to support appropriate instruction in world language and global competency?	A professional growth plan is developed, but it is not individualized to match world language and global competency teacher needs.	Needs Improvement

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
b)	To what extent does the school provide world language and global competency professional learning opportunities focused on research/evidence based best practices and based on school and student data and teacher Professional Growth Plans?	Teachers do not have access to professional learning opportunities for world languages and global competencies.	No Implementation

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
c)	To what extent does the school ensure that job embedded world language and global competency professional learning opportunities are available to teachers?	Teachers have limited access to job embedded professional learning opportunities in world languages and global competencies.	Needs Improvement

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
d)	To what extent does the school allocate time for world language and academic core teachers to collaborate and exchange ideas?	The school allocates time for world language teachers to collaborate and exchange ideas with academic core teachers.	Proficient

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

PLC meetings

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

Weekly PLC meetings give the Spanish teacher time to collaborate with other subjects across the curriculum.

Since the teacher is the band director as well, PGP and PD are utilized in the main focus area of the teachers job.

## Professional Learning: Participation

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
a)	To what extent do world language teachers participate in and implement content-specific professional learning?	World language teachers do not have opportunities to participate in content-specific professional learning.	No Implementation

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
c)	To what extent do world language teachers exhibit leadership in professional organizations and the school?	World language teachers exhibit leadership in professional organizations and the school.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
d)	To what extent do the world language teachers collaborate with community, business and postsecondary partners through advisory committees, work exchange programs and/or community groups focusing on language proficiency and global competency?	World language teachers have no contact with external partners.	No Implementation

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
e)	To what extent do teachers (beyond language teachers) engage in professional learning to integrate world language/ global competencies into their teaching?	Some teachers in the school receive professional learning opportunities to enhance the integration of world language and global competency 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.**

PLC documentation

PLC meetings

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

Although there is no content specific world language training, there are weekly PLC's that focus on teacher growth through the teaching of best instructional practices, analyze data and focus on student achievement. There is also PLC time given to research best practices to use within the world language classroom. The world language teacher is a member of the SBDM and is the leader of the budget committee.

## School Leadership: Policies and Monitoring

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

	Statement or Question	Response	Rating
a)	To what extent does school leadership implement policies to ensure that world language/global competencies are taught across the curriculum?	No policies are in place to ensure that world language and global competency concepts are taught throughout the curriculum.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent is time allowed for all students to engage in world language/global competency instruction?	Time in the school schedule is not adequately allocated for all students to receive instruction in world language and global competency.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent are world language teachers involved in budgetary planning for the world language/global competency program?	World language teachers participate in planning the annual budget.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does leadership adopt and implement policies on staffing, class offerings, scheduling, curriculum, instruction and assessment designed to support the proficiency goals for language and global competency identified in school's CSIP, curriculum and vision?	Leadership adopts some policies on staffing, class offerings, scheduling, curriculum, instruction and/or assessment related to proficiency goals for language and global competency. Goals/vision for world language/global competency may or may not be identified in school's CSIP, curriculum and vision.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent does school leadership establish and implement a hiring and monitoring policy and procedure for international teachers and language and culture assistants, Fulbright teachers, etc.?	Not Applicable	N/A

	Statement or Question	Response	Rating
f)	To what extent does school leadership establish and implement policies to support student/teacher international travel/exchange, field trips and community service?	Leadership sometimes supports or encourages outside learning opportunities, but no policies exist.	Needs Improvement

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	Statement or Question	Response	Rating
g)	HIGH SCHOOL/MIDDLE SCHOOL: To what extent does high school and middle school leadership establish and implement a policy that assures credit for world language proficiency and global competency acquired outside or inside the classroom?	There are no school policies to award credit for world language proficiency or global competency acquired outside or inside the classroom.	No Implementation

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

Community Service Projects

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

Although no policy for world language requirements exist, OKHMS is working towards every students having a world language in middle school.

Community service is maintained throughout the year with several different community service projects that include; water steps, can food drive, pennies for patients and Humane Society needs drive.

## School Leadership: Principal Leadership

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

	Statement or Question	Response	Rating
a)	To what extent are teacher leaders involved in evaluating and reflecting on the impact of the program on overall student achievement?	The principal does not evaluate or reflect on the impact of world language and global competency instructional practices.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent does the school leader(s) participate in professional learning on world language/ global competency?	The principal does not participate in professional learning regarding the school's world language and global competency programs.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate with parents and community about the world language/global competency program?	The principal does not communicate with parents and community about world language and global competency programs.	No Implementation

	Statement or Question	Response	Rating
d)	To what extent does the principal demonstrate an awareness of the importance of world language proficiency and global competencies?	Principals show limited awareness of the importance of world language proficiency and global competencies.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent does the principal make world language/global competency program decisions based on input from stakeholders and teacher leaders who understand second language acquisition research, global competence and demonstrate effective pedagogical practices?	Principals make world language and global competency program decisions with little input from teacher leaders who understand second language acquisition research, global competence and demonstrate effective pedagogical practices.	Needs Improvement

	Statement or Question	Response	Rating
f)	To what extent does the principal consider the importance of integrating language and culture across the curriculum to develop global perspectives?	Principals do not enlist teacher leaders to collaborate, evaluate and reflect on importance of integrating language and culture across the curriculum to develop global perspectives.	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.**

At this point our school's world language program is at a Needs "Improvement" rating. Administration and teacher leaders plan to use the

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results of this year's program review to identify priority areas for growth in the 2015-2016 school year.

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

At this point our school's world language program is at a Needs "Improvement" rating. Administration and teacher leaders plan to use the results of this year's program review to identify priority areas for growth in the 2015-2016 school year.

# **Career Advising Diagnostic (required grades 6-12)**

## Introduction

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

A Comprehensive College and Career Advising Program should:

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

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

### Role and Responsibilities of a School Counsel Program Advisory Council

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

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

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

### References:

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

## Advising Program

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

	Statement or Question	Response	Rating
2.	Advising occurs at regularly scheduled intervals throughout the school year.	Every student participates in advising one time per week.	Distinguished

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

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

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

	Statement or Question	Response	Rating
6.	Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.	<p>School &amp; staff have a limited advising program but does not ensure every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP.</p> <p>Some students have access to accelerated learning opportunities that are aligned with their ILPs.</p>	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Advising is related to academics, career, and personal/social needs.	Every student participates in on-going advising focused on academics, careers and personal/social needs.	Distinguished

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

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