



KDE Program Review Report for Schools

Russell-McDowell Intermediate School

Russell Independent

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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.

Overall Rating: 1.0

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Academic Standards?	Discipline-based instruction is not provided for each arts discipline as outlined in the Kentucky Academic Standards. •Elementary: All students have scheduled discipline-based arts instruction providing for exploration three or less art forms outlined in the KAS. •Middle School: All students have access to regularly- scheduled discipline-based, arts courses in three or less art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. •High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in three or less art forms is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.	Needs Improvement

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

Individual evaluation plans (IEP's, Gifted Service Plans, etc.)

SBDM Curriculum Policy

Authentic student products of performances in all four art disciplines.

Professional resource materials

Digital video audio and/or photographic documentation of opportunities provided all students to create, perform, and respond.

Documentation of participation in local, state or national arts events.

School Master Schedule

However, we, as with multitudes of other area schools, do not have access to full-time drama and or dance instruction in school. There are multiple examples of outside of school activities that our students partake in. We have filed evidence located in our building and in our digital "Drop Box".

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

The arts program offers creating, performing, and responding processes in the Arts. Forty minutes of Music and Visual Arts are intentionally scheduled once a week for a total of eighty minutes. This is provided for all students, and is aligned with the Kentucky Core Academic Standards. Dance has been intentionally scheduled in the PE and music lessons; however student access to drama has been included in field trips, assemblies, and after-school musical experiences. However, we, as with multitudes of other area schools, do not have access to full-time drama and or dance instruction in school. There are multiple examples of outside/inside of school activities that our students partake in.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.8

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Kentucky Academic Standards for English/Language Arts?	The curriculum goes beyond basic literacy in the arts to include communication through the students' arts products and performance as a distinctive literacy in itself as well as written and verbal communication utilizing the Kentucky Academic Standards for E/LA.	Distinguished

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

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

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

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

Digital, audio, photographic and video evidence of student performances and exhibits, etc.

Professional resource materials available to all faculty

Field trips, evidence of student performance and exhibits is documented and can be provided.

Professional resources materials are available to faculty.

Evidence of performing groups are scheduled regularly and documentation can be provided.

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

Kentucky Core Academic Standards are the basis for all planning and instruction. Collaboration occurs through informal conversations to develop meaningful cross-curricular instruction. Access to many field trips (performers, artists).

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.25

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

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

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

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

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

Electronic or physical student work

- . Audio/video recordings of student performances and products
- . Student journals/writing samples/ showing reflections and responses to their works and works of others
- . Student work samples show independent answers to assignments
- . Student work samples show self-guided exploration

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

KDE Program Review Report for Schools

Russell-McDowell Intermediate School

Student work and performances are documented and available.

Curriculum and Instruction: Student Performance

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

Overall Rating: 2.0

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

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

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

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

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

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

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

Electronic or physical student work

- . Audio/video recordings of student performances and products
- . Student journals/writing samples/ showing reflections and responses to their works and works of others
- . Student work samples show independent answers to assignments
- . Student work samples show self-guided exploration

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

Student work and performances are documented and available.

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.5

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

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

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

Teachers create and utilize rubrics aligned with KCAS requirements to evaluate student product and performance. Digital examples of peer review.

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

Curriculum maps and lesson plans show the use of peer review.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units?	Exemplars/models are used with every instructional lesson/unit (e.g. historical masterpieces, current works, performances by exemplary artists, or exemplary student work).	Distinguished

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

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

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

Assessment tasks with rubrics and student products

Student self-assessment tasks

Lesson plans showing samples of inclusion of exemplary model, while allowing student's own creativity.

Documentation of guest artists/performances, field trips.

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

Lesson plans that include assessments, rubrics and exemplary models and documentation of student products are available

Formative and Summative Assessment: Assessment for Learning

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

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
b)	To what extent do students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate?	Students purposely use the language of the arts in critiquing and evaluating performances. They further make recommendation on how those products or performances can be more effective as is grade level and age appropriate.	Distinguished

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Samples of assessment tasks with rubrics and student products

Written, video or audio student reflections on their work or artistic process

Student examples of written (pencil/paper) responses to artistic stimuli (e.g., music listening, image of artwork, excerpts of drama or dance performances)

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

Student assessments and products are created with standards in mind. Students are consistently responding to arts products and performances.

Professional Learning: Opportunity

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

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Description of professional development provided by the school and district attended by arts content teachers and other classroom teachers

Individual professional growth plans

School council policies regarding professional development are inclusive of arts education

Teacher reflection/reports from PD

School professional development plan

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

Arts teachers are provided with opportunities of professional development outside of the school environment and leave time if available. This is reflected in individual professional growth plans. Our school encourages arts teachers to participate in arts related Professional Development opportunities.

Professional Learning: Participation

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

Overall Rating: 2.75

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

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

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

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

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

Individual Professional Growth Plan

Professional development presentations

PLC minutes

Professional Growth Records

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

Teachers have the opportunity and are encouraged to present to colleagues. Individual and professional growth plans are available and reflect this.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive instruction in the Arts disciplines?	Protected time is allocated in the schedule so that all students can receive instruction in the Arts 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 equitable planning time and participate in cross-curricular planning.	Distinguished

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

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

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

Master Schedule

SBDM Policies

Arts focused field trip records

Curriculum maps from other academic areas showing integration and/or connection to the arts

School Improvement Plan

data analysis summaries/reports

schedule of special events

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

Our school has full-time general music and visual art; along with part-time orchestra. The addition of both full time positions has allowed arts teachers with better time management and opportunities to:

collaborate among peers

collaborate with general-ed teachers

explore cross-curricular events with students.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

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

- School budget
- Schedule of events
- Map of school
- Resource and equipment inventory
- Schedule of collaborative opportunities for teachers
- Record of parental involvement in supporting the arts program
- Record of arts training programs in which the principal participates.
- Mrs. Wright's 'Remind101' account.

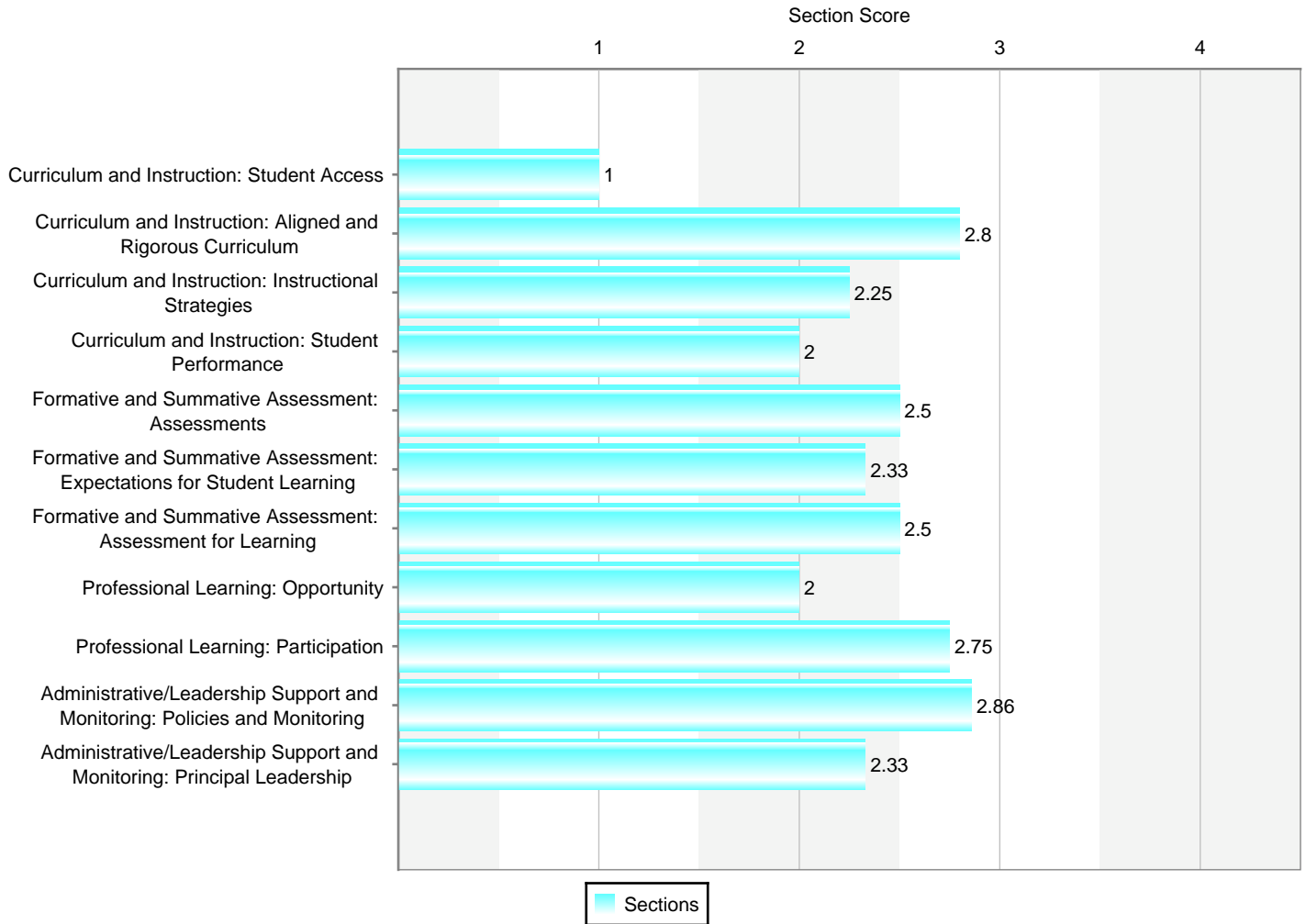
The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Arts and Humanities teachers meet frequently with administration and/or representatives from grade levels to collaborate, evaluate, and reflect on the Arts and Humanities programs (Program Review PLCs). The Principal participates in PD focused on the arts and program reviews through KLA, ISLN, and other specific PD offered. The Principal communicates with parents and community about the arts programs

through the school website, electronic media, school calendar of events, and through local newspaper coverage of events at school.

Report Summary

Scores By Section



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.

Overall Rating: 2.2

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Academic Standards for PL/CS?	The K-12 health education curriculum utilizes CDC's Health Education Curriculum Analysis Tool (HECAT) to develop a K-12 (district and/or school) scope and sequence as part of a comprehensive health education program that is aligned to the KAS for Practical Living.	Distinguished

	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 representative of the majority of components of the Whole School, Whole Community, and Whole Child model is used as a support and resource for collaboration and integration of health education instruction throughout the school.	Proficient

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

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

KDE Program Review Report for Schools

Russell-McDowell Intermediate School

- *The 7 Habits of Happy Kids/Leader in Me curriculum and school-wide website license
- *Spotlight with character education most months for all classes- emailed to all teachers; teachers email when they have completed with his/her class
- *Teacher Lesson Plans
- *Counselor Lesson Plans
- * P.E/Health. Lesson Plans
- *Practical Living/Career Studies Curriculum Maps
- *Informational Emails and emails with links pertaining to health to teachers for use in classrooms
- *Jammin' Minutes/Go Noodle/Just Dance
- *School and Teacher Newsletters
- *School and Teacher webpages
- *Documentation of coordinated health team meetings
- *Pictures of student activities and products
- *Student products
- *Spring Fitness Week/Health Fair: hard copies of evidence and pictures
- *Master Schedule
- *HealthTeacher.com
- *Annual Puberty Classes
- *Nutrition Nugget Newsletters
- *Hoops for Heart: hard copy evidence and pictures
- *Jesse Stuart Week/Hike at Jesse Stuart Wilderness Preserve: hard copy evidence and pictures
- *Recycling group and recycling lesson for all students
- *KDMC Tobacco Academy: hard copy evidence and pictures
- *Bike the Turkey Trot
- *Mustache Dash 5K: hard copy evidence and pictures
- *Virginia Reel performance at Old Fashion Days: hard copy evidence and pictures
- *Health related incentives (walks, extra recess/physical activity)
- *Fitness Course use by teachers
- *All 4th and 5th graders get a Red Bud Tree to plant supplied by Greenup County Extension Agency for Earth Day
- *5210 Program
- *Bicycle Safety Lesson
- *Pedestrian Safety Small Group with walkers- given by counselor
- *Yoga instruction
- *Healthy Eating Lessons
- *Reading Food Label Lessons
- *Red Ribbon Week events

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

A sequentially planned, comprehensive health education curriculum which aligns with Kentucky Core Academic Standards for Practical

Living and Career Studies is evidenced through teacher, counselor, and PE/Health lesson plans and curriculum maps. One can see that the health education curriculum regularly provides opportunities for all students to become health literate and practice skills described in the National Health Education Standards through pictures and videos of student activities and products produced in counseling and PE/Health classes as well as pictures and video of student activities and products in the regular education classroom. In addition, it is evidenced in counseling and PE/Health lesson plans how lessons and products are connected to the NHES. These same lesson plans and pictures/videos of products evidence the fact that the health education curriculum provides learning strategies and activities in all health education content areas. Our health education curriculum is integrated into other areas of the curriculum. Also, PL/CS lessons taught in counseling and health, which all students receive in three week increments throughout the year and PE classes which all students receive once a week, incorporate standards and skills from other content areas such as language arts, art, music, and drama. This is evidenced through teacher, counselor, and PE lesson plans, pictures/videos of student activities and products, The 7 Habits curriculum and website use, assemblies provided by community partners such as KDMC, Greenup County Health Department, The Lion's Club, etc., Jammin' minutes, Spring Fitness Week, vision/hearing/weight screenings for 3rd and 5th graders, etc.

Curriculum and Instruction: Physical Education

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

Overall Rating: 2.0

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee, representative of the majority of components of the Whole School, Whole Community, Whole Child model, utilizes a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of the physical education instruction as well as increase physical activity opportunities throughout the school environment.	Proficient

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

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

KDE Program Review Report for Schools

Russell-McDowell Intermediate School

- *Lesson plans documenting a sequential curriculum and showing evidence of how activities are specifically designed for all students to become physically literate so that they can adopt a physically active lifestyle based on national (NASPE) and state (KY Core Academic Standards) standards.
- *Documentation of collaboration (e.g., lesson plans, student performance, meeting minutes) photo/videos, culminating events.
- *Lesson plans document differentiation for students with special needs, ELL, and gifted/talented.
- *Local School Wellness Policy
- *Coordinated District/School Health Committee Minutes
- *Artifacts from physical activity opportunities (pictures from various events both during school and extra curricular)
- *Jammn' Minutes/Go Noodle/Just Dance
- *Spring Fitness Week and Health Fair
- *Mustache Dash 5k
- *Encourage kids to participate in active lifestyles (Little League, Marv Meredith, Upward Sports, cheerleading, dance team, cross country, JFL)
- *Track and Field Day
- *Distance running and results sent to middle school
- *Fitness goals with 5th grade
- *FITT Principle with all students
- *Jesse Stuart Week/Hike at Jesse Stuart Wilderness Preserve
- *Virginia Reel performance at Old Fashion Days
- *Hoops for Heart/American Heart Association Fundraiser
- *Corn Hole
- *Teacher physical activity incentives for individual classrooms
- *Turkey Trot
- *Fitness Course

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

Through the use of National and State Standards, students are given a sequential physical education curriculum that instills students with the skills they need to lead physically active lifestyles. This is evidenced through lesson plans aligned with Kentucky Core Academic Standards, NASPE Standards, physical skill rubrics/assessments that are sequential to age/grade/developmental level/etc., collaboration emails/meetings, use of Jammin' Minutes in classrooms, school wellness policy, artifacts/photos from various events such as Hoops for Heart, Spring Fitness Week and Health fair, Track & Field, etc., extracurricular opportunities including but not limited to: Marv Meredith, Upward Sports, Little League, etc. (email documentation pertaining to physical activity breaks for the classroom, morning announcements, dance projects, art/phys. ed. decoration for Hoops for Heart event)

Curriculum and Instruction: Consumerism

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

Overall Rating: 2.0

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

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

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

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

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

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

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

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

*Documentation of guest speakers

*Practical Purchasing Experiences

*Student Led Service Learning Projects

*Classroom, club/student organization, and school wide projects

*Newspaper articles and other media artifacts

*Record of school-based / class-based enterprises

*R-MIS/ Town Square Banking

*Attendance Store

*Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements pertaining to service learning projects and school/class based enterprises

*Student created and maintained data notebooks

*Math, Science, Reading and Social Studies curriculums, lesson plans, and resources

*School store

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

Our consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners. This curriculum also integrates 21st Century Skills and Knowledge. This is evidenced through lesson plans as well as student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements pertaining to service learning projects and school/class based enterprises. Business and Industry is at the forefront of our consumerism curriculum. 5th grade students have savings accounts through Town Square Bank and are able to deposit money in accounts weekly, take a field trip to tour the bank, go out to eat at a restaurant where they must determine how much they owe as well as appropriate tip and tax. Also, 5th grade students participate in consumer math throughout the year. In addition, we have a student led store, Lil' Devils' Stop N' Shop, Attendance Store and individual students as well as R-MIS' Junior Beta Club are continually offering and promoting service learning as well as fund raiser projects. All students at R-MIS utilize real world skills of problem solving, goal setting, critical thinking, decision making, and analyzing information through their data notebooks as well as in all content areas. It is especially evident in the math, science and social studies curriculum where students are working with and solving real world problems related to consumerism. Technology is integrated into all content areas, including consumerism. All classrooms are fully equipped as 21st Century Classrooms and both teachers and students use this technology to instruct, learn and show what they have learned. While consumerism is taught to 3rd, 4th, and 5th graders at R-MIS, only the 5th grade participates in Beta Club and Banking.

Curriculum and Instruction: Career Education

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

Overall Rating: 2.38

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs?	Career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs and are also utilized as resources (i.e. guest speakers, judges, etc.) both within and outside the school and classroom.	Distinguished

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

	Statement or Question	Response	Rating
e)	To what extent does the school ensure students apply academic skills such as math and reading to solve real world problems related to career education?	Students apply academic skills such as math and reading to solving real world problems related to career education. Technical math and reading are integrated across the school curriculum in all classrooms.	Distinguished

	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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Russell-McDowell Intermediate School

	Statement or Question	Response	Rating
g)	To what extent does the school ensure technology is integrated into the delivery of the career education curriculum?	A variety of technology tools are integrated into the delivery of the career education curriculum and are routinely used by students and teachers to demonstrate media literacy.	Distinguished

	Statement or Question	Response	Rating
h)	To what extent does the school ensure students are encouraged to develop and practice career and leadership skills through service learning projects, extracurricular and co-curricular activities?	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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

*Student created videos, brochures, multi-media, published work, and public service announcements related to entrepreneurial experiences and school/classroom enterprises

*Documentation of guest speakers i.e., COSI on Wheels, Conservation, Home Federal, Junior Achievement, 4-H, etc.

*Flyers, pictures, newsletters, webpages for Service Learning Projects

*Classroom leadership roles

*BETA Club

*Lil' Devils' Stop and Shop

*Attendance Store

*Data Notebooks

*HERO Student lists and certificates

*Lesson plans

*Career Cluster posters in classrooms

*Text connections to careers: math, science, language arts

*21st Century Classrooms

*Classroom experiences, i.e. meteorologist for the day

*Careercruising.org- student use

*ACT website- student use

*Student leadership opportunities, i.e., transition day, Mustache Dash, first day of school,

*Communication Day

*5th grade resumes for middle school

*Beta Club

*Science Olympiad

*Student led service learning experiences such as Pennies for Patients, mittens, hats, and scarves collection, canned food drive, blanket drive etc.

*Technology driven career unit evidenced on Mrs. Westenhofer's website

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

Our career education curriculum is rigorous, aligned with state and national standards, meets the needs of diverse learners, and integrates 21st Century Skills and Knowledge as evidenced by lesson plans and student created videos, brochures, multi-media, published work, and public service announcements related to entrepreneurial experiences and school/classroom enterprises. Also, students participate in embedded, authentic, student-centered performance tasks related to careers. Students act as leaders inside and outside of their classrooms to lead and promote service learning projects, work with younger peers (transition day), run the school store, as well as participate in project based activities in weekly counseling classes. Students demonstrate mastery of problem solving, goal setting, critical thinking, decision making, and analyzing information through the above mentioned evidence as well as by creating and maintaining their data notebooks. The needs of business and industry are valued at our school. This is why we worked to be a Leader in Me school and were awarded this status August of 2012. Students are taught the importance of punctuality, good character, doing one's best work, as well as assisting others through service learning. Each nine week period, all 3rd, 4th and 5th graders are able to earn a HERO Student Certificate. These certificates represent that the student demonstrated Helping others through service, Excellent attendance, Respectful behavior, Outstanding academics. To be admitted into Beta Club as a 5th grader, 4th graders must end their 4th grade year with a 3.5 GPA or higher and at least 3 out of 4 STAR Student Certificates. Students are continually demonstrating career related problem solving and having real world career related experiences. This happens not only in counseling classes where students use career cruising, but also in other content areas where teachers make connections and students solve problems related to careers and skills needed to be college and career ready. Technology is used in teaching, learning, and applying in all content areas through use of our 21st Century Classrooms. This is also true for career education. Students develop and practice career and leadership skills within their classrooms and throughout the school environment. Here, we see each child as having leadership potential. We bring in a wide array of community leaders not only to teach students but also to give students another image of what a community leader is like and the career he/she represents. This is evidenced through incorporating COSI on Wheels, Conservation, Town Square, 4-H, etc. Also, it is important to us for the whole child to be developed, so we look for ways for students to be involved and use his/her talents and interests. This is seen in Beta Club, School Store Workers, Chorus, Science Olympiad, various sports teams, service learning leaders, PTA Leaders, etc.

Curriculum and Instruction: ILP

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

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

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP?	Not Applicable - Elementary	N/A

	Statement or Question	Response	Rating
c)	To what extent does the school ensure an advising program is in place and includes components of the ILP?	Not Applicable - Elementary	N/A

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	Not Applicable - Elementary	N/A

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

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

N/A

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

N/A

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

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

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

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

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

*HERO Student Certificates

*Assessment examples

*Banking Project evidence

*Career Project evidence

*Physical, Emotional, Mental Health Project evidence

*4-H Speech evidence

*Examples of assessments related to PL/CS

*Pictures/examples of student samples demonstrating mastery

*Checklists of standards related to PL/CS

*Lesson Plans

*Physical Education tests and goal setting

*Student self reflection/goal setting

*Bullying surveys

*Small group pre/post tests

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

Formative and summative assessments are created based on Kentucky Academic Standards, 21st Century Skills and Knowledge, PECAT standards, and National Health Education Standards as evidenced by lesson plans, assessment examples, and examples/pictures/videos from student projects. Assessments include a variety of learning styles and abilities as well as performance and project based assessments. Often, students are given choice in how they show what they know pertaining to the health education curriculum. Assessment data is reflected upon as seen in lesson plans and influences instructional practices. Students continually self reflect and set new goals for themselves, supporting individual growth for all students.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

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

- *Authentic Assessment tools
- *Number of students who participate in health related programs and organizations
- *Individual student goal setting
- *Scoring guides and rubrics
- *Documentation of student performance feedback

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

High expectations are maintained for all students within the PL/CS curriculum. Individual progress and achievements are assessed in many ways and encouraged. Feedback is provided to students and parents on student progress. Physical education and movement is a part of each student's day.

Professional Learning: Opportunities

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

Overall Rating: 2.25

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

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

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

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

*Professional development plan for all teachers

*Professional development agendas and sign-in sheers for PL/CS teachers

*Program review collaboration days

*Surveys/Evaluation forms

*Master Schedule

*List of professional development/participation related to 21st Century Skills (e.g. technology, health literacy, problem solving)

*Approved travel budgets for staff to attend professional conference or workshops

*Individual Teacher Professional Growth Plans

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

The Professional Development plan at R-MIS is designed based on student and teacher needs. Also, feedback at the end of each PD session is considered when planning for follow-up trainings. Teachers have a variety of PD offerings to choose from many of which address 21st Century Skills and student use of technology. PD is offered by the district and teachers are able to go off-site through KEDC or other organizations when necessary.

Professional Learning: Participation

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

Overall Rating: 1.8

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

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

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

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

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

*PD log/sign-in

*Documentation of teacher-led professional development experiences

*Certificate of participation

*PD agenda

*Minutes and membership list of professional learning communities

*Documentation of industry and community partnerships

*Documentation of leadership roles of PL/CS teachers

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

We are a Leader in Me school. Leadership is at the forefront of our mission and goals. Teachers are encouraged to take on leadership roles by using their skills and strengths. Teachers share during PLC's about PD's they have attended, teachers lead book studies, and teachers delivering PD sessions. Teachers also take on many leadership roles outside the classroom to provide co/extra-curricular experiences for students. The PE teacher collaborates with other teachers for Spring Fitness Week and Health Fair as well as orchestrates Track and Field. The counselor leads the Junior Beta Club, oversees all service learning projects, delivers PD pertaining to The 7 Habits/Leader in Me, collaborates with the Family Resource Center to meet student needs, chairs ARCs, and is the building 504 coordinator. Collaboration is seen with external partners when working with Pathways, KDMC, Greenup County Fish and Wildlife (conservation), Home Federal Bank, COSI, American Heart Association, etc.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.44

	Statement or Question	Response	Rating
a)	To what extent does the school councils/leadership ensure that PLCS concepts are taught throughout the school and across the curriculum?	School Council/Leadership 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 PLCS disciplines and instruction?	Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the PLCS and needs of students.	Distinguished

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

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

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

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

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

KDE Program Review Report for Schools

Russell-McDowell Intermediate School

	Statement or Question	Response	Rating
h)	To what extent does school leadership ensure that Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies?	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; implementation of policy is measured by the an assessment tool; 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- School Wellness Policy
- Master Schedule
- SBDM Program Review Policies
- Meeting Minutes
- Budget
- Classroom Rosters
- Visual evidence of Spring Fitness Week and Health Fair, Banking Program, Hoops for Heart, Track and Field, 4H, Beta Club, Conservation, etc.

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

It is evident that PL/CS is valued at Russell-McDowell Intermediate School. Policies are in place to ensure that PL/CS curriculum is taught throughout the school and is monitored by the principal. Time is allocated beyond the classroom through various activities and programs. In addition, collaboration days have been set aside for PL/CS teachers (P.E. and counselor) to collaborate with each other as well as 4th and 5th grade teachers. These days also allow continual review and revision of PL/CS policies, procedures, and curriculum. The budget also accommodates the needs of the PL/CS program allocating monies for school-wide Leader in Me Internet access and purchasing resources when needed. As seen by the master schedule, classroom rosters, and other visual evidence, time and schedules are equitable among staff members and students are continually receiving PL/CS instruction

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.67

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

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

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about PLCS programs?	The principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about PLCS programs.	Distinguished

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

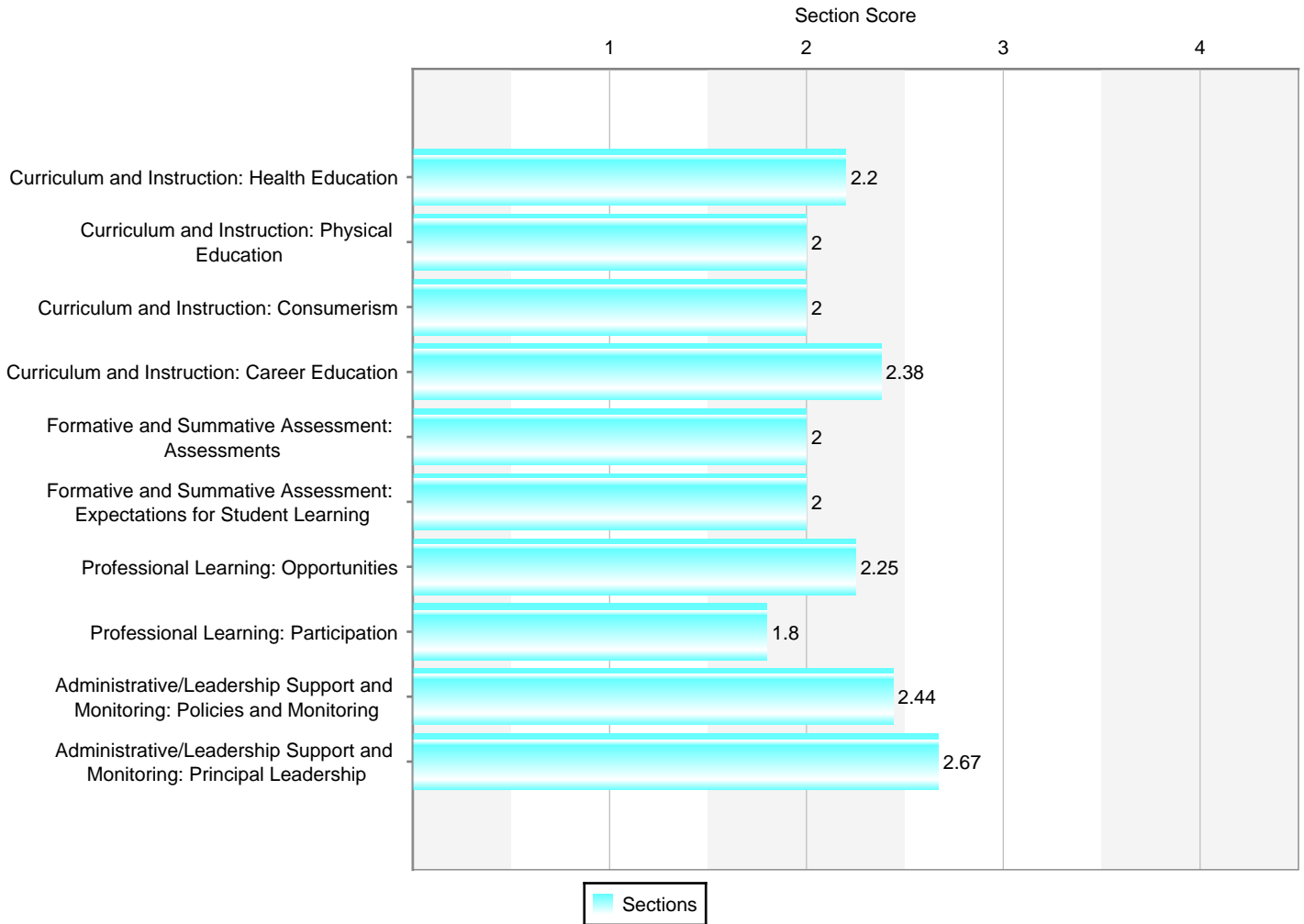
- Evidence of Program Review PLC
- PLC Agendas
- School Webpage
- Electronic communication: Remind 101, One Call, Twitter, Webpage
- Monthly Newsletters from the Principal

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

Our principal is very involved in the PL/CS program. She participates in all collaborative activities during days set aside for Program Review and PL/CS collaboration. She leads discussion pertaining to PL/CS content during PLC meetings with staff and communicates with parents about PL/CS happenings via the school's webpage and monthly newsletters.

Report Summary

Scores By Section



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.

Overall Rating: 2.0

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

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

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

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

A. school writing policy/plan revised 2014, master schedule, student journals, learning logs, student evolving writing portfolios, BYOD policy, extended response, on demand, lesson plans

B. curriculum maps, lesson plans, 2 computer labs in the building

C. lesson plans, RTI

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

A. Through PLC's, grade level and teacher's meetings, teachers analyze work to determine strengths and weaknesses. Using rubrics and our school reading series, teachers have determined the next phase of instruction. Evidence includes PLC and grade level agenda and minutes, student work, rubrics, and lesson plans. Story Works and Scholastic Super Science was also purchased this school year for each classroom.

Writing opportunities are provided with each monthly publication that include writing strategies, organizers, and cross curricular content.

B. Students can work on web based instruction that accompanies the reading series on school devices or in one of our two computer labs. Our reading series provides web-based leveled activities and many teachers use websites such as readwritethink.org, KET Encyclomedia, Pixton, makebeliefscomix.com for students to create products.

C. Lesson plans and RTI reflect differentiated strategies for students. Teachers provide and share a variety of strategies to help students succeed in the classroom. Our reading/writing series and Story Works provides different levels of text to help meet students' needs.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.2

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

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

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

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

	Statement or Question	Response	Rating
e)	To what extent does the curriculum provide opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences?	Curriculum provides opportunities for students to 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

A. school writing policy/ plan / revised 2014, curriculum maps, school wide grade level writing activities, BYOD policy, lesson plans

B. 4 H demonstration speeches, student generated work, group presentations, leadership projects are encouraged and supported by administration and teachers, 2 computer labs in the building. school mobile devices, 5th grade growth goals are focused on writing

C. student generated media products, 4 H speeches, group presentations, content related projects, ongoing writing portfolios

D. student work demonstrating student interest, student generated media products, writing pieces that have been researched, edited, and published

E. student work demonstrating critical thinking, collaboration,creativity, and problem solving.

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

A and B. Grade level teams meet regularly to discuss writing within language arts and content areas. Teachers collaborate with the librarian and community organizations such as the Greenup County Cooperative Extension Service and the Greenup Public Library to provide resources and writing opportunities. Our essential arts teachers incorporate writing along with their curriculum and collaborate with homeroom teachers on the strand of reading/writing that is being focused on in the classroom. School wide grade level writing prompts are done twice a year, scored with a rubric, and discussed.

C. Students have access to 2 computer labs and mobile devices to research, organize, and communicate information. Students use technology to complete writing activities and content projects individually and in groups.

D. Student portfolios contain writings done over a period of time and writings that reflect student choice.

E. Students participate in activities and group work that promotes creativity, critical thinking, and problem solving. Student products reflect their own experiences and ideas.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.17

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

	Statement or Question	Response	Rating
f)	To what extent do students engage in discussion with teachers and peers to inform the writing process and publish/share their work?	Students 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

A. lesson plans, reading series provides writing models, RTI is implemented and monitored to meet students' needs.

B. C. and D. 2 computer labs in the building, student discussion boards that accompany reading program, communication day speeches, smart boards in all classrooms, school mobile devices, student work, study island, Google Classroom, KET Encyclomedia Project, Powerpoint

E and F. on going writing portfolios, student products, communication day, student led conferences

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

A. Teachers provide strategies to help students achieve writing objectives. Our reading/writing series also provides models for students to edit and evaluate. Teachers and students create models and rubrics of specific writing objectives.

B.,C., and D. Students research and produce products for the classroom, school, adults, and their peers. Students work independently and in cooperative groups to complete projects. Research is often done in content areas to produce projects. Google classroom, study island, KET Encyclomedia Project, and Powerpoint is used to enhance student products.

E. Students are given the opportunity to use discussion boards in our reading series. Communication Day provides students the opportunity to research, demonstrate, and compete with their peers. Students present a demonstration on the topic of their choice to other students and judges. Students write invitations to their parents to attend a PTA night that is student led. Students participate in student led conferences, where they share their progress and work with their parents. Several writings are teacher and peer conferenced and published throughout the year as evidenced by on going writing portfolios.

Curriculum and Instruction: Student Performance

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

Overall Rating: 2.25

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

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

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

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

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

A. Student writing and communication products appropriate for content areas, writing portfolios, google classroom, reading series discussion boards

B. Students participate in cooperative groups to problem solve and create products, student work, lesson plans

C. Unit/planning curriculum, lesson plans, rubrics and models of writing scored to a 4, live scoring, pen pals

D. student developed rubrics, portfolios

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

A. Students create a variety of products specific to particular content areas. Writing portfolios, lesson plans, and student work displays a wide range of products in different genres. Students can communicate in reading forums developed in our reading series. Some teachers use google classroom for discussion boards. Some teachers use board builder in Discovery Ed and KET encyclomedia project.

B. Students have a choice on whether to work in groups or independently on classroom projects as reflected in teacher lesson plans. We have students from different ethnic backgrounds. Students often work together in collaborative groups throughout the day in the classroom and in essential art classes.

C. Teachers and students develop models collaboratively which is reflected in teachers' plans and samples. Students produce a variety of products in specific content areas. Students in the 3rd grade conversed with pen pals to learn about different regions of KY. Students in the 5th grade had pen pals to practice friendly letters. Writing portfolios provide a wide variety of products. Teachers and aides work together to score extended response questions in a live scoring arena.

D. Students create a variety of different forms of communication that is conferenced and published. Teachers have high expectations for student work.

Formative and Summative Assessment: Assessments

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

Overall Rating: 3.0

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

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

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

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

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

A. and B. Units, lesson plans, writing policy, PLC, extended response questions, student work, school wide on demand writings twice a year, 5th grade plans as a team for content areas

C and D. Students use rubrics, peer and teacher conferencing, live scoring for extended responses, and on going portfolios

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

A. and B. Grade level meetings and lesson plans reflect the use of formative assessments in determining mastery and for guiding instruction. Formative assessments take many forms such as post - it notes, checklists, learning logs, rubrics, etc. This year we have had 2 school wide on demand writings that were scored with an LDC rubric and discussed to determine weaknesses and strengths.

C. and D. Students conference with teachers and peers to help them make improvements in their writing and achieve the grade level standard. Several teachers use live scoring on extended response questions. The classroom teacher along with aides perform live scoring for immediate feedback to guide student writings. Students are given many opportunities to reflect on and revise their work.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent do students know and understand expectations for their work and receive/provide feedback using standards specific language?	Students use expectations for their work to guide the development of their personalized learning plan and receive/ provide feedback using standard specific language.	Distinguished

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

	Statement or Question	Response	Rating
c)	To what extent do teachers and students engage in self-assessments to monitor progress toward meeting writing and communication goals?	Teachers and students engage in ongoing self-assessment, using a variety of methods designed to support different learning styles, to monitor progress toward meeting writing and communication goals.	Distinguished

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

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

rubrics, star reading and map goals, teacher / peer conferencing, live scoring, PLC/grade level meetings,

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

Teachers use rubrics and check lists with their students to help them reach the expectant standard and lead them toward self-assessment. Teachers and students develop models and rubrics with their students for appropriate tasks. Teachers continue to work on ensuring that standards-specific language is used through out scoring guides. LDC rubrics are used often to help ensure this. Student models are used as exemplars and benchmarks to help students achieve 4 quality work. On demand writings are performed school wide twice a year. Writings

are scored and shared with students. Students set reading goals for Star Reading and Map.

Professional Learning: Opportunity

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuits of professional learning opportunities focused on research/evidence-based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence-based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

professional development survey, professional development plan, administrative membership and attendance, instructional leader support network records of professional developments sessions, PLC notes, common grade level planning time

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

The professional development plan is created each year collaboratively by the teachers and administration using the staff professional development needs survey and data from the results of state testing. Teachers collaborate during common planning and PLC's. Based on results of on demand writings, we have worked together to meet students' needs and address weaknesses we see school wide.

Professional Learning: Participation

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

Overall Rating: 2.25

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

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

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

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

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

PGP, PLC, professional development agendas, school writing policy, collaborative partnership with 4H Youth development for communication day, collaborative partnership with UK Extension Arts Coordinator, teachers who have participated in the Morehead Writing Project, school wide Professional Development on the reading/writing series, ELA network members

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

As a school, we are committed to the idea that all teachers must be reading and writing teachers in all content areas. The district is very supportive, encourages, and allows teachers the opportunity to pursue professional development. Our district along with the region also

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provides 21st Century/technology professional learning opportunities during the summer. Our school partners with outside agencies to provide students with communication opportunities. We have several teachers who have completed the Morehead Writing Project over the years and participated in the ELA network. All 4th and 5th grade teachers attended professional development on the new reading/writing series.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
b)	To what extent does the school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing?	School council/leadership and teachers 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?	The school council/leadership meets with teacher leaders when planning for the allocation of time and resources to implement the writing program.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent are decisions related to staff assignment based on the established policies that include student literacy needs and teacher certification?	Decisions related to assignment of staff are made based on needs of students, teacher certification and other data (e.g., ILP) and teacher professional development experience (e.g., participation in National Writing Project).	Distinguished

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

leadership meetings, SBDM minutes, PLC, writing policy, school wide on demand writings, new writing folders school wide, math journals school wide

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

The SBDM council reviews instructional policies and writing policies after analyzing data to ascertain if changes need to be made to improve instruction in the building. The council examines instructional policies to ensure that they are reflecting the needs of students and the requirements of state standards. Administration is always open to suggestions and willing to provide any needed resources. This year we

purchased school wide writing folders and do a school wide on demand twice a year. The prompt is scored using a rubric and is analyzed to determine students' needs.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning related to the school's writing program?	The principal participates in, models and leads professional learning regarding the school's Writing Program through collaboration with staff and shared self-reflection.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate with parents and the community about the writing program?	A variety of sources, including technology and media resources, are regularly used to communicate current information about writing programs with parents and community.	Distinguished

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

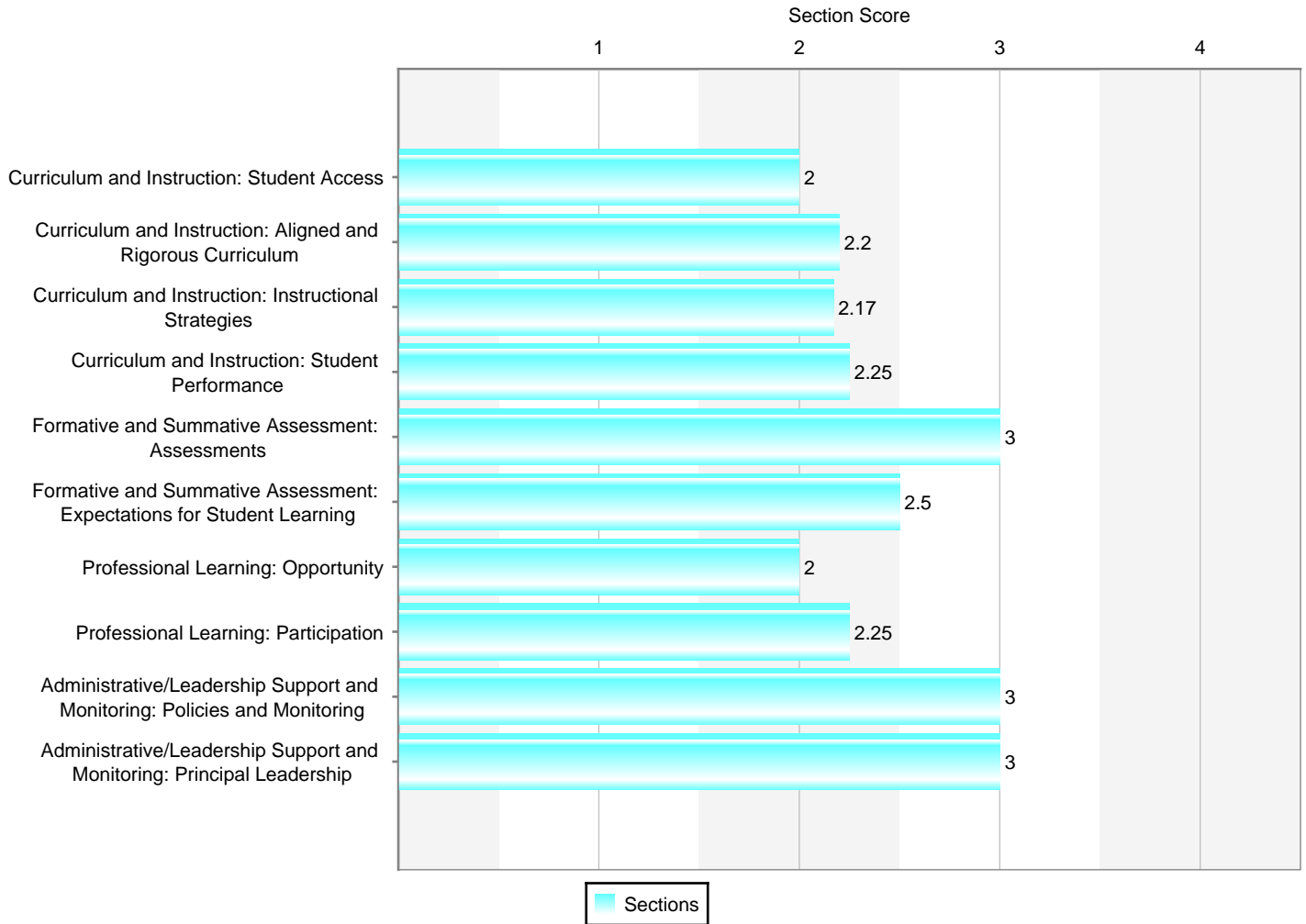
Principal/grade level meetings, PLC, student portfolio, school wide on demand writings, writing policy,

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

The principal and vice principal conducted a school wide on demand writing prompt in the fall. They set up posters on the writing process, discussed the writing steps and facilitated the lesson. The principal met with grade level teachers to discuss and score the students' prompts. We met again the winter to discuss writing and meeting students' need through RTI. All PLC agendas and minutes is sent to the principal. She actively recruits members of the staff to share their expertise with others as facilitators or to bring back strategies from PD attended outside of the building. Professional development is created each year based on the needs survey submitted by teachers. Administration purchased math journals, writing folders, and Story Works for each classroom.

Report Summary

Scores By Section



Program Review: Next Step Diagnostic

Introduction

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

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

In-Depth Review

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

Response:

- Arts and Humanities
- Practical Living/Career Studies
- Writing
- K-3
- Global Competency/World Languages

Arts and Humanities Program Review

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

*Curriculum and Instruction: Aligned and Rigorous Curriculum -2.8

*Professional Learning: Participation -2.75

*Administrative/Leadership Support and Monitoring: Policies and Monitoring -2.86

Teachers and Administrators for the coming year will not be changing. Teacher knowledge of areas taught has always been a strength and standards have always been high in this regard. Teachers on staff hold leadership roles with in the school and through out the community.

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

*Curriculum and Instruction: Student Access- 1

*Curriculum and Instruction: Student Performance -2

*Professional Learning: Opportunity -2

As with many schools districts around the state, we do not have fully supported or supplied Dance and Theater teachers. Students have access to outside of school opportunities, which they take full advantage of, but in school instruction is limited if at all. Additional work needs to be done on looking at and continuing to assess student performance. Finally, Professional Development is always an issue that needs to be addressed. Arts teachers will always need development differing than the general population.

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

*Possible grants for instructors, community peoples, and art instructors to come in to give students better access to Dance and Theater.

*More flexibility to allow Arts instructors to obtain PD throughout the area and state.

*More development in student formative and summative assessments.

Practical Living/Career Studies Program Review

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

Administration/Leadership Support and Monitoring: Policies and Monitoring and Principal Leadership as well as Career Education are notable strengths. The strengths for Leadership can be evidenced through an updated school wellness policy that is up-to-date based on guidance from the school wellness committee, a master schedule that allows frequent opportunity for all students to receive health and PE instruction, SBDM Program Review policies that the PL/CS curriculum is taught throughout the school, a budget which allocates for PL/CS Program. The strengths for Career Education can be evidenced through 21st Century Classrooms, career units for all grade levels including technology use such as careercruising.org, student participation in leadership opportunities such as transition day, Mustache Dash, first day of school, etc, HERO student lists and certificates (HERO criteria is based on the skills employers say they want employees to have), career experiences at the Health Fair, Tobacco Academy, Communication Day, etc. We will continue to utilize current practices including the school wellness committee, protected time for PL/CS instruction, career readiness and information opportunities, etc.

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

The weakest area is Formative and Summative Assessment: Expectations for Student Learning. This area can be improved by PL/CS teachers creating rubrics to guide student success. Consumerism is also an area that is weaker than others. R-MIS can grow in this area by more frequently communicating with 3rd, 4th, and 5th grade teachers to document within their classrooms when they are teaching and integrating consumerism curriculum. Also, at this time, 5th grade students get more opportunity to participate in real world consumer opportunities though the banking program. Possibly this could be expanded to 3rd and 4th.

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

5th grade students get more opportunity to participate in real world consumer opportunities though the banking program. Possibly this could be expanded to 3rd and 4th.

PL/CS teachers create rubrics to guide student success.

Writing Program Review

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

Strengths in the writing program at McDowell Intermediate include a variety of creative activities and projects which would be very motivational for students. Examples are evidenced in student work samples such as When I am 100 Years Old, Plant Flip Book, Elf Persuasive and Ghost Projects. Evidence also included a variety of pieces for writing in the content areas. Our teachers include writing pieces across the curriculum to enhance or learning or to demonstrate learning. We will continue to incorporate and research activities that support the curriculum and engage students.

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

We need to document more evidence in Participation Part C and look at our rating again. After further discussion, we concluded that there is not enough evidence to fully meet the criteria. Also as a school we could also grow more in the area of community partnerships. Even though we meet the proficient criteria, we feel we could bring more community projects into our schools that would strengthen community ties and enhance our students' writing curriculum.

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

We need to seek out more community partnerships which may include the local newspaper, local colleges, and other organizations. We are currently trying to coordinate some projects with retired teachers that would allow them to come and work with students and provide immediate feedback.

K-3 Program Review

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

Areas identified as strengths for the K-3 Program Review are RTI/Intervention Strategies. Documentation provided for RTI/Intervention Strategies are: RTI protocol and week/daily documentation, screening results (MAP and STAR), goal setting chart for individual students, SOAR Reading, running records, Title 1 services, Intervention Team (PLC) minutes, RTI Tier II parent letters for communication with parents, letters for small group counseling sessions to address social skills for behavior RTI students. Additional documentation can be found in progress monitoring through lesson plans, and implementation of AIMSWEB (progress monitoring program for reading, math, and behavior). Plans to sustain these areas are continued use of RTI/Intervention Strategies, use of intervention programs and strategies put in place to help teachers/educators meet individual students' needs.

Another area identified as a strength in our Program Review was Professional Learning. Documentation provided for Professional Learning are: KEDC Science and Social Studies network meetings, book studies throughout the year, Team Planning Days to analyze student work, develop curriculum, and discuss Professional Development needs. This can also be evidenced by our CSIP document, Professional Development Plans, PD reflection forms, PD surveys, access to PD 360 and principal surveys. Planning time during the school day being built into our master schedule and PLC Team Planning days provide opportunities for teachers to collaborate and exchange ideas as well.

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

One area identified for growth in our Program Review was found in Curriculum and Instruction for Demonstrator 2, Aligned and Vertical Curriculum. We need to work on vertical alignment of the curriculum. Another area identified for growth was for RTI. We need to better communicate intervention services and progress of students on a more regular basis to parents/families.

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

More opportunities offered for vertical alignment/Team Planning Days that will include representatives from each grade level.
Full implementation of the District RTI Plan which will include student progress forms being sent to families on a more consistent basis.

Global Competency/World Languages Program Review

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

*School Leadership: Policies and Monitoring- The administration has allowed time and resources to allow us to begin the process of fully implementing a GC/WL program at RMIS. Spanish classes were added to the taught three week rotation for mornings at our school. Additionally, the Spanish instructor is allow time to plan and broaden their scope of knowledge.

*Professional Learning and Participation- The administration has allowed and encourages learning and participation in Foreign Language communities and cadres. The formation of the KEDC Foreign Language Cadre has been a great opportunity for this to happen.

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

*Curriculum and Instruction: Student Performance/Aligned and Rigorous Curriculum/Variety of Assessment/Expectation of Student Learning- Since this is the first year, instructor is basing most instruction off vocabulary and general interactive/conversational phrases. Assessments are given verbally and few have been measurable.

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

*Curriculum and Instruction: Student Performance/Aligned and Rigorous Curriculum/Variety of Assessment/Expectation of Student Learning- Since this is the first year, instructor is basing most instruction off vocabulary and general interactive/conversational phrases. Most assessments are given verbally and few have been measurable.

_ First year kinks should be worked out for next year. However:

* better alignment to state and national standards.

* teachers and students need to integrate language better across the school culture.

*more opportunities to hear and see fluent speakers speak and interact with students.

Report Summary

Scores By Section

Section Score

1

2

3

4

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Program Review: Global Competency/World Language

Introduction

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

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

Curriculum and Instruction: Student Access

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

Overall Rating: 1.33

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school promote, encourage and recognize students to find opportunities outside of school to learn and build global competency skills in the various content areas (including World Languages) and benchmarked proficiency skills in a world language, recognizing the achievement of these skills?	The school encourages students to find opportunities outside of school to learn global competency skills in at least one content area, and/or a world language.	Needs Improvement

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

This is the first year that RMIS has had Global Competency/World Language class on a consistent rotation. We have choose Spanish and the country of Mexico to study for the year.

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

All of our evidence is held in our school level 'DropBox' account. Since this is our first year we have limited evidence and resources.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 1.33

	Statement or Question	Response	Rating
a)	To what extent does the Global Competency/World Languages curriculum focus on communicative proficiency and alignment to the ACTFL World-Readiness Standards for Learning Languages (national) and the Kentucky Standard for World Languages Proficiency (state)?	The Global Competency/World Languages curriculum does not focus on communicative proficiency but is aligned to some of the national and state standards.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent are the Global Competency/World Languages curriculum designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and provide opportunities for students to learn and practice those skills?	The Global Competency/World Languages curriculum includes some 21st century skills, but without integrating the P21's Framework for 21st Century Learning.	Needs Improvement

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

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

The elementary level Spanish 'curriculum' is limited to what we can find and give. However, here at RMIS there has been some conversation between high school foreign language instructors. At present time we are still in form link and connect what is taught to the state and national foreign language standards.

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

The elementary level Spanish 'curriculum' is limited to what we can find and give. However, here at RMIS there has been some conversation between high school foreign language instructors. At present time we are still in form link and connect what is taught to the state and national foreign language standards. As of now, all evident can be found in the RMIS dropbox.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 1.5

	Statement or Question	Response	Rating
a)	To what extent is the target language used as the language of instruction in the World Languages class and to what extent is this language comprehended?	The target language is used for at least 50% of the World Languages instruction, with frequent English translations.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent are students in the World Languages class provided with instruction in the three modes of communication for language learning (interpretive, interpersonal and presentational); and opportunities to communicate in the target language with other individuals (virtually or face to face) in authentic cultural contexts?	Students in the World Languages class are provided with instruction that focuses more on grammar than communication; and limited opportunities to communicate in the target language with other individuals in authentic cultural contexts.	Needs Improvement

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

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

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

Here at RMIS we are at the beginning stage of create a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. The instruction is given using authentic materials such as:

power points

images

online assessments.

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

Here at RMIS we are at the beginning stage of create a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. The instruction is given using authentic materials such as:

power points

images

online assessments

All of these materials can be found in the RMIS DropBox.

Curriculum and Instruction: Student Performance

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

Overall Rating: 1.0

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

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

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

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

Here at RMIS we are at the beginning stage of create a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases.

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

KDE Program Review Report for Schools

Russell-McDowell Intermediate School

Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach.

Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 1.0

	Statement or Question	Response	Rating
a)	To what extent are formative and summative assessments aligned to the state and national standards/expectations for Global Competency/World Languages proficiency and demonstrate sound assessment design principles?	Some Global Competency/World Languages formative and summative assessments are aligned to state and national standards/expectations, including Kentucky Standard for World Languages Proficiency, ACTFL World-Readiness Standards for Learning Languages and Global Competency Matrices.	Needs Improvement

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

Here at RMIS we are at the beginning stage of create a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. Assessments at this time consist of online exams and verb 'assessments' in class. Dialog between students and teacher.

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

Online exams and verbal 'assessments' are used to create formative and summative assessments. Most of these are in beginning stages of Bloom's.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 1.0

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

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

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

Due to first year attempts and limited resources, attempts are made to meet various national and state standards. However, vast improvement is needed and will be accomplish in time.

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

Due to first year attempts and limited resources, attempts are made to meet various national and state standards. However, vast improvement is needed and will be accomplish in time. Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach.

Formative and Summative Assessment: Assessment Of/For Learning

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

Overall Rating: 1.67

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

	Statement or Question	Response	Rating
b)	To what extent do students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills?	Students self-assess but do not reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills.	Needs Improvement

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

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

Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach.

Most assessments are verbal and are interactive during class; video evidence can be found in our dropbox

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

Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach.

Professional Learning: Opportunity

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers develop, implement and assess relevant and purposeful professional growth plans (PGPs) in response to the teacher self-reflection about current practice and student learning?	PGP implementation results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuit of professional learning opportunities focused on research/evidence based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning opportunities incorporate the Standards for Professional Learning, focus on research/evidence based practices are planned, implemented and evaluated based on teacher Professional Growth Plans (PGPs) and school and student data.	Proficient

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

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

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

Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach. We have been given the opportunities to travel to various Foreign Language Cadres at KEDC and symposiums across the state.

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

Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach. We have been given the opportunities to travel to various Foreign Language Cadres at KEDC and symposiums across the state. Evidence of this can be found in district level professional leave requests approvals.

Professional Learning: Participation

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers participate in content-specific professional learning opportunities based on analysis of school and student data; and to what extent is there evidence of implementation?	Implementation of content-specific professional learning based on school, student and teacher data results in change in current practice and supports appropriate instruction.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers participate in professional learning communities addressing issues related to instructional practices, data analysis and increased student learning?	Teachers are members of professional learning communities within the school/district and participate actively to address issues related to instructional practices, data analysis and increased student learning.	Proficient

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

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

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

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

Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon

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vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach. We have been given the opportunities to travel to various Foreign Language Cadres at KEDC and symposiums across the state. Evidence of this can be found in district level professional leave requests approvals.

School Leadership: Policies and Monitoring

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

Overall Rating: 2.25

	Statement or Question	Response	Rating
a)	To what extent does district and school councils/leadership implement established policies to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum?	District and school councils/leadership monitors and evaluates the implementation of the established policies that ensures that Global Competency and World Languages are taught throughout the school and across the curriculum.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent is time allocated and protected in the school schedule so that all students can receive instruction in Global Competency and World Languages?	Time in the school schedule is allocated, protected and it extends beyond usual implementation, demonstrating a strong school commitment to the needs of students in the Global Competency and World Languages areas.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the annual school budget (approved by SBDM councils) support Global Competency/World Languages programs?	The annual school budget (approved by SBDM councils) does not support a school wide Global Competency/World Languages programs.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that World Languages teachers are assigned class loads based on programmatic goals?	World Languages teachers are assigned manageable class loads based on programmatic goals.	Proficient

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

	Statement or Question	Response	Rating
f)	To what extent does school leadership allocate equitable time (including travel time between buildings), appropriate facilities and resources to implement the Global Competency/World Languages program?	School leadership allocates equitable time, appropriate facilities and resources to implement the Global Competency/World Languages program.	Proficient

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	Statement or Question	Response	Rating
g)	To what extent does district and school leadership hire World Languages teachers and establish a hiring policy for them (e.g., international teachers and language and culture assistants, Fulbright teachers)?	District and school leadership hires World Languages teachers according to their established hiring policy.	Proficient

	Statement or Question	Response	Rating
h)	To what extent does district and school leadership establish policies to support student/teacher international travel/exchange, field trips and community service?	District and/or school leadership establishes policies to support student/teacher international travel/exchange, field trips, and community service.	Proficient

	Statement or Question	Response	Rating
i)	Not applicable to Elementary School - To what extent does district and school leadership establish and implement a policy that assures performance/proficiency based credit for acquiring Global Competency/World Languages skills outside or inside the classroom? - Not Applicable to Elementary School	Not Applicable-Elementary School	N/A

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

Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach. We have been given the opportunities to travel to various Foreign Language Cadres at KEDC and symposiums across the state. Evidence of this can be found in district level professional leave requests approvals. School leadership has been instrumental in creating time and opportunity for students to be exposed and instructed. Time was made and placed into the school calendar for this. Evidence of this can be found in our school dropbox.

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

Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach. We have been given the opportunities to travel to various Foreign Language Cadres at KEDC and symposiums across the state. Evidence of this can be found in district level professional leave requests approvals. School leadership has been instrumental in creating time and opportunity for students to be exposed and instructed. Time was made and placed into the school calendar for this. Evidence of this can be found in our school dropbox.

School Leadership: Principal Leadership

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the principal evaluate and reflect on the impact of the Global Competency/World Languages program on overall student achievement?	The principal evaluates and reflects on the impact of the Global Competency/World Languages program on overall student achievement in the school, using feedback from all teachers.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the Global Competency/World Languages program?	The principal initiates and participates in professional learning based on data related to teaching and learning in the school's Global Competency/World Languages program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate and involve the school, parents and community in making decisions related to the Global Competency/World Languages program?	The principal creates opportunities to engage in dialogue with school, parents and community regarding the Global Competency/World Languages program.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the principal(s) advocate for the Global Competency/World Languages program?	The principal(s) advocates for the Global Competency/World Languages program as an integral part of student learning.	Proficient

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

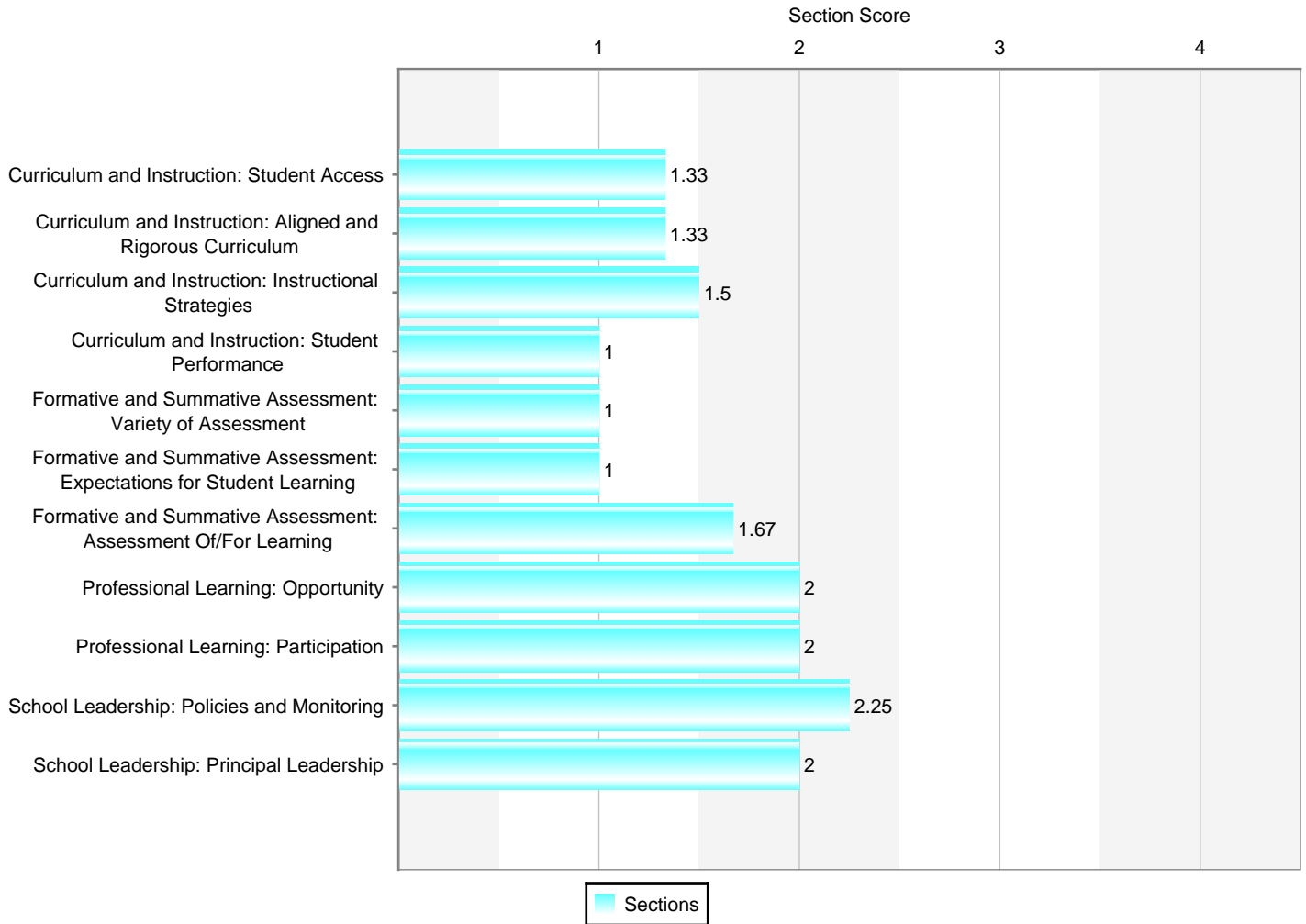
Here at RMIS we are at the beginning stage of creating a foreign language program. At present time most instruction is based upon vocabulary and general interactive/conversational phrases. We are on a three week rotation consisting of 3rd, 4th, and 5th grades. Power-points and online exams are used to assess and teach. We have been given the opportunities to travel to various Foreign Language Cadres at KEDC and symposiums across the state. Evidence of this can be found in district level professional leave requests approvals. School leadership has been instrumental in creating time and opportunity for students to be exposed and instructed. Time was made and placed into the school calendar for this. Evidence of this can be found in our school dropbox.

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

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Report Summary

Scores By Section



Program Review: K-3

Introduction

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

Curriculum and Instruction: Student Access

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

Overall Rating: 2.0

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

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

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

A. PLC Planning agendas and minutes, Team Planning meetings, Lesson Plans, Jump Rope for Heart, Tobacco Academy, COSI, HealthFair, Diabetes Awareness (High School Student), National Geographic Magazine, Parent speaker about holidays in a different culture, common assessments, High School students performing skits during Red Ribbon Week

B. Differentiated National Geographic Magazines, Trade Books and Book Clubs, Math Manipulatives, Live Scoring of Constructed Response questions, scoring guides or rubrics, Computer Lab for Study Island, educational websites (Moby Max, Reading A to Z), webquests, and research

computers in classroom for AR test taking, Peer conferencing, SmartBoard for activities that support the curriculum, as well as Ipads (set of 30), There is also use of the Automaticity Program for math facts used weekly.

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

A. Teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure each student has access to the curriculum and access to supports necessary to attain the curriculum. PLC minutes and agendas contain evidence of our grade level planning, instructional units, common assessments, and supplemental activities we participate in each week that support our curriculum. Community involvement is evidenced with COSI and students being able to experience various hand on activities and explore science concepts. The city of Flatwoods sponsored a Health Fair for our students to have screenings performed and to help them learn about health issues. Parents have come in to discuss cultural differences with holidays, and high schools students have shared information about diabetes with the students. High school students came during Red Ribbon Week to teach students

about the negative effects of drugs using skits.

B. Teachers provide students with access to a variety of materials and equipment that are relevant and necessary to support their needs. They are able to read in class using differentiated National Geographic Magazines, trade books in book clubs while providing feedback for what was read and discussed in their book club. Teachers consistently live score constructed response questions providing feedback for students to improve their answers to a score of 2. Students also provide feedback during peer conferences for writing pieces. Math manipulatives are available for students to use to support their individual needs. Students have access to computers in 2 computer labs and in classrooms for Study Island, AR test taking, webquests, researching topics, and educational websites (Moby Max, Reading A to Z). Students also use SmartBoard technology and a set of 30 Ipads for educational activities that support the curriculum and individual needs of students. The Automaticity Program is used by teachers on a weekly basis in order to help students master math facts.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent is the curriculum vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards, including specific pacing recommendations?	The curriculum is vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations.	Proficient

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

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

A. Lesson Plans, pacing guides

B. Master schedule, team planning days, student achievement coach monthly meetings, Study Island is used for differentiation computer labs, accelerated math and 4th grade math flexible grouping, RTI interventions and use of Title 1 assistants in the classrooms.

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

A. The 21st Century skills taught in the core subjects and interdisciplinary themes is contained in our pacing guides. Our pacing guides are created and/or revised annually based on implementation data and information learned through our instructional practices. Lesson plans contain standards for the content taught in the core subject areas which are aligned to the standards. Science and Social Studies trainings held with staff was vertically aligned.

B. Flexibility is built into our master schedule (evidence file). Our Instructional Assistants incorporating interventions for RTI students in classrooms address student misconceptions. Use of Study Island during the day in the computer lab with differentiated levels addresses misconceptions as well as provides enrichment for students to have success. The use of differentiated math classes with accelerated and 4th grade lessons being taught provides students enrichment opportunities. Intervention specialists help with struggling students on a daily basis. Full time Kindergarten aides were added this year. Reading Recovery worked with small groups of Kindergarten students this year.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.33

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

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

	Statement or Question	Response	Rating
c)	To what extent are students engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands-on, authentic and applied learning experiences?	Students are consistently engaged in a variety of cross-curricular instructional activities that are deliberate, culturally responsive, and include hands-on authentic learning experiences.	Distinguished

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

A. Evidence indicates that Guided Reading demonstrates the usage of highly effective, student centered and evidence-based instructional strategies that are included in our lesson plans. Book clubs for Guided Reading which are also documented in our lesson plans provide students with opportunities that are student-centered. Anchor charts are used to reinforce skills and content that is taught.

B. Learning targets within the lesson plans are student-centered "I Can" statements. Formative assessments in lesson plans are used to assess and individualize student learning. Scoring guides/rubrics, and goal setting charts are used to help students attain individual goals.

C. In Guided Reading lesson plans evidence indicates that cross-curricular instructional activities are incorporated thru authentic learning experiences. Differentiated National Geographic Magazines, pen pal letters from other schools in other states, projects and presentations about different regions across the United States provide students with deliberate learning experiences. Social Studies units incorporated through trade books and reader's theater scripts.

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

A. Through Guided Reading and Math instruction, teachers base lessons on instructional strategies, age appropriate questioning, and inquiry-based activities and learning tasks that are documented in lesson plans. Through book clubs, and accelerated math classes students are receiving differentiated instruction that meets their individual learning needs.

B. Through student-friendly learning targets, our students can describe what they should be able to do by the end of the lesson, and will have opportunities to demonstrate the target in a variety of ways. The use of formative assessments to assess student learning is a reflection of the learning targets taught. MAP goal setting charts and scoring guides/rubrics are used for students to goal set and track their progress with learning.

C. We incorporate Science and Social Studies content consistently within our Reading which allows us to engage in a variety of cross-curricular activities.

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

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

Overall Rating: 2.83

	Statement or Question	Response	Rating
a)	To what extent is a KSI/RtI decision making protocol established and used to make decisions based on student needs?	A KSI/ RtI decision making protocol has been established and is always used to make decisions that are based on individual student needs.	Distinguished

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

	Statement or Question	Response	Rating
c)	To what extent does highly effective instruction include tiered services that provide research-based intervention to increase student achievement, is research-based, aligned to standards as well as across tiers, and accessible to all students?	Highly effective instruction includes tiered services that provide a comprehensive system of interventions to maximize student achievement, is research-based, aligned to standard as well as across tiers, and designed to meet the individual needs of all students.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do intervention team members meet to discuss academic and behavioral needs of students and adequately address those needs?	Intervention team members routinely meet to discuss the academic and behavioral needs of each intervention student and effectively meet their needs. Team members communicate intervention plans and progress with students and families.	Distinguished

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

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	Statement or Question	Response	Rating
f)	To what extent does the school regularly communicate intervention services and progress with the families of those students identified for the intervention? To what extent is family communication focused on improving student learning?	The school regularly communicates intervention services and progress with the families of those students identified for intervention. Family communication is focused on improving student learning.	Proficient

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

- A. All decisions are based on RTI protocol and week/daily documentation. Individual student needs are met through this process.
- B. Universal screening results (STAR and MAP) are in the evidence folder. Included in an evidence folder is individual student intervention services implemented for students.
- C. Tiered services are provided through SOAR, running records, behavior plans, Title 1 Services, and differentiated Reading and Math instruction.
- D. Intervention team (PLC) minutes will reflect academic and behavioral needs communicated with the team. Letters for scheduling parent/teacher conference meetings and Tier II RTI letters are in the evidence folder and demonstrate how team members communicate with families. Letters from the counselor for small group counseling sessions to address social skills for behavior RTI students are in the evidence folder.
- E. Progress monitoring occurs on a routine schedule through lesson plans, that state reteaching or review of target skills based on formative assessments. Implementation of AIMSWEB (progress monitoring program for Reading, Math and Behavior).
- F. Communication of intervention services and progress to family members through report cards and conference notes. Tier letters and parent conference notes are evident within the folder.

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

- A. All decisions are based on RTI protocol and week/daily documentation. Individual student needs are met through this process.
- B. Universal screening results (STAR and MAP) are in the evidence folder. Included in an evidence folder is individual student intervention services implemented for students.
- C. Tiered services are provided through SOAR, running records, behavior plans, Title 1 Services, and differentiated Reading and Math instruction.
- D. Intervention team (PLC) minutes will reflect academic and behavioral needs communicated with the team. Letters for scheduling parent/teacher conference meetings and Tier II RTI letters are in the evidence folder and demonstrate how team members communicate with families. Letters from the counselor for small group counseling sessions to address social skills for behavior RTI students are in the evidence folder.
- E. Progress monitoring occurs on a routine schedule through lesson plans, that state reteaching or review of target skills based on formative assessments. Implementation of AIMSWEB (progress monitoring program for Reading, Math and Behavior).
- F. Communication of intervention services and progress to family members through report cards and conference notes. Tier letters and parent conference notes are evident within the folder.

Formative and Summative Assessment: Assessments

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

Overall Rating: 3.0

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

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

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

A. Through collaboration between PLC groups and Team Planning Days teachers embed day-to-day/week-to-week informal assessment and monitoring as evidenced in lesson plans, learning checks, and exit slips. This is also aligned to the Comprehensive School Improvement Plan.

B. Teachers analyze and collaborate to develop appropriate formative and summative assessments to gather data about the students utilizing MAP, STAR, Title 1, AIMSWEB, Study Island, Math assessment (beginning, mid-year and end of year), and learning targets.

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

A. Through PLC meetings and Team Planning days incorporating ongoing teacher collaboration, lesson plans, learning checks, and exit slips are created to embed formative and summative assessments to monitor the progress of students and to guide instruction.

B. Systematically gathering data about student understanding of learning targets reflect instruction within the lesson plans and adjustments are made to support individual student learning.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent are students and families provided with clear models and descriptions of the intended targets to be mastered?	Students and families are provided guidance with descriptive and clear models of the intended targets to be mastered to enable students to define the clear criteria for their success.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work?	Teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback. Sufficient time is given regularly to students to refine their thinking, enhance their learning, and improve their work based on the intended learning targets.	Distinguished

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

A. Students and families are provided with clear descriptions of the state standards and the content they will be learning. Teachers communicate and clarify the expectations of student learning through weekly newsletters, notes home, student agendas, Standards Based Report Cards, parent/teacher conferences, and learning targets posted within the classrooms.

B. During daily instruction, teachers review learning targets with the students and implement activities and assessments directly aligned to the Kentucky Core Content and Kentucky Common Academic Standards. Teachers collect data from anecdotal notes, formative assessments, and live scoring of student work to reteach and provide constructive feedback to enhance and monitor student work.

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

A. Students and families are provided with clear descriptions of the state standards and the content they will be learning. Teachers communicate and clarify the expectations of student learning through weekly newsletters, notes home, student agendas, Standards Based Report Cards, parent/teacher conferences, and learning targets posted within the classrooms.

B. During daily instruction, teachers review learning targets with the students and implement activities and assessments directly aligned to the Kentucky Core Content and Kentucky Common Academic Standards. Teachers collect data from anecdotal notes, formative assessments, and live scoring of student work to reteach and provide constructive feedback to enhance and monitor student work.

Professional Learning: Opportunities

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

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school provides opportunities and allocates time for 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, Practical Living/Career Studies, K-3, and Global Competency/World Languages) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

A. Our CSIP document, Professional Development plans, PD reflection forms, Professional Development surveys, access to PD 360 to meet individual teachers' professional needs, and principal surveys are planned with teacher learning needs in mind to enhance student learning. Teacher evaluation/walk-thru instrument used for teacher feedback and peer observations also help to target teacher learning needs and practice.

B. Teachers participate in KEDC Science and Social Studies network meetings, and other professional development trainings such as book studies throughout the year. We also have time within our half day team planning days to analyze student work, develop curriculum, and

discuss professional development needs.

C. Teachers participate in Team Planning days, PD surveys, principal surveys, and other professional opportunities such as book studies throughout the year. Analysis of student work during half day team planning days takes place to improve student learning.

D. Planning time during the school day that is built into our master schedule, and PLC Team Planning days provide opportunities for teachers to collaborate and exchange ideas.

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

A. Our CSIP document, Professional Development plans, PD reflection forms, Professional Development surveys, access to PD 360 to meet individual teachers' professional needs, and principal surveys are planned with teacher learning needs in mind to enhance student learning. Teacher evaluation/walk-thru instrument used for teacher feedback and peer observations also help to target teacher learning needs and practice.

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C. Teachers participate in Team Planning days, PD surveys, principal surveys, and other professional opportunities such as book studies throughout the year. Analysis of student work during half day team planning days takes place to improve student learning.

D. Planning time during the school day that is built into our master schedule, and PLC Team Planning days provide opportunities for teachers to collaborate and exchange ideas.

Professional Learning: Participation

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

Overall Rating: 2.5

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

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

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

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

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

A. Through Professional Development surveys Professional Development opportunities are offered and designed to meet teacher specific needs. Teachers attend Science and Social Studies network meetings offered at KEDC. Team Planning days, and PLC grade level meetings allow professional learning opportunities as well as analysis of school and student data.

B. Science and Social Studies Network meetings provide opportunities for teacher leaders to provide Professional Development related to instructional practices, as well as improve student achievement by offering Science Olympiad to meet the needs of the students. Through PTA meetings, Partners in Pride, PLC's, and Team Planning Days teachers and administrators actively participate to focus on research based practices, planning instruction, analyzing data, enhancing community relations, and student performance.

C. Through Science and Social Studies Leadership Networks Professional Development opportunities are offered to contribute to school and community. Through Student Achievement Coach meetings, and PLC's teachers enhance student performance.

D. Teachers and administrators collaborate with the community and local business partners in order to meet the needs of students (Partners in Pride, REEF, FRYSC, Flatwoods Health Fair, COSI, Mustache Dash 5K). Teachers participate in National Board Certification, continuing education for Masters Degrees and Rank I, ISLN for specific areas (Math, Language Arts, Science, and Social Studies). Teachers participate in the Reading and Writing Project through Morehead State University. Teachers incorporate the Automaticity Program which is through ECU (weekly) in order to help students master their math facts.

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

A. Through Professional Development surveys Professional Development opportunities are offered and designed to meet teacher specific needs. Teachers attend Science and Social Studies network meetings offered at KEDC. Team Planning days, and PLC grade level meetings allow professional learning opportunities as well as analysis of school and student data.

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Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the School leadership/SBDM committee continually monitor the availability of resources in an effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program?	School leadership/SBDM committee continually utilizes input from stakeholders to organize and monitor the availability of outside resources in effort to effectively and equitably allocate the necessary time and resources needed to support a highly effective K-3 program.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the SBDM committee establish and enact a process to, at least annually, analyze data related to the implementation and impact of policies and practices specifically for the K-3 program?	SBDM committee involves teachers, parents and community stakeholders annually in the analysis of data to make recommendations for continuous improvement in the K-3 program. Policies and practices for a highly effective K-3 program are revisited and revised annually based on multiple sources of impact data.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership communicate with parents and community about the K-3 program?	A variety of sources, including technology and media resources, are regularly used to communicate current information about the K-3 program with parents and community.	Distinguished

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

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

A. SBDM minutes reflect continuous monitoring of resources in an effort to allocate blocks of instructional time and developmentally appropriate resources that are necessary for the school (i.e. work room/book resource room).

B. SBDM committee establishes and enacts a process to analyze data annually as evidenced by minutes. This is also accomplished through required professional development of test score analysis/disaggregation of test data, grade level PLC meetings and Team Planning Days.

C. School council/leadership communicates with parents and the community through a variety of resources including school/district web pages, FRYSC, One Call, Remind messages, and school wide newsletters.

D. SBDM maintains and stabilizes policies annually to promote best practice in our K-3 program. (Reflected in minutes). This is also evidenced through school non-negotiables, Student Academic Coach meeting minutes, and PLC meeting minutes.

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

A. SBDM minutes reflect continuous monitoring of resources in an effort to allocate blocks of instructional time and developmentally appropriate resources that are necessary for the school (i.e. work room/book resource room).

B. SBDM committee establishes and enacts a process to analyze data annually as evidenced by minutes. This is also accomplished through required professional development of test score analysis/disaggregation of test data, grade level PLC meetings and Team Planning Days.

C. School council/leadership communicates with parents and the community through a variety of resources including school/district web pages, FRYSC, One Call, Remind messages, and school wide newsletters.

D. SBDM maintains and stabilizes policies annually to promote best practice in our K-3 program. (Reflected in minutes). This is also evidenced through school non-negotiables, Student Academic Coach meeting minutes, and PLC meeting minutes.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent does the principal work collaboratively with teachers to define, support, and continuously improve the K-3 program? To what extent does the principal regularly facilitate K-3 team meetings in order to monitor and support all K-3 program efforts?	The principal intentionally creates a structure to promote and empower teacher leaders to define and continuously improve the K-3 program. The principal collaborates with the teachers/teacher leaders regularly to analyze program and student data, providing feedback and support for ongoing improvements that promote the success of every K-3 student and all K-3 program efforts.	Distinguished

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

	Statement or Question	Response	Rating
c)	To what extent does the principal make decisions related to staff assignment based on student needs determined by student trend data?	The principal makes decisions related to staff assignments based on SBDM policy which has been determined by student needs and student trend data as well as student performance and staff abilities.	Distinguished

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

A. The principal collaborates with the teachers/teacher leaders regularly through SAC (student achievement coach) meetings, team planning days, PLC meetings, collegial visits in classrooms, faculty meetings, half day planning meetings, post observation meetings, and principal created spreadsheets disseminating data for RTI and Title 1.

B. The principal participates fully in leading research-based professional development and receives feedback through online surveys. Professional development is designed to help teachers implement new teaching strategies and standards that promote best practice in the classroom.

C. The principal analyzes student data based on MAP and STAR assessments as well as RTI data to determine needs and placement of students.

The principal also uses data and information in the form of anecdotal notes based on each child's progress in order to determine needs and placement of students.

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

- A. The principal collaborates with the teacher/teacher leaders regularly to analyze program and student data, providing feedback and support for ongoing improvement.
- B. The principal leads research-based ongoing job-embedded professional learning opportunities and participates fully in professional learning communities.
- C. The principal makes decisions related to staff assignments based on student needs, performance and data.

Report Summary

Scores By Section

