



KDE Program Review Report for Schools

Longbranch Elementary School

Boone County

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Introduction

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

Program Review: Arts and Humanities

Introduction

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

Curriculum and Instruction: Student Access

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
a)	To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines?	The arts program offers individual students the opportunity to develop their own talents in the artistic processes of creating, performing and responding to the arts with the support of teachers, beyond the regular classroom.	Distinguished

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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 & H Schedule (indicates student access to arts classes and common planning time for Arts and Humanities teachers)
- A & H Weekly PLC Meetings with Administration (notes)
- Units taught throughout the year
- Curriculum Timeline Maps
- Teacher Lesson Plans
- L.B. Chorale (chorus/drama club) pictures
- Northern Kentucky Honor Choir program
- Boone County Honor Choir
- PTA Reflections
- STEAM Club

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

At Longbranch Elementary, all students have equitable access to high quality curriculum and instruction. The Arts teachers meet weekly to plan and discuss discipline-based instructional units, curriculum, and plans to strive to integrate Arts and Humanities in all classrooms. All students are provided access through intentionally scheduled time within the instructional school day, as well as beyond the school day. Students develop their own talents in the three processes of creating, performing and responding as evidenced in the LBES Arts and Humanities schedule, Arts (music, dance, drama and dance) lesson plans, classroom teacher lesson plans (Reader's Theatre and ELA Unit lessons with Arts connections (Acting Out Alpha and Math songs), Northern Kentucky Honor Choir participation, L.B. Chorale (music/dance/drama club) performances, Boone County Honor Choir, World Culture Fair, and LBES Fine Arts Night. Arts and Humanities have scheduled common planning time.

This year, we have a PBL teacher who plans and coordinates cross-curricular projects with grades 3-5. Fifth grade is doing a PBL on the Underground Railroad. This past summer one 5th grade teacher attended a four day workshop through the Kentucky Center for the Performing Arts along with our music teacher. They are collaborating with the PBL teacher on this unit, using the knowledge and resources they acquired. Drama and music are being brought into all 5th grade classrooms. Our music teacher is also incorporating movement and drama. This unit will culminate in a performance for parents and the community.

Parents will be sponsoring the first annual World Culture Night this spring. In addition to experiencing different aspects of other cultures, each grade level will sing a song and teach their parents a dance from a particular culture.

The Arts curriculum provides discipline-based instruction during protected time in the schedule. Dance is incorporated into music lessons. In addition, drama is incorporated into both music and library lessons, as evidenced in lesson plans, videos and student work samples.

Fourth and fifth grade students have the opportunity to audition for and represent LBES at the Boone County Honor Choir event, which will take place in May. Longbranch Elementary is taking 14 students this year. In addition, six fifth graders participated in Boone County Honor Choir in the fall.

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: 2.2

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that the arts curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas?	The school curriculum provides 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 arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods.	Proficient

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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 work samples (El dia de Los Muertos-calaveras)

-Claymation with Ken Swinson-visiting artist

-Student Reflections

- Teacher Lesson Plans (exemplars---Van Gogh, Camille Saint Saens)
- Music class video with movement
- Curriculum Timeline Maps
- ELA Units taught throughout the year
- Guidance lesson using movement
- CSO trip evidence
- Schoolhouse Symphony
- UK SOOP Opera Theatre
- Fine Arts Night
- Veteran's Day Program

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

At Longbranch Elementary, an aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for all students as defined by state standards. Our Arts and Humanities curriculum is aligned and rigorous and includes creating, performing and responding, as demonstrated by our Curriculum Maps and teacher lesson plans. The Arts curriculum provides for the development of Arts literacy in all four Arts disciplines. In addition, the Common Core Standards for ELA Units are utilized by Arts teachers to make meaningful cross-curricular connections. This is evidenced in teacher lesson plans, student work, photos and video clips.

Opportunities for integration and cross-curricular connections in Arts and Humanities are provided through ELA Units based on Common Core Standards, (Art/Music related activities), and field trips and performances.

Classroom teachers at LBES often incorporate the arts into their core subjects. Fifth grade units included: matter (3-D models of elements from the periodic table), the solar system (digital scavenger hunt culminating in a theatrical performance), and a Minecraft unit in which students created pixel art based on Social Studies topics. Fourth graders analyzed lyrics of a song for metaphors, built their own homemade musical instruments in their study of sound, created biography bottles depicting famous figures in social studies, and created "stained glass windows" during a geometry unit. Our second graders performed a Reader's Theatre as a complete play with memorized lines, expression, gestures, costumes and scenery.

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. This is evidenced in our teacher lesson plans, University Opera Theatre performance, CSO Field Trip and Schoolhouse Symphony visits, Artome exhibits, Children's Theatre trips as well as visual arts where students study exemplar artists such as Claude Monet, Vincent Van Gogh, Grandma Moses, Laura Burch and Henri Rousseau. The music teacher incorporates creative movement quite often in her Orff-Schulwerk based classes.

Our guidance counselors use movement and dance within their lessons as well. This is evidenced by using the data driven, research-based curriculum Second Steps, our K-3rd grades are monthly involved with various dancing and movement pieces to promote higher understanding of terms and concepts as they relate to the personal/social, academic, and career domains. Examples of songs (with movements) include: S.T.E.P-Problem Solving, Be a Learner (skills necessary to be active, respectful learner), Stop Bullying Techniques, The Empathy Song, Calm it Down (calming down techniques are demonstrated), The Feeling Song, The Fair Ways to Play Song, and the

Anger Song.

The Arts curriculum is revised using multiple indicators such as student formative (pre-tests in the Visual Arts), and summative assessments (periodic Portfolio reviews).

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

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

	Statement or Question	Response	Rating
d)	To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day?	Guest and community artists, artist residencies, field trips, etc., are integrated into the school arts culture for all students and provide experiences that are designed to promote learning of Kentucky Academic Standards within the arts and other content areas.	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.

- Pictures of Student Art Work
- Student Created Power Points
- Student writing in response to CSO Field trip/pieces
- Teacher Lesson Plans
- ELA Units taught throughout the year
- Curriculum Timeline Maps
- Lexington Children's Theatre
- Cincinnati Symphony Field Trip (5th grade)
- UK Opera Visit

- 3rd Grade musical performance
- Visiting Artist Ken Swinson stop motion
- 4th grade homemade musical instruments (sound unit) lesson plan and video
- Colonial Fair
- Schoolhouse Symphony
- Student Art Work

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

At Longbranch Elementary, teachers implement instructional strategies that provide quality experiences, a variety of activities and access for all students. We incorporate all three components of Arts study -- creating, performing and responding to the Arts --- as demonstrated by teacher lesson plans, student work samples, photos and video clips. Teachers provide print, electronic media, virtual or live models of exemplary artistic performances and products to enhance students' understanding of each Arts' disciplines and to develop their performance and production skills, as evidenced by videos of Schoolhouse Symphony, Lexington Children's Theatre, CSO, UK Opera Theatre and student performances and work samples.

Arts teachers provide for the development of artistic theory, skills and techniques through the development of students performance and products that are relevant and developmentally appropriate for students, as evidence in teacher lesson plans, student work, photos and video clips. Guests and community artists, field trips, etc., are integrated into the school arts culture for all students and provide experiences that are designed to promote learning of Kentucky Core Academic Standards within the arts and other content areas, as evidenced by Northern Ky. Strings Program, and the fifth grade CSO Field Trip. In addition, students experience University of KY Opera Theater Performance and Schoolhouse Symphony.

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}?	Not Applicable - Elementary	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.

- Student work samples
- Teacher lesson plans
- Video clips of student performances
- Photos of student artwork
- Formative and summative assessments - including exit and reflection slips
- PTA Reflections
- Fine Arts Night
- Critique rubrics and reflections on performances
- Northern Ky. Honor Choir
- Boone County Honor Choir
- 3rd grade Musical
- L.B. Chorale (drama/dance/music club)
- Artwork display at Boone County Public Library
- Governor's Cup Awards

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

At Longbranch Elementary, 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. Students are actively engaged in creating, performing and responding to the arts as demonstrated by teacher lesson plans, student work samples, formative and summative assessments, which includes student reflections. Students identify their purpose and create original art works in the PTA Reflections contest (artwork, musical performance, written verse), and the Artome Exhibit at Fine Arts Nights. Students use creative and problem solving skills and critical thinking skills in developing and reflecting upon their performances and products, as evidenced by student work samples. Students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignment, as evidenced by teacher lesson plans rubrics and student reflection notes. Students demonstrate the ability to become self-sufficient in creating performances and/or products with teacher guidance, as evidenced by teacher lesson plans and student work. Students are encouraged and supported to participate in grade level appropriate juried events, exhibitions, and performances outside the school environment, such as the PTA Reflections Contest, Northern Ky. Honor Choir, Boone County Honor Choir, 3rd grade musical. and LB Chorale performances.

Several of our art students will have their artwork displayed at Boone County Public Library in April. This year, we had several students receive awards in the Arts and Humanities portion of Governor's Cup.

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: 2.0

	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 Kentucky Academic Standards and authentically measure a specific concept, understanding and/or skill and lead to student growth.	Proficient

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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 exit slips
- Student written responses to musical performances
- peer reviews
- Informal assessment of student performance
- Student critiques of performances and self-assessments
- 5th grade art and music student growth goals, assessments and reflections

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

At Longbranch Elementary School, teachers use formative and summative arts assessments for individual students and performing groups. These formative and summative assessments are clearly aligned with the components of the Kentucky Core Academic Standards and authentically measure a specific concept, understanding and/or skill and leads to student growth in the Arts.

Due to PGES implementation, a greater focus has been placed on student growth. Each Arts and Humanities teacher has had training in student growth goals. Last year, we developed a student growth SMART goal in each subject for our fifth graders. We each analyzed their pre-assessments, gave students feedback and specialized instruction, and then administered post-assessments. These particular

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assessments include fifth grade written musical creativity and independent artwork.

Teachers at LBES guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work/performance.

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: 2.0

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

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

- Camille Saint Saens first grade music lesson
- Mozart third grade music lesson
- Assessment rubric (music and art class)
- Learning target picture
- exemplar artworks (peer and professional images)
- peer assessments "art walk" guides

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

Teachers use exemplar models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units. Examples of this include listening to the works of famous composers and analyzing famous masterpieces of artists.

Teachers share clearly defined rubrics with students before creating, performing or responding assignments or assessments appropriate to the age and grade level and students often have the opportunity to provide some input into the rubric.

Teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART goals that are rigorous, attainable and reflect acceptable growth during the school year. All teachers, including the teachers of the arts, display daily Learning Targets in their classroom. These targets reflect the object of the lesson being taught and communicate what the students will be expected to learn.

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: 2.0

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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 peer and self critiques
- Performance evaluation
- Rubrics
- Written reflections
- Art walks

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

Teachers at LBES regularly provide students with authentic, meaningful and documented feedback from a variety of sources (staff members, peers, etc.) on their performance/products so students may strengthen their future performance/products, as evidenced by student peer and self critiques, evaluation of performance/products and rubrics.

Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.

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' 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 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 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.

- LBES CSIP plan
- PLC agendas (meets weekly during school hours)
- LBES Professional Development Action Plan
- Program from Northern Kentucky Honor Choir (attended by music teacher for PD hours)
- CSO workshop: Music Technology - (copy of agenda)--attended by music teacher, art teacher, one 2nd grade teacher and one 3rd grade teacher and counted toward PD hours this year
- Northern Ky. Honor Choir (attended by music teacher during school hours)

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- Boone County Honor Choir (attended by music teacher for PD hours)
- Baker-Hunt Art Classes attended by our art teacher for PD hours
- Kentucky American Orff-Schulwerk workshops attended by our music teacher (music, dance and drama) for PD hours
- Teacher PGP
- PGES Reflections
- KMEA Conference (music teacher)

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

The Professional Development Action Plan at Longbranch Elementary is linked to our CSIP and supports grade level appropriate instruction in Arts & Humanities. These job embedded Professional Development opportunities are available to all staff members to encourage continuous growth in Arts and Humanities as well as integration into all subject areas. Professional Development workshops and events attended by Arts and Humanities and classroom teachers are included as evidence and listed below.

The Arts and Humanities Professional Development is based on Best Practices and is also aligned to our PGES Professional Growth Plans. The school schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas. A & H teachers are encouraged to meet with and collaborate with other teachers during regularly scheduled faculty meeting times, which allow for cross-curricular idea exchanges. Arts and Humanities teachers also meet with Team Leaders in order to collaborate and plan across the curriculum.

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: 2.0

	Statement or Question	Response	Rating
a)	To what extent do teachers participate and implement content-specific professional learning based on school, student and teacher data?	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.

- LBES CSIP
- PLC weekly agenda
- Faculty meeting agenda
- Team leader agenda
- Arts and Humanities committee notes
- Fine Arts Night (sponsored by PTA)
- Program from Northern Kentucky Honor Choir (attended by music teacher for PD hours)
- CSO workshop: Music Technology - (copy of agenda)--attended by music teacher, art teacher, one 2nd grade teacher and one 3rd grade teacher and counted toward PD hours this year
- Northern Ky. Honor Choir (attended by music teacher during school hours)

- Boone County Honor Choir (attended by music teacher for PD hours)
- Baker-Hunt Art Classes attended by our art teacher for PD hours
- Kentucky American Orff-Schulwerk workshops attended by our music teacher (music, dance and drama) for PD hours
- Comparison between 2013-14 and 2014-15 data
- Music/Art teacher meeting

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

Arts and Humanities teachers at LBES participate in Arts-content specific Professional Development, based on school, student and teacher data analysis, as evidenced by workshop attendance. Arts and Humanities teachers actively participate in Professional Learning Communities to address issues related to instructional practices, data analysis and improving student achievement.

Arts and Humanities' teachers serve as leaders when they work and collaborate with team leaders and school administration, as well as attend Arts and Humanities' workshops and conferences.

Arts and Humanities' teachers collaborate with community, business and post-secondary partners through advisory committees, work-exchange programs and/or community groups with a focus on the arts, as evidenced by LBES partnership with Boone County Library and The Bank of Kentucky. Arts and Humanities' teachers have a strong connection with the LBES PTA organization.

Classroom teachers have received Professional Development to enhance the integration of the A & H content into school curriculum through idea exchanges at faculty meetings, PLC weekly meetings and team leader meetings. In December 2014, the art and music teacher facilitated a faculty meeting pertaining to the elements of the four art forms and ideas for how to implement them in their classrooms.

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: 2.14

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

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive instruction in the Arts 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 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 arts teachers are assigned manageable class loads based on course and facilities?	Arts teachers are assigned manageable class loads based on course and facilities.	Proficient

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

	Statement or Question	Response	Rating
f)	To what extent does the principal and Arts 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 based on student need and interests.	Proficient

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

- Arts and Humanities Schedule
- SBDM policy regarding Arts and Humanities class time
- Lesson Plans
- LBES School budget
- Team Leader notes
- Staff time SBDM policy

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

At Longbranch Elementary School, the SBDM Council (teachers, parents, and administration) have developed policies that provide students with 45 minutes per day of varied arts and humanities instruction throughout the course of a 6-day rotation. Arts and Humanities teachers collaborate to deliver high-quality lessons that target the Program of Studies in Arts and Humanities. Lesson plans reflect that arts instruction is a part of every child's week in the areas of visual arts, music, and literature. In music, art and library classes, the teachers often focus on cultural studies. Dance and drama are very often incorporated into music classes.

Our school schedule allows for one 45-minute block of specialized study in Music, Art, Library, PBL, and Physical Education daily. Each child in the building receives protected time devoted to the Arts and Humanities at least twice per rotation with additional integration in the content areas.

The school budget is developed by Erika Bowles, Principal, Melody Stacy, assistant principal, and Heidi Kesselring, our school secretary and is reviewed and approved monthly by the SBDM council (parents, teachers, and school leaders). Additional funding is available through a professional development grant and through school fee money as well as fundraiser-generated funds. Teachers may request funding for professional development or curricular materials.

At Longbranch, teachers are offered time to plan together during data team meetings on the Arts and Humanities and Wellness data teams. Additionally, arts and humanities teachers participate in vertical team meetings with all grade levels to facilitate arts integration in the homerooms and literacy and numeracy integration in arts and humanities.

Weekly on Wednesdays, the arts and humanities team collaborates with the school's instructional coach, principal, assistant principal, and guidance counselors to discuss and develop arts and humanities content and assessment that best serves the development of our students' in the area of the arts. A member of the unified arts team serves on the school's team leader team to help influence the leadership of the school.

The Longbranch SBDM Council has developed an Instructional and Non-Instructional Staff Time Policy that has been approved by the SBDM Council. This policy insures adequate allocation of staff based on the needs of the 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 and Arts teachers collaboratively evaluate, reflect on the impact of, and provide support for the arts instructional practices on overall student achievement.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the school's arts programs?	The principal 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 frequently provides communication with parents and community about arts programs.	Proficient

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

- Team Leader Notes
- Google Collaboration document
- ELA documents
- PLC meeting notes
- Longhorn Lowdown
- Facebook Updates
- Call Command
- Remind

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

At Longbranch Elementary, the team leaders are chosen equitably: one classroom teacher per grade level, one unified arts teacher, and one

special education teacher. This helps to ensure a vertical leadership vision for our school with input from all disciplines and grade levels. Once monthly, the team leaders collaborate on important issues at the school including literacy, numeracy, technology, and more. The arts and humanities team works collaboratively with the team leaders to develop a cohesive plan for integrating the arts and humanities into the content areas and vice versa.

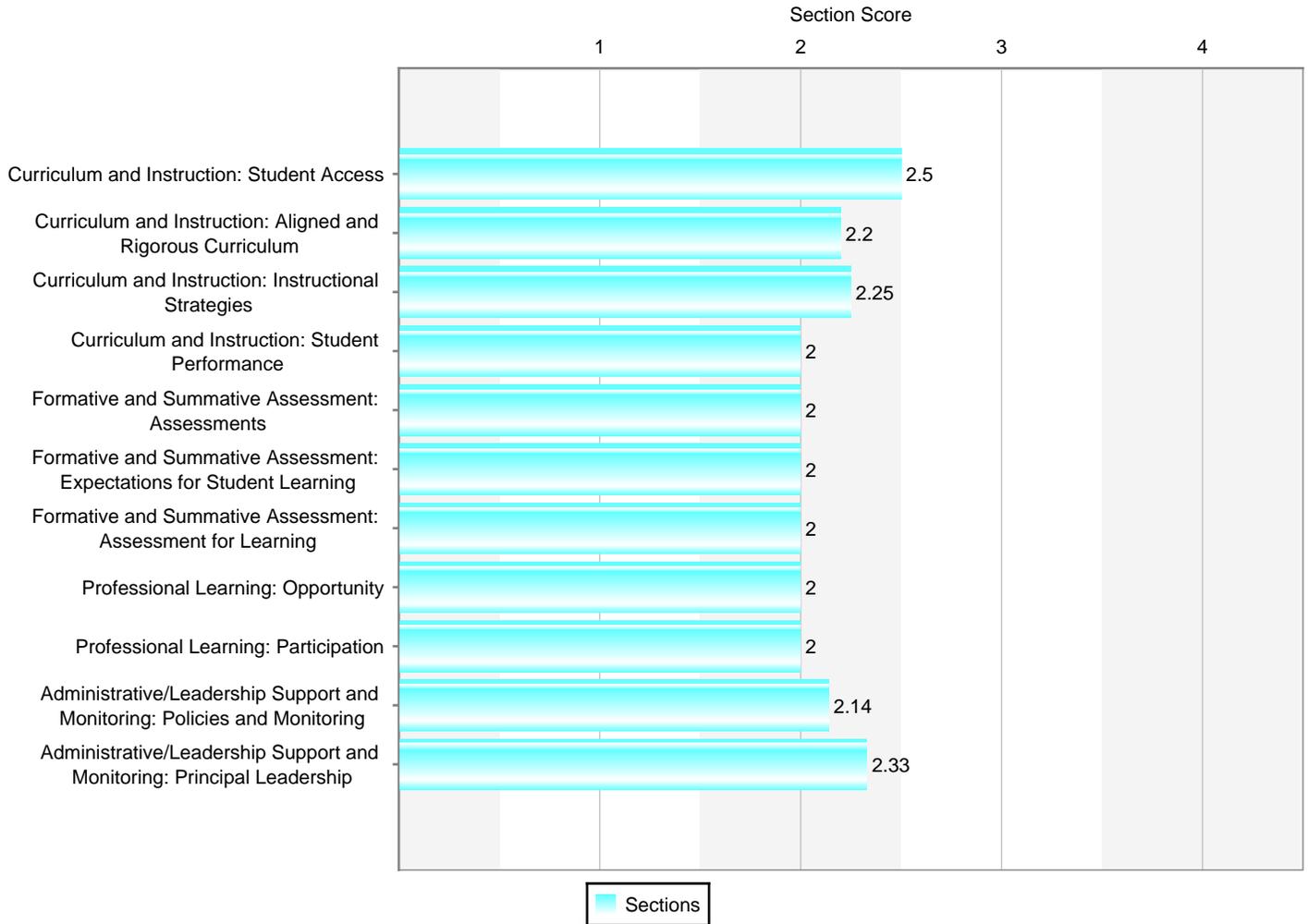
Last year, an online Google document was put into place by the principal so that all teachers cannot only see what others are doing in their classrooms, but collaborate with one another. This is evident in the fifth grade Underground Railroad PBL in which teacher and unified arts teachers collaborated to develop an integrated, collaborative experience for students.

Additionally, the arts and humanities teachers have ready access to the ELA units so they may integrate these concepts into their classes to reinforce learning. School data teams and horizontal teams discuss student progress both monthly and weekly through the school year in all content areas. The school's arts and humanities team works collaboratively with the school administration weekly to discuss curricular trends and issues pertaining to the instruction of arts and humanities at Longbranch.

In the weekly e-mail to parents, the principal regularly publishes information about the arts and humanities including information about the Northern Kentucky Strings program, Drama performances, Choral performances and practices, and school plays and performances such as the fifth grade PBL performance. Additionally, the principal posts arts and humanities related updates on the school's Facebook page and Twitter feed.

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: 3.0

	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 demonstrating mastery of the skills embedded in the National Health Education Standards (NHES) that establish, promote and support health-enhancing behaviors for students in all grade levels.	Distinguished

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee representative of all components of the Whole School, Whole Community, and Whole Child model annually collects and analyzes data to create/review the school wellness policy and utilizes the policy to guide collaboration and integration of health education instruction throughout the school environment.	Distinguished

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

- K-1st Grade PE curriculum map
- 2nd- 3rd Grade PE curriculum map
- 4th - 5th grade Health curriculum map
- Unified Arts Schedule (PE and Health)
- School Health Index
- Healthier Generation Survey
- HECAT
- Girls Night & Boys Night Movie Presentation
- Drug and Alcohol Speaker
- Kids on the Block performance - k-5
- Committee Meeting Schedule
- Committee minutes - wellness
- Wellness Policy
- Parent survey wellness
- Circulatory System project 4th grade
- Digestive System Project
- Social Media Speaker

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

At Longbranch Elementary School, all of our students have access to health education across grade levels and not just limited to physical education class. Students in grades K-3 are taught health concepts during movement time in the gym as well. Each grade level has a curriculum map that aligns with content and also the national health standards. These curriculum maps all display how all students receive health content throughout the year. The unified arts schedule also displays information about how students receive time in these classes and rotations. Kindergarten receives 25 minutes a week in PE time as well as one quarter where they also come twice a week. 1st - 3rd grade students participate for 45 minutes on a six day rotation and 4th and 5th grades participate in health and PE for three consecutive days.

The school health index, HECAT, and healthier generation surveys have been completed by the wellness team to evaluate our current needs and strengths in the area of health education. All three show many strengths including content taught but time constraints seems to be the biggest challenge found through using these diagnostic tools. With this knowledge and evaluation we are able to better understand how to relay information and concepts to students.

Throughout the year, students at Longbranch Elementary in grades K-5 are exposed to various speakers on health topics . this year we were fortunate enough to receive a social media speaker that some grade levels attended as well as parents and staff for an after school training. Kids on the Block conducted presentations for each grade level at our school this year. Our counselors also hosted a Girls Night and a Boys Night out with a movie and discussion about relevant topics.

Curriculum and Instruction: Physical Education

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

Overall Rating: 2.8

	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?	The physical education curriculum utilizes CDC's Physical Education Curriculum Analysis Tool (PECAT) to develop a K-12 (district and/or school) scope and sequence; as part of a comprehensive physical education program that is aligned to the KCS for practical living; adequate instructional time is regularly planned within the school calendar.	Distinguished

	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 demonstrate mastery of 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.	Distinguished

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee, representative of 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 content of the health education curriculum is frequently integrated into all content areas to meet the health and safety needs of all students.	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.

- PECAT
- Field Day Letter and Map
- Jump Rope for Heart
- PE 2
- Girls on the Run
- Jag Running Club

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

At Longbranch Elementary School, all students have equitable access to high quality, rigorous physical education curriculum. During the school year there are multiple opportunities for students to participate in physical activity whether it is during the school day or during a club or activity. This year we have evaluated our program extensively by using a measure system tool called the PECAT. The PECAT is a questionnaire that the team answers touching on multiple movement areas and opportunities. Once the inventory is taken you score your own program. This information has given us a wealth of information on how to progress forward to abide by recommendations of the NASPE standards. Following the NASPE standards ensures students are active to the maximum while at school.

Students learn about jump roping and it's health benefits by participating in Jump Rope for Heart during their PE classes. Students learn new movement's concepts with the ropes as well as the one hour recommended activity time for students their age and donate money in a service learning project for the American Heart Association. One month prior, students begin learning about the heart and participate in the heart adventure course as well as class discussions and assignments that pertain to the heart.

The basketball program is also another extension of the physical education classroom. Students are welcome to join the program in grades 4-6 and master skills they have previously learned. This year 82 boys and 48 girls signed up for this program totaling 120 students that are reached during this program. It's a six week program that offers two hours of game or practice play a week. There are no try outs and it's an inter school league which lessens competitiveness and focuses on skill learning, self-esteem, sportsmanship, and friendship all areas of the physical education content. Our students can also join Girls on the Run or Jag Running Club.

Each year during the last week of school, all students have the opportunity to participate in Field day. This is a culminating event for the physical education curriculum that has been learning throughout the year. Students participate in 12 different stations during a two hour period. Not only is exercise a priority that day but so is sportsmanship. This is a non-competitive day where every student receives a participation ribbon and the emphasis is on exercise not winning or losing.

Each year at Longbranch there is a Wellness Committee that meets monthly to discuss ways to improve the school allowing more opportunities for student movement throughout the day as well as the health and nutrition of students. A member from most grade levels is present and this gives the opportunity to collaborate across grade levels.

Overall, Longbranch Elementary provides numerous physical education opportunities throughout the school year in addition to a 45 minute physical education class every six days. We are continually looking for new ways to help students get the maximum minutes of movement during the school day while still learning their content in regular classrooms.

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.

-Reality Store

-4th and 5th Dollars for Behavior

-Junior Achievement

-Mini Bank

-Career Café

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

Consumerism and teaching consumerism is high on the priority list at Longbranch Elementary as we prepare our students to be career and college ready. Students are given multiple opportunities to explore careers and practice 21st century learning skills. Programs take place in classrooms as well as school wide to support student learning of consumerism during the school year.

Mini Bank, a weekly program allows students the opportunity to bring in money to deposit in their personal bank account. Students learn quickly about saving (including earning interest) and the process of depositing and withdrawing money from their bank account. The community is involved in this process; a local bank member is present each Wednesday for the first 30 minutes of our day for students to complete their banking transactions.

Junior Achievement is a nationwide program that allows volunteers or business leaders to come into the classroom to provide instruction on work readiness, entrepreneurship and financial literacy. Each grade level has a specially designed curriculum. Volunteers share their workplace experiences with students while they engage in lessons of consumerism. In the elementary school curriculum students think about how consumerism and economics impact themselves (kindergarten), their family (first grade), the community (second grade), and cities that they live in (third grade), the region we live in (fourth grade) and our nation (fifth grade).

Career Café is a monthly occurrence for students in fourth grade. Students participate in a career interest quiz. The results are used to invite students to career cafés where they meet with members of the community currently in the careers that they desire to have. Community leaders bring in information that helps the students understand the importance of education. They provide examples of what a typical day would be like for them and engage in conversations with students including answering questions that students have.

Fifth grade students participate in the Reality Store to understand how academics will affect their choices as consumers in the future. Based on student survey data that is provided during career cafe careers are assigned. This data along with the student achievement (GPA) are used to determine the amount of earnings students receive. Students are randomly assigned a family/life situation. Students then visit various booths where they choose their houses, vehicles, groceries and other essential items to meet their needs. By participating in the activity students were able to understand the connection between their achievements in the classroom and how they will have an effect on their future careers and what they are able to purchase in the economy.

Together, Mini Bank, Junior Achievement, Career Café, and Reality Store are great learning tools for the entire school and add a depth of understanding of the consumerism curriculum. These tools enable students to use 21st century learning skills across the curriculum.

Curriculum and Instruction: Career Education

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

Overall Rating: 2.0

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs?	Not Applicable - Elementary & Middle	N/A

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

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

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

KDE Program Review Report for Schools

Longbranch Elementary School

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

	Statement or Question	Response	Rating
h)	To what extent does the school ensure students are encouraged to develop and practice career and leadership skills through service learning projects, 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.

- Detective Visit - Career Café
- Doctor Visit - Career Café
- Field Day Leaders
- PE Helpers
- Junior achievement
- Student Leadership jobs

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

At Longbranch Elementary all students have equitable access to high quality, rigorous career education curriculum. Our career education is aligned to Kentucky Core Academic Standards and meets the needs of diverse learners.

Students at Longbranch Elementary develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, and decision making, and analyzing information. Career café takes place weekly throughout the school year. Students are able to sign up for a particular speaker that has a career they would someday like to try to have. The students each lunch with the speaker and get to have one on one conversation with them to ask about their job and experiences. This year a detective and also a doctor were two of the many careers students were exposed to. It's a great way to find out more information and it's very good for the students to learn what hard work it takes to have a career.

Another example of those opportunities is the Junior Achievement Program. Junior achievement aids students in the understanding of career education. Each week a classroom volunteer attends the classroom they were assigned to discuss a multitude of things across the career education curriculum. At this time students are exposed to various job and career opportunities and work closely with their classroom volunteer to understand what jobs are valuable as well as what path that job requires.

Students are allowed to sign up for jobs that offered by teachers throughout the building. Through this they are able to learn responsibility and hard work. Many of these jobs require students to get to school early or leave later after their peers have left. Students know that if they

are late on more than one occasion or do not show and do not let the teacher know why that they can potentially be fired from their position much like the real world. One job students can perform is a PE helper in which students come in early and help the gym teacher set out equipment along with other various jobs needed that morning. Students learn responsibility in which they will carry with them for a lifetime.

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.

NA

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

NA

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: 3.0

	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 across disciplines in the development of common formative and summative assessments related to PLCS.	Distinguished

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

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

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

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

- HECAT Box Assessment
- Frisbee Golf Score Sheet
- Video of Food Group Game
- Food Group Project
- 1st and 4th Grade Heart Assessment
- Smokeless Tobacco Assessment
- No Smoking Posters
- Physical Health Assessment
- Healthy Plate Game
- Kicking Assessment

-Emotions Assessment

-Plickers Assessments

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

At Longbranch Elementary School, multiple formative and summative assessments are used to inform, guide, develop and revise instructional and curriculum to enhance student learning and achievement. The assessments are responsive to a variety of learning styles and abilities. Evidence of such variety is in the physical education units. During units in physical education class formative assessment takes place daily. There are several ways that students are assessed formatively such as Plickers and using the box method. Students in physical education class all have a stick and place their answer to the question in the box prior to leave class. Scores are analyzed to determine whether to change instruction or revisit a subject. Another example is Frisbee golf sheets are used every spring to formatively assess student's ability to hit a target with a Frisbee as well as to check their understanding of the game. Students carry these with them as they participate in the activity and then turn them in at the end of the game. This activity is evidenced in a video of students playing a healthy plate game demonstrates how students show their knowledge on a daily basis by playing games. Summative assessment is best displayed by the 4th grade heart assessment and 1st grade heart assessment. After the unit was taught and students had the opportunity to participate in the heart adventure course. They did a summative assessment which allowed me to understand if they understood the material or not. The use of formative and summative assessments supports the growth of all Longbranch students. Knowing where students are and moving them forward in their learning is a goal for all educators at Longbranch.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 3.0

	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 work with students to develop scoring guides, models and rubrics which are used to assess student performance.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do PLCS teachers provide consistent and timely feedback to students and parents on student's performance?	PLCS teachers provide consistent, timely and effective feedback to students and parents on student's performance. Feedback is used to plan the student's future educational and career goals.	Distinguished

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

- Learning Targets
- Datasheet
- Email for Assessment Meeting
- Email mentioning PE assessment

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

At Longbranch Elementary School, teachers have common and high standards for students learning in the content areas. The first piece of evidence for this demonstrator is the physical education learning targets. The learning targets are displayed daily to allow students to read and understand what they are expected to learn as a result of the lesson being taught. All students are held to these standards and the targets progress sequentially from kindergarten all the way to 5th grade with each grade level grasping more in depth knowledge of the subject. As the standards get progressively harder with each grade level, having the standards posted ensures that students can be assessed properly. Formative assessments are used daily to check students' understanding of the learning targets. Analyzing student work allows the teacher to see where students lack knowledge that they need or where they are succeeding in order to move on or revisit content. From the analysis of student work, feedback can be given to students to move them forward in their learning. During PLC's our Unified Arts team has collaboratively analyzed student work to identify strengths and weaknesses. This work benefits both teachers and students. Communication with parents regarding student performance is consistent and timely. A weekly email is sent to our families highlighting what is going on in our school. Student grades are shared with families 4 times a year. This shows that our entire school is in tune with the PLCS content and is aware assessment is taking place and what the assessment was about. Longbranch Elementary school displays various types of formative and summative assessment every day as well as having high expectations for students learning across content, subjects and grade levels.

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: 2.0

	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 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.

- Committee Assignments
- Professional Development Action Plan
- Vertical Planning
- Flex Opportunity- Movie
- The Leader in Me training

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

At Longbranch Elementary School, all teachers have equitable access to high quality, professional development opportunities. Often at Longbranch, teachers present during faculty meetings to teach their peer workers about a particular topic. It's a great opportunity and learning experience.

Also attached you will find the committee assignments for this year. Each year teachers are assigned to specific committees that they have chosen. Along with the faculty meeting that takes place once a month the teachers also participate in these committees one per month. Each committee has a yearly specific task. Generally, teachers are put on different committees every year to ensure they understand how different tasks and projects work throughout the school.

The Professional development action plan is an action plan established by the teachers and administration that helps build awesome professional development opportunities for the teachers in our building. This action plan ensures that our teachers are receiving the training that they need and want in various areas.

Vertical planning occurs in our building. Once a month at least one teacher from each grade level and the special area teachers meet to work together so that lessons and units correlate from the regular classroom to the special area classrooms. This is a great opportunity for teachers to talk about curriculum when otherwise it might be impossible to do so because our planning times are different.

Also our administration offers several flex professional development opportunities that take place after school hours. Generally, these are movies that are then discussed on a more detailed level afterwards. This is a great opportunity for teachers that need the extra time and also on topics that are useful to everyone.

Our entire staff participated in a training event and we took the first steps in becoming a Leader in Me school. TLIM training is ongoing and will happen gradually over the next five years.

With all of the opportunities for professional development teachers are able to work with the practical living teachers to ensure we are all trained accordingly to teach important portions of the practical living curriculum.

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: 3.0

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

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

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

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

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

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

- Committee Assignments
- PLCS Newsletter
- JRFH Letter
- Red Cross Certificate
- Training Day June 3rd
- Leader in Me-Wellness Committee

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

At Longbranch Elementary School, the practical living teachers participate in high quality professional development throughout the year. We participate weekly in faculty meetings and professional development is always present. The practical living teachers have access to a wellness committee where they work with teachers from multiple grade levels to plan practical living curriculum that will be used throughout the grade levels. The wellness committee meets once a month to discuss: the wellness plan, recess time, nutrition, health curriculum and other health related issues pertaining to our school. Each year committee members change to ensure every teacher in the building will eventually work on curriculum, wellness and nutrition with the practical living teacher.

Each year the school participates in aerobic education by watching the Jump Rope Demo team that comes to our school to promote jump roping and health. We also participate in the Jump Rope for Heart program which provides heart health education with an emphasis of cardio health.

During this school-wide event, the practical living/ PE teacher works with other schools to get ideas on how to teach fitness and heart health while participating in this service learning project to raise money for the American Heart Association. Teachers at the district and local schools gather to develop ideas for teaching health and wellness standards. This is a great opportunity to use outside resources to learn new strategies and content for PE class.

Each month the practical living and unified arts team send home a letter to parents helping them to get involved and engaged in their child's health, wellness and arts education by providing information about activities at school and letting them know what is happening in each area. They also provide parents with information about healthy habits and how to stay active.

Each year the PE teacher is trained in AED, safety, and first aid to ensure safety of all students during class time. This provides education on how to be prepared for accidents and emergencies that may arise during school health events (Walk-a-Thon) and in PE classes. This certification takes place after school hours and is up for the PE teacher to attend as part of professional development.

On June 3rd all teachers attend a training day in which the PE teacher is trained according to their academic area. This was a great day to communicate with other teachers from all over the county, strategize and maximize our expertise together for the benefit of the students and their families.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.78

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that 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

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	Statement or Question	Response	Rating
h)	To what extent does school leadership ensure that Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies?	Advisory Committees (Coordinated School Health committees, CTE program advisory committees) meet at least quarterly throughout the school year to ensure quality PLCS programming policies.	Distinguished

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

- Junior Achievement
- Career Cafe
- Master schedule and situation schedules for delays and celebrations
- SBDM minutes
- LEAD report
- KAPHERD Convention
- Veteran's Day
- Boosterathon Huddles for Character Development
- Leader in Me time
- Club day
- My Heart Rocks
- Reality Store
- Leadership Jobs

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

At Longbranch Elementary School, leadership provides adequate resources, facilities, space and instructional time to support high quality practical living and career studies programs.

The school council and leadership team ensures that PLCS concepts are being taught throughout the school and curriculum by insuring that all classes teach the Junior Achievement program, and through our Career Café program where students take an occupation interest survey and then our councilors work to bring in professionals to talk with the students about their interested occupation.

Student's time allocated for instruction in PLCS is protected through the master schedule and our delays schedules. These schedules were created to make sure all students have an allocated time for PLCS studies daily. The delays schedule insures that even in unexpected circumstances, student time is protected. We have created schedules to protect student instructional time for hour delays and two hour delays. These schedules also help to protect teacher planning time to ensure that all teachers have planning regardless of the schedule for the day. Teachers are allotted a common planning time where they are able to collaborate with other teachers to design instruction that promotes PLCS.

While creating the SBDM budget, PLCS teachers are able to provide their input as to areas that they need funding by attending a SBDM meeting and address the council for funding. The council will discuss the request and revise the budget if the request is approved because it will benefit student learning and increase the quality of instruction. Teachers are also able to be on the Budget committee where they develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school.

PLCS teachers are assigned manageable class loads based on course and facilities keeping in mind the SBDM policy for building space and state requirements for class sizes and allocation. Class loads are also divided evenly based on the LEAD report to insure that classes are evenly desegregated. Decisions related to the PLCS program staffing are based on the needs of students. The SBDM discusses the best way to insure that all students are instructed in the PLCS and that students are receiving a quality instruction. The council reviews that allocated staffing numbers to decide what specials classes will be offered at Longbranch to insure the instruction of PLCS is as effective as possible.

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 enlists program area teacher leaders to collaborate, evaluate and reflect on the impact of the PLCS, 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 PLCS programs?	The principal participates in, models and leads professional learning regarding the school's PLCS programs through collaboration with staff and shared self-reflection.	Distinguished

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

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

- Longbranch Weekly Newsletter
- Team leader agendas
- Vertical alignment agenda
- Facebook
- Lighthouse Team Agendas/Minutes
- Parent Lighthouse Agendas/Minutes

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

At Longbranch Elementary School, principals are the primary leaders of all program efforts and support teacher leadership through shared and distributed leadership strategies and actions.

The principal enlists program area teacher leaders to collaborate, evaluate, and reflect on the impact of the PLCS, Arts and Writing

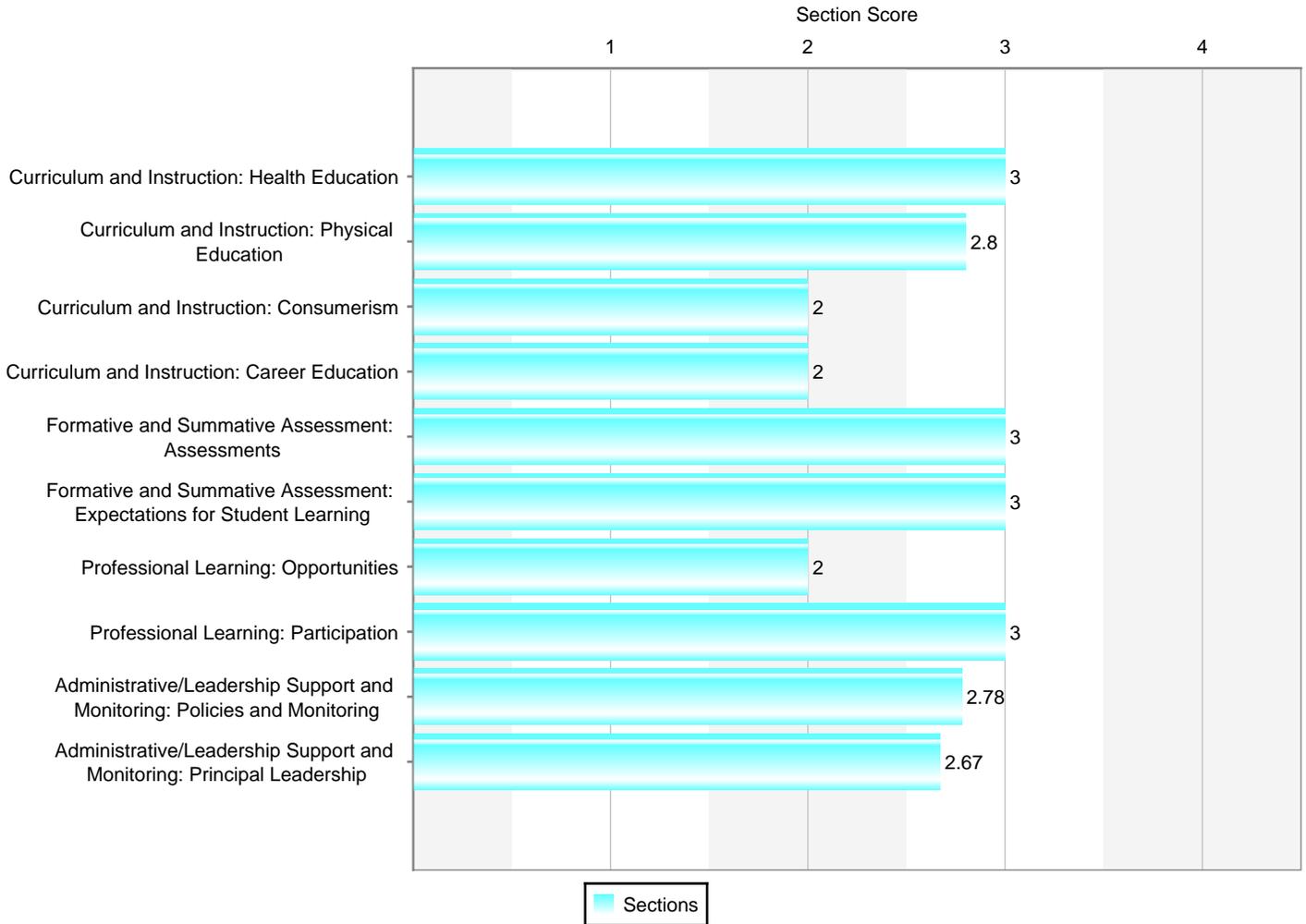
instructional practices on overall student achievement in the school. Team leaders are chosen annually to collaborate with the administration and grade level teams.

The principal initiates and participates in professional learning regarding the school's PLCS programs. Mrs. Bowles has established common meetings between grade level and vertical teams to allow teachers to professionally grow by sharing their experienced and teaching techniques in regards to PLCS. The Arts and Humanity teachers are able to discuss areas of concern and potential areas to incorporate PLCS into everyday instruction with the K-5 classroom teachers and the K-5 classroom teachers share feedback with the Arts and Humanity teachers. Mrs. Bowles has helped to set of Professional Development opportunities for the Arts and Humanity teachers where they are able to work in PLC's with other Arts and Humanity teachers amongst the district to discuss way in which to provide quality PLCS instruction at Longbranch.

The principal regularly provided a variety of sources, including technology and media resources, when communicating with parents and community about PLCS programs. Mrs. Bowles sends weekly Longbranch weekly emails to the parents informing them about programs available at Longbranch as well as informing parents about instruction. Mrs. Bowles has sent the teachers and parents videos that support instruction and the purpose of PLCS to insure all stakeholders are aware of the requirements and benefits of PLCS.

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.

- School Writing Policy
- School Writing Plan
- Student Work
- 212 time lesson plans
- Lesson Plans
- LOB's (Binders used by 2nd - 5th grade students for Unified Arts)
- Book Trailers
- Passion Projects
- Ready Gen Writing
- PBL/Service Learning

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

At Longbranch Elementary School, all students have equitable access to high quality curriculum and instruction. Full implementation of a writing curriculum encompasses reading, speaking and listening opportunities for all students. The School Writing Policy indicates that all students in grades Kindergarten through Fifth Grade will participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas. Students have access and use equipment and materials, such as reference materials, mini lessons, Writing Power, technology (IPADS, Prezi's, PowerPoint presentations, Google apps and programs), which are designed to meet their individual needs as determined by data from formative assessments, ELA Common Assessments, Summative Assessments, Constructive Responses (SEE, ADEW) journals, blogs, and the different modes of writing. Teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students during 212 Time (differentiated instruction time), Reading Response Journals, differentiated lesson plans, and aligned graphic organizers. Our teachers have implemented Ready Gen for instruction and common assessments. Our teachers also have a structured grammar program training (Saxon and Sadlier Oxford) so students benefit from common language and instruction. Students participate in PBL's that incorporate the 10 C's and align with our districts strategic plan. Students have creative opportunities to write (video book trailers, passion projects, PBL's) with incorporated reflection and revision along with writing to learn and teach.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.4

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

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

- Longhorn Update
- Team Meetings
- School Writing Policy

- School Writing Plan
- Lesson Plans
- Student Communication Folders
- Learning Targets
- Standards Vertically/Horizontally Aligned
- LOB's used in Unified Arts
- Ready Gen
- SEE
- ADEW
- Graphic Organizers

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

At Longbranch Elementary School, all students have an aligned and rigorous curriculum that provides access to a common academic core as defined by state standards. Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards for Language Arts. Our school created the Longbranch Common Core Standards Handbook and through the weekly Longhorn Update, the standards are vertically aligned by each grade level. Our teachers meet weekly to discuss instructional units, common assessments, and interventions to ensure all students have access to a highly effective curriculum. Our teachers create and submit weekly lesson plans that reflect learning targets and address the common core standards. Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills. Our lesson plans includes communication both written and verbal through discussion in dyads and triads and students across the grade levels write in response journals across the curriculum. Every student in all grade levels has a Communication Folder, where writing pieces are kept throughout the year. Curriculum provides opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information. Students engage in discussion with teachers and peers to inform the writing process and are provided with a means to publish and share work. Teachers use ENO boards and document cameras to model and peer edit writing pieces. Students have access to IPAD's and computers in the classroom. Students integrate what is learned when using technology with what they learn offline to develop understanding and communication by comparing and contrasting books and technology through the use of graphic organizers. Our teachers use teacher directed and peer directed conferences on writing. Walkthroughs, PLC's and team meetings occur weekly to provide feedback and allow time for sharing successes and discussions for areas of growth. Our teachers construct lesson plans that reflect learning targets, alignment with standards, and differentiation. Our teachers use a variety of instructional strategies to implement writing across the curriculum. Communication folders demonstrates student interests and the integration of writing and communication skills across the content areas and over time and allow for reflection and goal setting for future growth and learning. Curriculum provides opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem solving and communication skills and connecting them to real world experiences. All students 2nd through 5th carry a five subject binder (LOB) with them to their Unified Arts classes. Students use these binders to organize writings that occur in those Unified Arts classes that connect to topics covered in the regular classroom.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.33

	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 instruction, models and demonstrations that address specific literacy learning objectives and provide time for students to apply this learning for further inquiry, design and interactive collaborative settings.	Distinguished

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

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

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

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

- Teacher/peer conferences on writing
- Learning Targets posted
- Walkthroughs
- PLC's Team Meetings
- Lesson Plans
- Journaling
- Constructed Response Training
- Google Classroom
- BYOT
- Community Service Learning/PBL
- Students Twitter page
- 212 Reading
- Ready Gen
- School wide Graphic Organizers for Writing

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

At Longbranch Elementary School, all teachers implement instructional strategies that provide quality experiences, variety of activities and access for all students. Teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives. Teachers use Marzano Strategies, Writing Power, Ready Gen, school wide graphic organizers for writing and Teacher/Peer conferencing to provide high quality experiences for students. Writing models are used throughout the grades such as Learning Targets posted and discussed in all classrooms. Students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products. Every student at Longbranch Elementary participates in a grade level Service Learning project and they research their project and write about the results. Students' complete curriculum based research projects in the various content areas throughout year. 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. In the students weekly computer class/Library class, they research nonfiction topics, learn to create word documents, brochures, and power points, use Google classroom, app create, to enhance writing. Students integrate what is learned when using technology with what they learn offline to develop understanding and communication. Curriculum provides opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information. Research based websites provide opportunities for student's responses in reading, writing, listening and speaking. Students engage in discussion with teachers and peers to inform the writing process and are provided with a means to publish/share work. Teachers use ENO boards and document cameras to model and peer edit writing pieces. Students have access to IPAD's and computers in the classroom as well as in their weekly computer class. Students use varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposes. Students engage in discussion with teachers and peers to inform the writing process and are provided with a means to publish/share work. Teachers use ENO boards and document cameras to model and peer edit writing pieces. Students have access to IPAD's and computers in the classroom. Our teachers use teacher directed and peer directed conferences on writing. Walkthroughs, PLC's and team meetings occur weekly to provide feedback and allow time for sharing successes and discussions for areas of growth. Our teachers construct lesson plans that reflect learning targets, alignment with the

Common Core standards, and differentiation. Our teachers use a variety of instructional strategies and tools such as Google Classroom, BYOT, Community Service Learning, blogs and Twitter to implement writing across the curriculum.

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.

- Writing Policy
- Writing Plan
- CSIP
- Constructed Response Samples
- Writing Samples
- Alignment with state standards
- Dyad and Triads
- Junior Achievement
- Service Learning Projects/PBL

- Haiku Projects
- Passion Projects
- KBA Book Trailers/Instructional Videos
- Persuasive Writing pieces for an authentic audience
- Gallery Walks
- Peer Evaluation

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

At Longbranch Elementary School, 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. Students craft communications distinctive to specific disciplines and purposes, which include informational writing, Power Point Presentations, Photo Story projects (haikus and book trailers, instructional videos), Passion Projects and Constructed Responses.

Our students write letters to veterans thanking them for their service and to troops wishing them well and thanking them for their service in Treats for Troops, letters to pen pals in other states, cards to parents, family members, Santa, guest speakers, thank you letters to in school and off sight field trips reflecting on what they learned. As part of the Junior Achievement Classes and grade level Service Learning Projects/PBL's, our students learn to respect cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to -face and virtually) to build on and articulate their own ideas. Students writing authentically to enhance projects that were presented in school, to community members, and in class. 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 work in dyads and triads for class projects and share writing in reflective and revisional ways. Students meet regularly for teacher and peer conferencing. During 212 time, students work at their level to edit and strengthen their writing. Students respect cultural differences and work effectively. Our teachers meet regularly to discuss common assessments, instructional units, curriculum for 212 time, CSIP and interventions to ensure that all students have access to a highly effective curriculum. Our Writing Policy follows the core standards, which are adhered to at all grade levels. Our writing is aligned across the grades with the same high standards for all students.

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: 2.25

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

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

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

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

- ELA Common Assessments
- Teacher/Peer Conferencing
- Journal examples
- SEE/ADEW analysis
- Scope and Sequence
- PLC's
- Student Work Analysis
- Ready Gen Rubrics

-Writing Reflection Sheets

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

At Longbranch Elementary School, teachers are in the process of developing and implementing multiple formative and summative assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement. Teachers have attended professional development training (ReadyGen) and developed full school aligned writing graphic organizers. Staff members then presented that information at a faculty meeting.

Teachers engage regularly in a collaborative approach to develop or align writing and communication assessments across grade levels and content areas. Teachers participate in weekly team meetings (PLC's) to discuss writing examples and evaluate and develop next steps in writing from various content levels. Writing samples (ex. SEE or ADEW) are placed on display in the office area that shows growth in all grades levels and content areas. Writing folders are passed from each grade level to the next to show growth for each student.

Teachers develop a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments. Teachers utilize ReadyGen units which contain a short and extended response writing prompts in correlation to the ELA standards and incorporates other contents areas.

Teachers provide feedback on student's writing and communication products as part of a constructive feedback process. Teachers/Leadership team including all content areas participated in writing analysis of student samples (PLC'S). Classroom conferencing occurs with students to help students identify their areas of strength and areas of growth as needed. Our ELA Committee developed aligned Writing Reflection sheets that will assist our students in the process of self reflection and goal setting for the following year.

Teachers provide opportunities for students to revise and apply new learning before summative products are assessed. Each grade level is held accountable for completing certain types of summative writing pieces that reflect each student's growth for that year. Teacher/students conferencing and mini lessons occurs during each piece to help students grow as writers.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
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 self-assessment to monitor progress toward meeting writing and communication goals.	Proficient

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

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

- Teacher/Peer Feedback
- Self-Assessment /Feedback
- Graphic Organizers
- Rubrics-ReadyGen and Teacher created

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

At Longbranch Elementary School, teachers communicate consistently high expectations and use common standards for student learning in writing.

Students know and understand expectations for their work and receive/provide feedback using standards specific language. Students are taught how to look at and read a rubric for expectations and are provided feedback on their writing. Learning targets are on display for students to refer to throughout the writing activity. Students understand how to use writing graphic organizers. Teachers model correct writing process for students.

Teachers set writing and communication goals for students that are standards-based. Teachers use formative assessments to set goals for students. Teachers and students analyze writing samples and pieces to help determine what goals should be set for students. Student work is analyzed in PLC's.

Teachers and students are beginning to engage in self-assessment to monitor progress toward meeting writing and communication goals. Students engage in self-assessment after teacher conferencing occurs. Students reflect on what needs to be fixed in their writing after peer and teacher conferencing. Teachers also self-assess after PLC's that address evaluating writing samples.

Teachers and students use ReadyGen scoring guides and rubrics to assess writing and communication. Teachers develop scoring guides and rubrics based on the needs of writers and content that needs to be covered. Teachers utilize the scoring guides and rubrics to assess writing and communication skills.

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: 2.5

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

	Statement or Question	Response	Rating
b)	To what extent does the school support teachers' pursuits of professional learning opportunities focused on research/evidence-based best practices and based on teacher Professional Growth Plans, school and student data?	Professional learning 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 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.

- PLC and Faculty Meeting Agendas
- SBDM Agendas
- Balanced Literacy
- Ready Gen strategies
- Student Data: Analyzing writing/SEE/ADEW

-Graphic Organizers

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

At Longbranch Elementary School, our professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning in the area of writing.

Our professional development plan supports the school's vision for literacy (reading, writing, speaking, listening and language). Staff members are offered monthly professional development in faculty meetings, monthly PLC opportunities for literacy collaboration the first team meeting of each month, and opportunities for flexible in service in the area of literacy in the form of staff-selected in-service, selections from the school professional development library, or viewing of webcasts, TED talks, PD360 videos or other virtual or digital presentations of information.

Our professional development action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school's writing and communications program. The plan is written based on the most recent state test scores and after extensive conversation and collaboration with the teaching staff to identify needs and areas for professional growth. These conversations take place in weekly PLC meetings and monthly vertical team meetings.

Our professional development action plan is communicated to all invested stakeholders as posted on our school website and published in our staff handbook. The professional development action plan is approved yearly by our School Based Decision Making Council.

All of the teachers at Longbranch Elementary participate in program-specific professional development designed to meet their needs, to include professional development focused on 21st century skills of communication, collaboration, critical thinking, and creativity.

Teachers engage in sufficient training and support to maintain current understandings of student learning in writing and communication skills. Vertical content meetings are used to plan and analyze grade level writing and communication skills for students. On December 11, 2012, the grade level team leaders attended the AAEC 6 hour training on Establishing a School Wide Writing Plan. On March 29, 2013, the team leaders trained the entire teaching staff on Establishing a School Writing Plan and led the staff in developing and writing the Longbranch Elementary School Writing Plan.

Teachers engage in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society. Our literacy committee has developed aligned graphic organizers to support modes of writing, designed SEE frameworks and provide support and training for successful implementation. They have also designed Writing Reflection Sheets for our writing folders to assist students as they reflect about their writing and set goals for the following year.

Teachers are participants in a systematic school-wide writing and communications initiative. The SBDM has approved a writing policy that

includes providing for multiple opportunities to develop complex communication skills for a variety of purposes, use a variety of language resources and incorporate technological tools. In Spring 2013, the entire teaching faculty was trained by the leadership team and will develop and write the Longbranch Writing Plan to ensure that throughout all grade levels students writing and communication needs are meeting the proficient demonstrators. As a result the Literacy Committee has successfully written a Writing Policy and is currently working on the Writing Plan.

Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student's writing and communication skills. Teachers work together at weekly team meetings/PLC's, faculty meetings, and during collaborative lesson planning, to learn to use and adjust formative and summative assessments to effectively improve students writing.

Teachers participate in writing content-specific professional development selected based on school, student and teacher data analysis. Teachers actively participate in writing professional learning communities and address issues related to instructional practices, data analysis and improving student achievement. Teachers participate in weekly PLC meetings and monthly committee meetings that focus on student achievement and data in the area of writing and communication. Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student's writing and communication skills. Our teachers create writing rubrics that allow students to see expectations for writing pieces which provide students a sample of what a piece should look like and contain. Rubrics are also utilized for on-demand writing and extended response questions. Team meetings/PLC's give our teachers opportunities to discuss students' progress as well as purposeful instructional strategies. Teachers study vertically-aligned student work throughout the school year and make instructional changes based on discussion of student work samples (ex. SEE/ADEW and writing samples).

Most teachers in the school receive and implement professional development related to the integration of literacy (reading, writing, speaking, listening and language) concepts. Teachers participate in focused professional development in the Ready Gen modules in monthly PLC meetings with subsequent common assessments and data analysis of results. Teachers make instructional changes based on student achievement.

Professional Learning: Participation

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

Overall Rating: 2.5

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

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

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

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

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

- PLC and Team Meetings
- Ready Gen Benchmark Common Assessments
- Writing Plan and Policy
- PBA Assessments

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

At Longbranch Elementary School, our professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning in the area of writing.

Our professional development plan supports the school's vision for literacy (reading, writing, speaking, listening and language). Staff members are offered monthly professional development in faculty meetings, monthly PLC opportunities for literacy collaboration the first team meeting of each month, and opportunities for flexible in service in the area of literacy in the form of staff-selected in-service, selections from the school professional development library, or viewing of webcasts, TED talks, PD360 videos or other virtual or digital presentations of information.

Our professional development action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school's writing and communications program. The plan is written based on the most recent state test scores and after extensive conversation and collaboration with the teaching staff to identify needs and areas for professional growth. These conversations take place in weekly PLC meetings and monthly vertical team meetings.

Our professional development action plan is communicated to all invested stakeholders as posted on our school website and published in our staff handbook. The professional development action plan is approved yearly by our School Based Decision Making Council.

All of the teachers at Longbranch Elementary participate in program-specific professional development designed to meet their needs, to include professional development focused on 21st century skills of communication, collaboration, critical thinking, and creativity.

Teachers engage in sufficient training and support to maintain current understandings of student learning in writing and communication skills. Vertical content meetings are used to plan and analyze grade level writing and communication skills for students. On December 11, 2012, the grade level team leaders attended the AAEC 6 hour training on Establishing a School Wide Writing Plan. On March 29, 2013, the team leaders trained the entire teaching staff on Establishing a School Writing Plan and led the staff in developing and writing the Longbranch Elementary School Writing Plan.

Teachers engage in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society. Teachers are participants in a systematic school-wide writing and communications initiative. The SBDM has approved a writing policy that includes providing for multiple opportunities to develop complex communication skills for a variety of purposes, use a variety of language resources and incorporate technological tools. In Spring 2013, the entire teaching faculty were trained by the leadership team and will develop and write the Longbranch Writing Plan to ensure that throughout all grade levels students writing and communication needs are meeting the proficient demonstrators.

Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student's writing and communication skills. Teachers work together at weekly team meetings/PLC's, faculty meetings, and during collaborative lesson planning, to learn to use and adjust formative and summative assessments to effectively improve students writing.

Teachers participate in writing content-specific professional development selected based on school, student and teacher data analysis. Teachers actively participate in writing professional learning communities and address issues related to instructional practices, data analysis

and improving student achievement. Teachers participate in weekly PLC meetings and monthly committee meetings that focus on student achievement and data in the area of writing and communication. Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student's writing and communication skills. Our teachers create writing rubrics that allow students to see expectations for writing pieces which provide students a sample of what a piece should look like and contain. Rubrics are also utilized for on-demand writing and extended response questions. Team meetings/PLC's give our teachers opportunities to discuss students' progress as well as purposeful instructional strategies. Teachers study vertically-aligned student work throughout the school year and make instructional changes based on discussion of student work samples.

Most teachers in the school receive and implement professional development related to the integration of literacy (reading, writing, speaking, listening and language) concepts. Teachers participate in focused professional development in the Ready Gen modules in monthly PLC meetings with subsequent common assessments and data analysis of results. Teachers make instructional changes based on student achievement.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.75

	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 participate in the planning of the annual school budget with clear consideration of allocation of resources for writing.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	The school council/leadership meets with teacher leaders when planning for the allocation of time and resources to implement the writing program.	Distinguished

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

- writing sample from another content area; SBDM writing policy; sample principal observation/schedule; lesson plan;
- budget committee meeting agenda; minutes; email invitation to meeting
- SBDM meeting agenda and minutes
- team leader agenda
- purchasing reading teacher
- Highly qualified teacher report
- 212 Time schedule for grade levels
- Full School Write
- Performance Based Writing Assessments

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

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

School council/leadership is in the process of establishing a writing policy to ensure that writing concepts are taught throughout the school and across the curriculum as established in the policy. Members of the Literacy Committee professional development offered by the district regarding Literacy Studio and then train the entire staff through PLC meetings or professional development days. We continue to work toward completion of the Longbranch Writing Plan. Currently, the committee has recommended the SEE method of extended response writing in all content areas except math and the ADEW method of extended response writing in math. Our teachers implement a full school write to be analyzed in PLC's along with Ready Gen performance based assessments.

School council/leadership select teachers to participate in the planning of the annual school budget with clear consideration of allocation of resources for writing. The Council meets yearly to recommend funding for writing professional development and implementation through the CSIP goals under Writing to Demonstrate Learning. Goal 1 funds were allocated for embedded and out of school professional development for teachers that will instruct students in purposeful writing in all content areas daily.

School council/leadership allocates equitable time and resources to implement the writing program. Writing is to be embedded in all content areas and taught during the ELA block. The staff reviews the ELA standards for writing regularly. All classes including special areas include writing as part of their lesson plans and schedule incorporating a writing journal in the content areas this school year.

Decisions related to staff assignment are based on the established policies that include student literacy needs and teacher certification. The school utilizes an established 212 Time to address students individual literacy needs by using flexible grouping based on student progress data (STAR Assessments and teacher-created assessments). Teachers complete the Annual KDE Highly Qualified Teacher Report establishing highly qualified status.

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.

- Literacy Committee Meeting Minutes
- Committees Policy
- Curriculum Policy
- Alignment With State Standards Policy
- SBDM Minutes from March 2014
- School Schedule
- Evidence that principal initiates/participates in professional learning; sign in sheet w/principal name, Literacy Committee meeting minutes
- Emails/letters to community communicating; parent/caregiver book studies

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

At Longbranch Elementary School, principals are the primary leaders of all program efforts and support teacher leadership through shared and distributed leadership strategies and actions.

The principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school. The Literacy Committee is comprised of a member from each grade level team in the building to insure vertical alignment. The Literacy Committee meets for 10 or more hours per year to design writing tasks for the students, diagnose writing, and determine next steps for instructional and professional development of the staff.

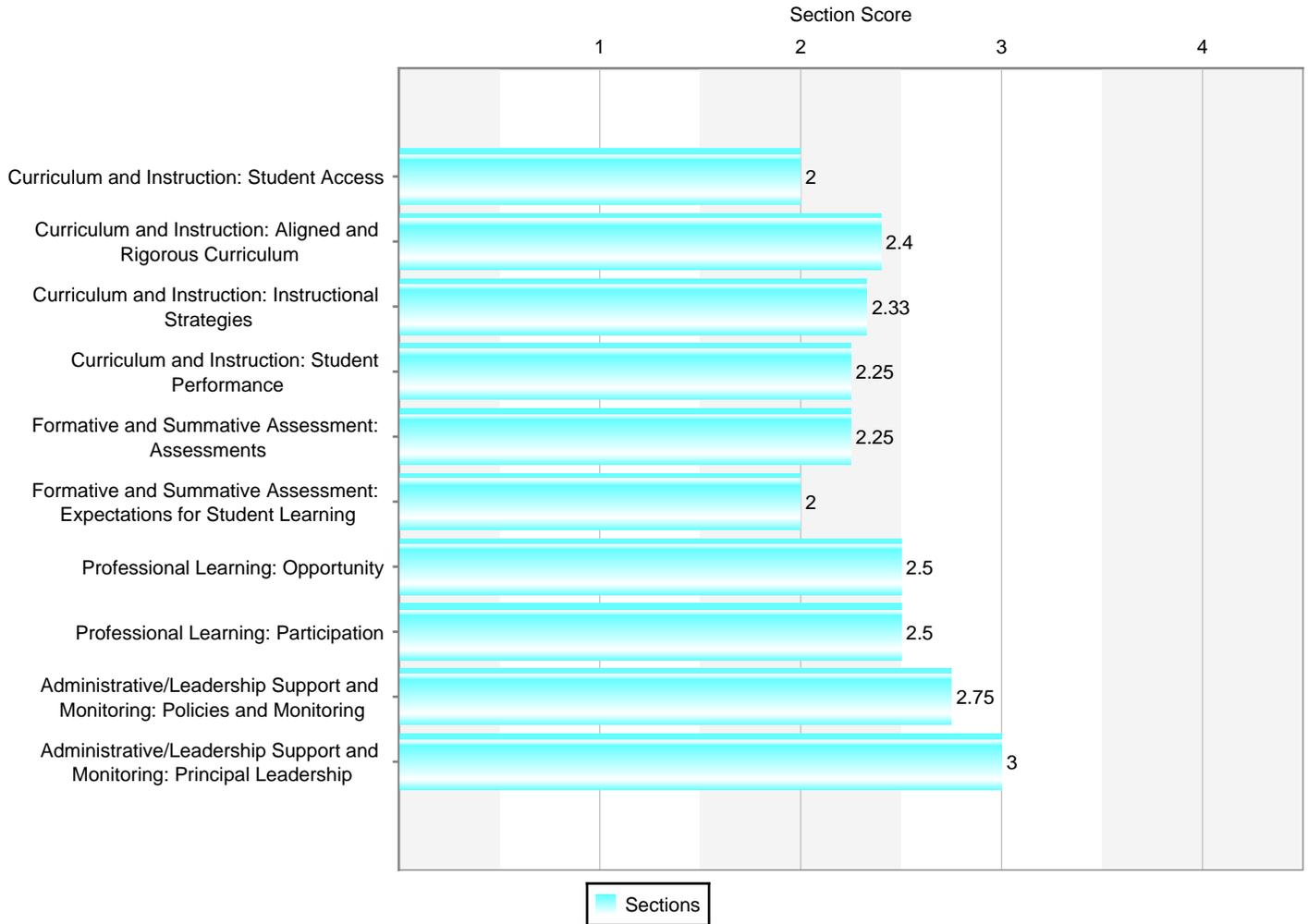
The principal initiates and participates in professional learning related to the school's writing program. Mrs. Bowles participated and reviewed the Writing Program Review throughout the process, provided feedback and shared documentation for evidence. She attends the Literacy Committee meetings as needed. Mrs. Bowles participates in diagnosing student writing in PLCs with the staff. In addition, she arranged for additional Ready Gen training and a visit from Pam Allyn.

The principal communicates with parents about the writing program as evidenced by the Common Core Standards video that Mrs. Bowles created informing the parents about the standards including the writing standards. The parents have access to a copy of the Common Core Standards for their child's grade level as well as the previous and subsequent grade level.

The school schedule is designed to give each student an integrated ELA block plus an additional 45 minute content enrichment period which often includes writing.

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:

- 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:

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?

To sustain this area of strength the school curriculum provides intentional and meaningful integration of the Arts and other content areas with natural cross-curricular connections. The school schedule allows for arts and humanities academic core teachers to collaborate and exchange ideas. Arts and humanities teachers are encouraged to meet with and collaborate with other teachers during regularly scheduled faculty meeting times, which allows for cross- curricular idea exchanges. Arts and Humanities teachers also collaborate with team leaders in order to incorporate and plan across the curriculum.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

To what extent does the principal and arts teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts program?

To sustain this area of strength 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.

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.

Formative and Summative Assessment: Expectations for Student Learning

To what extent do teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding to assignments or other assessments; and students have the opportunity to provide input into the scoring guide?

Embedded professional development in the area of formative feedback in creating scoring guides aligned with the standards. Continue to support and enhance a process for program reviews were results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating Arts and Humanities into all content areas. Continue to support professional development for all staff members in the areas of arts and humanities.

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

Continue provided modeling, embedded PD training, and support on embedded 21st century skills, differentiation of instruction, teacher content knowledge enhancement in Arts and Humanities, formative and summative assessments, data analysis, interventions, and

constructive feedback. Continue to expand the use of PLC's and data teams to drive instructional practice.

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?

Professional Development: Opportunity:

To what extent does the school ensure that the schedule allows for PL/CS and academic or teachers to collaborate and exchange ideas? To sustain this area of strength, we will continue to implement the professional development action plan. The action plan ensures that all teachers are receiving the training that they need and want in various areas. Vertical planning is utilized in our building once a month through vertical planning meeting and Program Review committee meetings. At least one teacher from each grade level and the special area teachers work together so that lessons and units correlate from the regular classroom to the special area classrooms. This is a great opportunity for teachers to talk about curriculum when otherwise it might be impossible to do so because our planning times are different.

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.

Curriculum and Instruction: Consumerism

To what extent does the school ensure that 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?

To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?

To what extent does the school ensure technology is integrated into the delivery of the consumerism curriculum?

Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of PL/CS into all content areas. Continue to support professional development for all staff members in the areas of Practical Living and Career Studies.

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

Provide modeling, embedded PD, training, and support on embedded 21st century skills, differentiation of instruction, teacher content knowledge enhancements in PL/CS, formative and summative assessments, data analysis, interventions, and constructive feedback. Continue to expand the use of PLC's and data teams to drive instructional practices.

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?

Curriculum and Instruction: Aligned and Rigorous Curriculum

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?

To sustain this area of strength our curriculum is aligned vertically and horizontally to the Kentucky Academic Standards and monitored to ensure effective implementation with a focus on 21st century skills taught in the context of core subjects and interdisciplinary themes.

To what extent does the curriculum integrate the strands of literacy (reading, writing, speaking, listening and language use) across the content areas to explicitly instruct and develop communication skills?

To sustain this area of strength our curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) to apply communication skills to meaningful work across all our content areas.

Curriculum and Instruction: Instructional Strategies

To what extent do teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives?

To sustain this area of strength our teachers, students, and others provide instruction, models and demonstrations that address specific literacy learning objectives and provide time for our students to apply this learning for further inquiry, design and interactive collaborative settings.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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?

To sustain this area of strength school council/leadership monitors and evaluates the teaching of writing concepts throughout our school and across the curriculum as established in our policy.

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.

Formative and Summative Assessment: Expectations for Student Learning

To what extent do teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments?

Embedded professional development in the area of formative feedback and collaboration with students to write and set communication goals. Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are continued to be made in implementing the proficiency of integrating writing into all content areas. Continue to support professional development for all staff members.

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

Continue to provide modeling, embedded PD, training, and support on embedded 21st century skills, differentiation of instruction, teacher content knowledge enhancement in literacy, formative and summative assessments, balanced literacy, data analysis, interventions, and constructive feedback and goal-setting. Continue to expand the use of PLC's and data to drive instructional practice and goal-setting.

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?

Curriculum and Instruction: KSI/Rtl

To what extent is a KSI/Rtl decision-making protocol established and used to make decisions based on student needs?

To what extent do intervention team members meet to discuss academic and behavioral needs of students and adequately address those needs?

To sustain these strengths, our school has implemented a decision-making protocol that has been established and is always used to make decisions that are based on our individual students needs. All teachers meet as a team to routinely 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.

Professional Development: Opportunities

To what extent does the school ensure that teachers have access to and participate in job embedded professional learning that supports research-based K-3 practices?

To sustain this area of strength, we will continue to implement vertical and horizontal teams. Our teachers have the opportunity to collaborate with vertical teams (PL/CS and Arts and Humanities with academic core, Writing to share literacy best practices). Teachers meet once per month to exchange ideas and collaborate and vertical/program review teams. It is from these meetings that teachers collaborate and reflect on current units of studies resulting in the refinement of instructional practices and professional growth. Students have benefited from these experiences by their teachers having a common language and instructional practices to move students forward.

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.

Formative and Summative Assessment: Expectations for Student Learning

To what extent are teachers providing timely, learning-target focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work?

Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational/career studies and the Arts and Humanities in all content areas. Continue to support professional development for all staff members in the area of writing, unified arts, and practical living and career studies.

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

Provide modeling, embedded PD, training and support on embedded 21st century skills, differentiation of instruction, teacher content knowledge enhancement in literacy, formative and summative assessments, balanced literacy, data analysis, interventions, and constructive feedback. Continue to expand the use of PLC's and data teams to drive instructional practice.

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?

Curriculum and Instruction: Instructional Strategies

To what extent are students engaged in age and proficiency level appropriate activities designed to learn and build Global Competency and World Languages skills?

To sustain this area of strength all students are involved in age and proficiency level appropriate activities that engage students in learning and build Global Competency and World Language skills.

Professional Learning: Opportunity

To what extent do teachers develop, implement and access relevant and purposeful professional growth plans (PGP's) in response to the teacher self-reflection about current practice and student learning?

To sustain this area of strength, our GC/WL instructor has implemented a PGP that results in change in current practice and supports appropriate instruction.

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 Access

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 and benchmarked proficiency skills in a world language, recognizing the achievement of these skills.

Curriculum and Instruction: Instructional Strategies

To what extent do students have the opportunity to learn and build on cultural and intercultural competencies through engagement, inquiry, and reflection during GC/WL instruction?

Curriculum and Instruction: Student Performance

To what extent do students use the target language both inside and outside of the world languages class?

Continue to support and enhance the process for implementation of the GC/WL program. Hiring of certified world language instructor and implementation of Rosetta Stone for students and staff. Set protocol time has been established for students for use of program. Steps are being taken toward achieving a bilingual environment.

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

Provide modeling, embedded PD, training, and support for all staff, differentiation of instruction, teacher content knowledge enhancement.

formative and summative assessments, data analysis, interventions, and feedback.

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: 1.67

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

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

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

- Spanish Schedule for 1st-5th
- Underground Railroad PBL
- Art Around the World
- Benin Village Pictures
- Russian Nesting dolls

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

Currently, we have opportunities for students to learn another language or global cultures, issues, or connections. Our focus language is Spanish. We do conduct a 1st through 5th grade World Cultures course as a part of the unified arts rotation.

At the present time, the plan is to provide opportunities for students to interact (virtually or face to face) with native or near native speakers or cultures and access authentic materials. The World Cultures course will incorporate some native guest speakers during the 2015-2016 school year.

Our school currently recognizes out-of-school cultural opportunities as a means of receiving credit for proficiency. 5th grade students participated in a PBL unit involving research and community service for South Korea. Our students also participate in Art Around the World including Africa, Russian, and Chinese cultures.

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: 2.0

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

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

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

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

- Curriculum Map
- Daily Practice in 4th and 5th 3 day rotations
- Weather Unit videos
- Japanese/Spanish songs (collaboration with Music teacher)
- Planned collaborative unit with Art teacher (cha de los muertos)

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

Our school follows the Kentucky Core Academic Standards for ELA and Mathematics, and ACTFL to the world language or global competency curriculum.

We do have a world language or global competency curriculum, our students regularly participate in 21st century critical thinking, collaboration, creativity, problem-solving, and communication skills and apply these skills to real-world experiences. Our 4th and 5th grade students are able to practice their language skills for 3 days in row with our current UA block schedule.

We are currently working on integrating this content across disciplines. We do regularly integrate content at our school through our STEM (weather unit) and ELA/SS courses and with the unified arts courses. Our World Cultures teacher has collaborated with the Music, Art and PBL teachers to further deepen the exposure for our students. During these collaborative units, students have studied Japanese and Spanish songs and Cha de los Muertos.

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: 1.25

	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 some opportunities to learn cultural and intercultural competencies during Global Competency and World Languages instruction.	Needs Improvement

	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.

- Assignments with instructions for target language/feelings
- Dia De Los Muertos Unit - 3rd - 5th
- Peer Observations
- Learning Targets
- PP. Student book sample

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

We currently have a world language course (Spanish) however, Spanish is used 50% of the instructional time. Students have limited opportunities to communicate in authentic cultural contexts. Students rarely use Spanish outside the world language classroom.

Our World Cultures teacher provides students with direct instruction, projects, and collaborative opportunities to enhance learning. Learning targets are posted to guide student learning.

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: 0.67

	Statement or Question	Response	Rating
a)	To what extent and how do students demonstrate growth in the achievement of proficiency in the three modes of communication for language learning: interpretive (reading and listening), interpersonal (communication) and presentational (speaking and writing)? (This growth must be demonstrated through assessments that are aligned to the ACTFL World-Readiness Standards for Learning Languages and the Kentucky Standard for World Languages Proficiency).	Students demonstrate 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 no growth in meeting benchmarks for World Languages intercultural competencies or Global Competency skills.	No Implementation

	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.

- Summative Assessments 3rd-5th
- Greeting conversations (video)
- Primary Greeting Song (video)

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

Our students do demonstrate growth in one mode of communication for language learning (presentational). Our students are not benchmarked yearly for their growth due to lack of curriculum. The students currently do not engage in goal setting or reflection as a part of the Kentucky Standard for World Language Proficiency or the Global Competency Matrix.

Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 2.0

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

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

- Formative Assessment
- Summative Assessment
- Performance Tasks (PBL)
- Peer Review/Assessment

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

Teachers are using multiple assessment process to inform, guide, develop, and revise instructional strategies and curriculum to enhance student learning and achievement when learning is assessed. The assessments do align with the state standards. Assessments are not being designed to assess the rote learning of language and global competence. Students are involved in using self-assessments or peer review to monitor their own progress.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 1.5

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

	Statement or Question	Response	Rating
b)	To what extent do Global Competency/World Languages teachers use rubrics/scoring guides to communicate and clarify performance expectations to students?	Global Competency/World Languages teachers 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.

- Formative Assessment
- Summative Assessment
- Performance Tasks (PBL)
- Peer Review/Assessment
- Rubrics

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

Teachers are communicating consistently high expectations for student learning in World Language and Global Competency. The objects used by teachers are specific and are shared with the students. Expectations for student growth are clearly defined. Teachers are using rubrics or scoring guides, performance tasks, peer review and assessments when analyzing student work.

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: 1.0

	Statement or Question	Response	Rating
a)	To what extent are students provided with meaningful, relevant and timely feedback that advances their learning of identified targets/objectives?	Students are provided with meaningful, relevant and timely feedback from a variety of sources (e.g., facilitators/teachers, peers, experts, etc.) so they may 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 not documented or reported.	No Implementation

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

- Formative Assessment
- Summative Assessment
- Performance Tasks (PBL)
- Peer Review/Assessment
- Rubrics

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

Teachers are using a multiple assessment process to inform, guide, develop, and revise instructional strategies and curriculum to enhance student learning and achievement. Teachers are making instructional decisions based on World Readiness Standards. Feedback on student work is given. Students are self-assessing and have some choice in demonstrating their proficiency. There isn't a procedure for documenting and reporting student proficiency in world language and global competency.

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: 1.25

	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 opportunities are limited, do not focus on research/evidence based practices that support teacher PGPs.	Needs Improvement

	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 limited opportunities, but does encourage collaboration for teachers; however, no time is allocated for collaboration to occur.	Needs Improvement

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

- World Language Instructors PGP
- World Language PD
- Collaboration
- Emails

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

Professional learning opportunities at Longbranch Elementary 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. Our professional growth plan was developed and matches with the world language and global competency teacher needs. The professional learning opportunities incorporate the standards for professional learning, are focused on research/evidence based practices and are planned based on school and student data and teacher Professional Growth Plans. Currently our job embedded professional learning opportunities in world language and global competencies need improvement. The allocated time for collaborative planning is scheduled for all teachers at Longbranch Elementary.

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.

- Fayette County Spanish Collaborative Group
- Observations and Collaborating in Boone
- PLN
- Twitter
- KWLA Cadre Certificates

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

Longbranch Elementary School

At Longbranch Elementary, teachers participate in program-specific professional learning designed to meet their needs. All teachers participate in professional development focused on 21st Century Skills. Our world language teacher participates in professional learning opportunities to address school needs. Currently our world language teacher is collaborating with external partners. The world language instructor collaborates both in district and beyond our district. She currently is part of a Spanish group located in Fayette County and also meets with a local group in Boone County. Our world language instructor participates in Twitter chats and other professional learning networks. She has also received KWLA Cadre certificates.

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: 2.0

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

	Statement or Question	Response	Rating
b)	To what extent is time allocated and protected in the school schedule so that all students can receive instruction in Global Competency and World Languages?	Time in the school schedule is allocated and protected so that all students can receive instruction in Global Competency and World Languages.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the annual school budget (approved by SBDM councils) support Global Competency/World Languages programs?	The annual school budget (approved by SBDM councils) supports a school wide Global Competency/World Languages programs.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that World Languages teachers are assigned class loads based on programmatic goals?	World Languages teachers are assigned 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 planning time that is equitable with other content areas.	Proficient

	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

	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

KDE Program Review Report for Schools

Longbranch Elementary School

	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.

- Unified Arts Schedule with World Language Course for grades 1st-5th in rotation
- World Language teacher member of SBDM Council
- Record of payment for Spanish course for World Language teacher
- Record of evaluation cycle for World Language teacher
- KWLA Timeline
- Program Review

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

There is a policy in place that addresses staffing, world language class offerings, scheduling, curriculum, instruction, and assessment, and a policy that addresses proficiency and language goals. The World Language teacher is a member of our School Based Decision Making Council and therefore participates in the planning of the school's annual budget and monthly budget reviews. Regarding hiring, the leadership does hire a world language teacher; however, there is not a monitoring procedure other than the typical evaluation cycle with TPGES. The leadership does support outside learning of world language teachers. The current world language teacher is attending Spanish courses at Northern Kentucky University paid by the school. It is a requirement to have a certification in Spanish.

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: 1.75

	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 professional learning in the school's Global Competency/World Languages program.	Needs Improvement

	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.

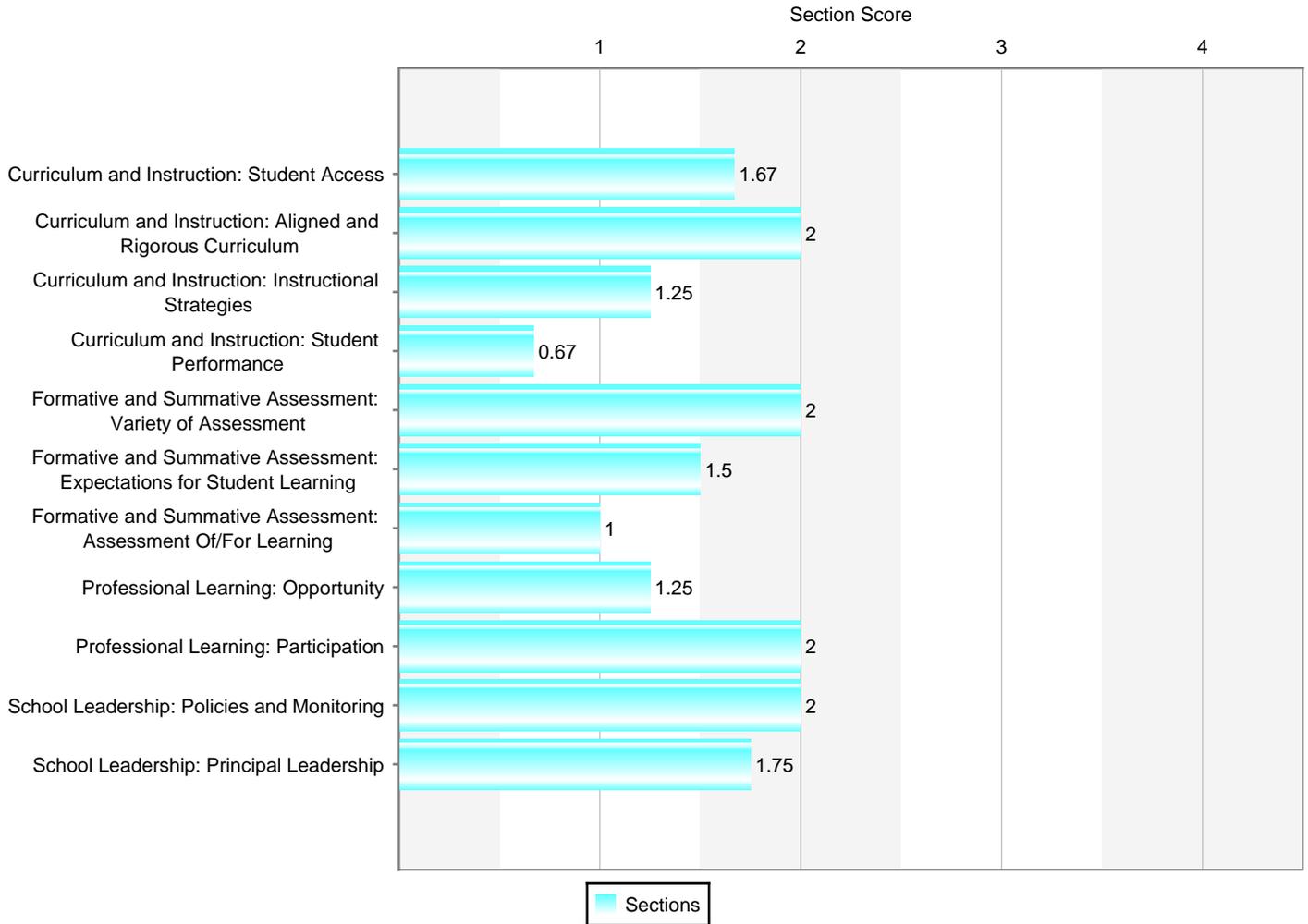
- World Language SBDM Committee
- World Language teacher as member of SBDM Council
- Notice to parents at start of year about new World Cultures course for 1st - 5th
- Survey to parents about preferred world language to be instructed at Longbranch and to which grades
- Weekly Electronic Newsletter
- PTA/Parents involvement with World Cultures Night
- Purchase of Calico

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

At Longbranch Elementary School, the principal enlisted a world language and global competency teacher through the hiring of a full time position for the 2015-2016 school year for 1st-5th grade students. This teacher is charged with evaluating and reflecting on the impact of the program in collaboration with the World Language SBDM Committee members during monthly meetings. Currently, the principal has not participated in world language professional development other than investigation of programs and participation in the district World Language collaboration sessions. At the start of the school year, the principal communicated with parents about the addition of a unified arts course for 700 students in Spanish Cultures. The Spanish cultures teacher serves as a member of the unified arts team and is not currently the team leader.

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.

- Grade Level Meeting Agendas
- Units/Modules
- Common Assessments
- Interventions
- 212 Time Explanation

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

At Longbranch Elementary School, all students have equitable access to highly effective curriculum and instruction. Our teachers meet weekly to discuss instructional units, common assessments, and/or interventions to ensure that all students have access to a highly effective curriculum. Our discussion also addresses the specific interventions that are in place to engage students in relevant learning experiences. All students have access to a variety of learning opportunities relevant to where the students are on the academic continuum of mastery. Longbranch Elementary has implemented a structure to give every student a period of time where their specific learning needs are met. 212 Time is a period during the school day where each student is instructed on their level. Teachers meet students where they are (student achievement level is determined via universal screeners and pre-assessments) and give them the extra degree with instruction to meet their individual needs and enhance their learning experiences.

KDE Program Review Report for Schools

Longbranch Elementary School

BYOT (Bring Your Own Technology) program in order to incorporate twenty-first century skills daily in all classrooms. A technology committee has been established to support the acquisition of new technology in our school. This committee actively seeks new programs and ways of using technology in classrooms at all levels, as well as, setting up professional development to ensure that teachers have the knowledge for application.

Longbranch students create and utilize SMART goals in order to have a clear purpose, challenge and meaning to their learning experiences. Whole school, grade level, classroom, and individual goals are set and communicated to motivate students' success.

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: 2.0

	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?	Adequate instructional time is provided for teachers to plan and fully enact the 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.

- Modules/Units
- Master Schedule (common planning for grade levels)
- Grade Level Meeting Agendas
- PLC Meeting Agendas
- 212 Time
- Service Learning Projects

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

At Longbranch Elementary School, an aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for all students as defined by state and national standards. Our curriculum is vertically and horizontally aligned as well as fully addressing the rigor of the standards. To assist with the implementation of the curriculum our school has focused on the three areas of Critical Thinking, 21st Century Learning, and Marzano's Instructional Strategies to deepen the rigor of instruction. The instructional coach provides a weekly and monthly feedback and support to guide teachers through focus areas to impact student learning. Weekly meetings are used to check in with teachers on the implementation of the aforementioned strategies. Flexibility is also built into the daily schedule to address student individual needs and provide enrichment opportunities to ensure student success. At Longbranch, all grade levels participate in researching, choosing, and implementing a Service Learning Project that are integrated into core subjects and interdisciplinary themes.

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: 2.0

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

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

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

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

- 212 Time
- October Faculty Meeting Agenda
- Lesson Plans
- Unified Arts Collaborative Units

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

At Longbranch Elementary School, all teachers implement research-based instructional strategies that include characteristics of highly effective teaching and learning for all students. Our teachers use researched based instructional strategies such as higher-level questioning strategies that promote critical thinking skills. This practice helps improve instruction as evidenced by the work samples that are analyzed during grade level meetings. Students work in collaborative groups during core instruction as well as working in flexible groups during 212 Time to meet the needs of all students. Teachers involve students in defining the learning targets that are essential to standards mastery. Instruction is planned to ensure that students demonstrate an understanding of the standards. In addition to regular classroom instruction; our Unified Arts Team developed three collaborative units to ensure that students are engaged in cross-curricular instruction that is deliberate, culturally responsive, hands-on, and authentic learning experiences.

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: 2.67

	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 intervention to increase student achievement, is research based, aligned to standards as well as across tiers, and accessible to all students.	Proficient

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

KDE Program Review Report for Schools

Longbranch Elementary School

	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.

- STAR Early Lit, Reading and Math Screener Reports
- District RtI Calendar
- Success Street Picture and Explanation
- ATM Agenda
- ATM Data Summaries
- Tiered Parent Letters
- 212 Time
- PBIS

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

At Longbranch Elementary School, we have an established and use a systematic, comprehensive program that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. Longbranch Elementary provides a seamless framework, using state and federal funding, that addresses academic and behavioral needs, that is accessible to all students. Our school has an established RtI decision making protocol that is always used to make decisions that are based on individual student needs. Part of this protocol is the use of a Universal Screener. Students are assessed three times a year and the data gathered from the Universal Screener is used to determine students for intervention services. This year we have put into place 212 Time to implement highly effective instruction that includes tiered services that provide a comprehensive system of interventions to maximize student achievement at all levels. Weekly, during grade level meetings, teachers meet to discuss the academic needs of all students and how to effectively meet their needs. Three times a year each grade level has Advisory Team Meetings (ATM's). During those meetings grade level teachers, RtI point person, administration, guidance counselors, school psychologist, and ELL teacher review the data collected from progress monitoring. The power of having all stakeholders involved lies in a collaborative approach to student achievement. The collaborative approach works so well due to a combination of passion and purpose. When a group of educators who deeply care about student achievement and have a vested interest in solving the learning gap work collaboratively; it can lead to tremendous growth for our students. All decisions are based on progress monitoring data. As a result of the meetings our school communicates what intervention services and progress with the families of those students identified for intervention.

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: 2.0

	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 embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's systemic plan/policy).	Proficient

	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 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.	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.

- PLC Agenda/Minutes
- STAR Data
- ATM Schedules
- Student Graphs
- Lesson Plans
- Instructional Planning Report
- Common District Assessment

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

At Longbranch Elementary School, teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance to student learning and achievement.

Week-to-week our Rtl students are progress monitored using STAR and AIMSweb to ensure growth and to make instructional changes if growth isn't occurring. Formal Universal Screeners are given three times a year.

Teachers meet weekly to discuss student understanding of learning targets, reflect on instruction, and make adjustments to instruction.

These embedded PLC's provide teachers the opportunity to develop next steps in their instruction to meet the needs of their students. Our building participates in all Common District Assessments.

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: 2.0

	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 with clear models and descriptions of the intended targets to be mastered.	Proficient

	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 to enhance student work.	Proficient

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

- Website
- copies of 'Parent/Teacher Conference' sign in sheets and summaries of discussion with parents and caregivers
- Checklists of grade level skills
- Report Cards
- Student work with purposeful feedback
- Self/Peer assessment rubrics

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

At Longbranch Elementary School, teachers communicate consistently high expectations and use common standards for student learning in K-3.

Students know and understand expectations for their work and receive/provide feedback using standards specific language. Learning targets are on display for students and teachers to refer to. Students learn to evaluate their own and their peer's work.

Teachers use formative assessments to set standard specific goals for students. Teachers and students are beginning to engage in self-assessment to monitor progress toward meeting goals. Students engage in self-assessment after teacher conferencing occurs. Students reflect on their learning and identify how they can improve after peer and teacher conferencing. Teachers also self-assess after PLC's that address evaluating student progress as to make adjustments for future lessons.

Families are provided with information that reflects what their child will expect to master during their current enrollment year. Report cards,

along with skill checklists, are provided to ensure that parents have a clear understanding of their child's development throughout the year.

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: 2.25

	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 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 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.

- PLC Agendas
- Professional Development Action Plan
- Faculty Meeting Agendas
- PGES (Professional Growth Evaluation System)

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

At Longbranch Elementary, our professional development opportunities are planned with teacher learning needs in mind, and in response to data available that reflects teacher practice and student learning. Our action plan is linked to the Comprehensive School Improvement plan and supports quality instruction in the use of dyads and triads to impact student learning. The plan is developed by all stakeholders.

The professional development of our teachers is job embedded and focuses on research-based best practices including Marzano, Critical Thinking, and 21st Century Learning. For research-based best practice opportunities not offered at the school or district level, our teachers have available to them flexible professional development hours that allow them to find professional development that is most appropriate to the needs of themselves and their students. Professional Growth Plans completed at the end of each year are reviewed and the principal approves the flexible hours based on this plan. The PGES allows for growth and reflection in deep and meaningful contexts.

In addition to these professional development opportunities, our teachers have the opportunity to collaborate with vertical teams (PL/CS and A/H with academic core, writing to share literacy best practices). Teachers meet once per month to exchange ideas and collaborate in vertical teams. It is from these meetings that teachers collaborate and reflect on current units of study resulting in the refinement of instructional practices and professional growth. Students have benefited from these experiences by their teachers having a common language and instructional practices to move students forward.

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: 2.25

	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?	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 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.

- PLC Agendas
- PD's offered by staff
- PGES Implementation
- Professional Development Action Plan
- Digital Passport Training
- Math Night for Parents
- Parent EdCamp
- Adoption of The Leader in Me

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

At Longbranch Elementary School, teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.

Teachers and administrators actively participate as members of professional learning communities that focus on research-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance. The focus of our professional development is a result of data analysis of student performance in STAR, K-PREP, common assessments, formative and summative assessments, and anecdotal information retrieved in professional learning communities at the school including weekly team meetings and monthly data team meetings. Longbranch fully implements the PGES (Professional Growth Evaluation System.) Faculty has been studying Power Points, watching videos, taking notes, scoring their own abilities, and writing reflections for each standard in all four domains. Longbranch hosted an EdCamps for parents. EdCamps are open-ended professional development opportunities where educators/parents come together to share information and ideas.

Teachers and administrators presented a Math Night Meeting for parents to offer information about the math standards being taught at each grade level, hands-on activities and instructional strategies that they could use to support their child's learning in school.

Teachers and administrators collaborate with parents to share information about the BYOT (Bring Your Own Technology) program at Longbranch. Students completed a Digital Passport Training in order to be certified to use their own personal devices in the classroom.

Longbranch faculty and administrators, along with district personnel and SBDM representatives visited two exemplary schools to study what makes their schools so successful. Longbranch visited Normal Park to learn more about Project Based Learning. Meadowthorpe was hosting a Leadership Day which is a celebration that is part of their Leader in Me program. Our staff was inspired by the components in the Leader in Me and felt strongly this was the piece that would drive our students learning even further. In 2015, Longbranch Elementary became a Leader in Me school.

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: 2.5

	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 monitors 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.	Proficient

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

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership communicate with parents and community 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.

- SBDM policy
- Purchase of primary materials including exemplar texts
- Affinity Protocol with student work
- ATM data and summary
- Lowdown Newsletter to Parents

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

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

School leadership/SBDM committee continually monitors the availability of resources in effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program. Our school schedule allows for each child in the building to receive protected time devoted to the Arts and Humanities as well as Practical Living/Career Studies at least twice weekly with additional integration in the content areas.

At Longbranch we have enacted a process to analyze data (including student writing) related to the implementation and impact of policies and practices specifically for the K-3 program. Three times a year each grade level has Advisory Team Meetings (ATM's). During those meetings grade level teachers, Rtl point person, administration, guidance counselors, school psychologist, and ELL teacher review the data collected from progress monitoring. The power of having all stakeholders involved lies in a collaborative approach to student achievement. The collaborative approach works so well due to a combination of passion and purpose. Also, this year our school has started using the Affinity Protocol to analyze student writing. This has proven to assess where our students are and what instructional changes need to be made to move students forward.

School council/leadership communicates with parents and community frequently about the K-3 program. In the weekly email to parents, the principal regularly publishes information about the instructional programs at Longbranch. Additionally, the principal posts related updates on the school's Facebook page and Twitter feed.

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: 2.67

	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 and facilitates research-based professional learning in relation to the K-3 program.	Proficient

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

- meeting agenda/notes/minutes; documented discussions; needs assessment of staff
- Evidence that principal initiates/participates in professional learning; sign in sheet w/principal name;
- Emails/letters to community communicating work going on; parent/caregiver book studies
- Staffing policy from SBDM
- Allocation sheet
- Assessment results from Star and ATM placement chart

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

At Longbranch Elementary School, the principal is the primary leader of all K-3 program efforts and support teacher leadership through

shared leadership strategies and actions.

The principal works collaboratively with teachers to define, support, and continuously improve the K-3 program. The principal regularly facilitates K-3 team meetings in order to monitor and support all K-3 program efforts. Our principal meets with teachers to discuss instructional units, common assessments, and/or interventions to ensure that all students have access to a highly effective curriculum.

The principal participates fully in and facilitates research-based professional learning in relation to the K-3 program. Monthly faculty meetings are designed by the principal to ensure that all teachers have equitable access to high quality, professional development opportunities. The Professional Development Action Plan was established by teachers and administration that helps build professional development opportunities within the building. The action plan ensures that our teachers are receiving the training that they need.

The principal makes decisions related to staff assignment based on student needs determined by student trend data. The principal receives staffing allocations from the district office yearly and works in collaboration with the school based decision making council to design regular education and unified arts classes that will appropriately meet the needs of the academic and social trend data for the school. Student assessment results are considered, CSIP information is considered, and student demographic and background information (reviewed upon enrollment) are considered when planning. Teacher strengths and preference is collected per our SBDM policy and the principal makes a conscious effort to pair teacher strengths with student strengths.

Report Summary

Scores By Section

