



SB 1 - Program Review Report

Boston School

Nelson County

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Introduction

The signing of SB1 and the immediate effective date means that a school may choose not to report their results for Visual and Performing Arts and PLCS in ASSIST. However, if the work on these Program Reviews is essentially complete, you may choose to honor that hard work from your educators by reporting through the questions and Assurances in ASSIST. For schools choosing to follow through, those results will be reported in the school report card. Districts will not be penalized for failure to report these results

Assurances for K3 programs (not addressed in SB 1) are still due by June 15, 2017 to satisfy RTI reporting requirements in House Bill 69 (2012).

Additionally, SB 1 does require quality writing programs approved by school councils or the principal if no council exists. For this reason, the Assurance for Writing will still need to be completed by June 15, 2017.

Finally, in order to transition to the requirement in SB 1 regarding foreign language programs for middle and high schools, all middle and high schools will need to complete the Assurance for Global Competency/World Languages by June 15, 2017.

Program Review Assurances – School Level

Introduction

By signing this assurance statement, schools including principals and SBDM Council members are documenting that foundational elements have been reviewed by school staff and are either in place or have been identified as areas of growth for the 2016-17 school year. This statement further ensures that review and approval prior to submission in ASSIST will be completed on or before the close of business on June 15 understanding that if this date is not met a score of zero will be assigned.

Writing Program Assurances

Statement or Question: Writing Program Assurances

Response:

- All students will be recipients of writing instruction/experiences throughout the school year.
- When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.
- Students will write for a variety of audiences and purposes throughout the school year.
- Consistent and timely feedback is provided to improve and guide students' writing skills.

Label	Assurance	Response	Comment	Attachment
	Please provide an explanation for any unchecked items. (Evidence may be requested to justify the explanation.)	I certify that our institution reviewed the foundational elements of Writing Program Assurances and our institution checked all of the requirements. PLEASE MAKE SURE YOU CHECKED ALL OF THE ASSURANCES.	Reviewed by all staff 11-30-16 and 2-22-17.	

Visual and Performing Arts Program Assurances

Statement or Question: Visual and Performing Arts Program Assurances

Response:

- Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).
- Schools address all five areas of the visual and performing arts: music, dance, drama, media art and visual art.
- Arts teachers have access to equitable resources and space to implement successful programs.

Label	Assurance	Response	Comment	Attachment
	Please provide an explanation for any unchecked items. (Evidence may be requested to justify the explanation.)	I certify that our institution reviewed the foundational elements of Visual and Performing Arts Program Assurances and our institution did not check all of the requirements. Please see explanation below:	We only have one arts rotation due to a very small population. Band is currently offered only one period daily during the time we offer other arts opportunities. We are working on ways to alleviate this issue.	

Practical Living and Career Studies (PLCS) Program Assurances

Statement or Question: Practical Living and Career Studies (PLCS) Program Assurances

Response:

- Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).
- Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.
- Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.
- PLCS teachers have access to equitable resources and space to implement successful programs.

Label	Assurance	Response	Comment	Attachment
	Please provide an explanation for any unchecked items. (Evidence may be requested to justify the explanation.)	I certify that our institution reviewed the foundational elements of Practical Living and Career Studies (PLCS) Program Assurances and our institution checked all of the requirements. PLEASE MAKE SURE YOU CHECKED ALL OF THE ASSURANCES.	All program requirements have been reviewed 11-3-116 and 2-22-17.	

Global Competency/World Languages Program Assurances

Statement or Question:Global Competency/World Languages Program Assurances

Response:

- Schools uphold the KBE’s commitment to making global readiness an explicit part of existing college-and-career ready agenda by: ensuring all students are globally prepared to support communities and companies
- Schools uphold the KBE’s commitment to making global readiness an explicit part of existing college-and-career ready agenda by:ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

Label	Assurance	Response	Comment	Attachment
	Please provide an explanation for any unchecked items. (Evidence may be requested to justify the explanation.)	I certify that our institution reviewed the foundational elements of Global Competency /World Languages Program Assurances and our institution did not check all of the requirements. Please see explanation below:	Our small population limits staffing for some of the programs. We integrate to the best of our ability and are working on improvements.	

Signature

Label	Assurance	Response	Comment	Attachment
	I certify that a copy of these Assurances with SBDM members' and principal's signatures is on file at the school and can be produced upon KDE request in the event of an audit. List SBDM members' and principal's names in the textbox below.	I Certify	Dana Cull, Principal Heather McGlone, Teacher Angela Thompson, Teacher Martina Amshoff, Teacher Gretchen Boone, Parent Kimberly Shewmaker, Parent 5.18.17	

Practical Living/Career Studies Program Review

Introduction

Practical Living and Career Studies Program Review

The goal of practical living/career studies programs is to promote health and physical literacy and to provide intentional exposure to career awareness and financial literacy skills. In understanding some programs for students do not offer themselves to paper and pencil assessments, an annual self-assessment of a school's PLCS program provides an opportunity for considering how well a school is meeting the different aspects of the program and formatively analyzing areas of strength and areas for growth. The focus of the program review is on program improvement. Consider the program through the lens of its four purposes. The program review is intended to: Improve the quality of teaching and learning for all students in all programs. Allow equitable access for all students to provide experiences that contribute to becoming well-rounded, productive citizens. Allow student demonstration of understanding beyond a paper-and-pencil test. Ensure a school-wide natural integration of the program skills across all contents, beyond the program area. The Program Review Rubric, for all five programs, is divided into four standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Learning and Leadership: Support and Monitoring. Each of the standards is marked by demonstrators that help identify a strong, successful program. When reviewing a program, consider the demonstrators as the over-arching strengths of a standard within a program. The demonstrators comprise the focus of the program. Each demonstrator has a set of characteristics to assist schools in identifying the strengths and areas of growth related to that demonstrator. These specific characteristics for demonstrators assist in decision making for continuous improvement and in determining scores for the demonstrators.

Demonstrator One: Health - Student Access

All students have equitable access to quality, rigorous health instruction.

Overall Rating: 4

	Statement or Question	Response	Rating
Characteristic A:	All students have equitable access to health instruction throughout the school year using an integrated approach demonstrated by the Whole School, Whole Community and Whole Child (WSCC) model.	No	0

	Statement or Question	Response	Rating
Characteristic B:	All students have access to a health education program that regularly provides opportunities for all students to become health literate by practicing the skills embedded in the National Health Education Standards (NHES) which establish, promote and support health-enhancing behaviors for students across grade levels.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	All students have access to regular and consistent instructional time to receive quality (see assurances), rigorous health education that is aligned to the Kentucky Academic Standards for Practical Living.	Yes	2

Demonstrator Two: Health - Aligned & Rigorous Curriculum

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

Overall Rating: 4

	Statement or Question	Response	Rating
Characteristic A:	The school's enacted health education curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS) for health education.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	The school's enacted health education curriculum provides natural, cross-curricular connections to health education.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	The school's enacted health education curriculum is reviewed annually and revised as needed by utilizing resources such as the CDC's Health Education Curriculum Analysis Tool (HECAT).	No	0

Demonstrator One: Physical Education - Student Access

All students have equitable access to quality rigorous physical education program.

Overall Rating: 6

	Statement or Question	Response	Rating
Characteristic A:	All students have equitable access to physical education instruction throughout the school year using an integrated approach demonstrated by the Whole School, Whole Community and Whole Child (WSCC) model.	Yes	1

	Statement or Question	Response	Rating
Characteristic B:	All students have access to a physical education program that regularly provides opportunities to become physically literate by practicing the skills embedded in the National Physical Education Standards (NPES) which promote and support movement and motor-competency for students across grade levels.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	All students have access to a physical education program that 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.	Yes	1

	Statement or Question	Response	Rating
Characteristic D:	All students have access to instructional time sufficient to receive quality (see assurances), rigorous physical education that is aligned to the Kentucky Academic Standards for Practical Living.	Yes	2

Demonstrator Two: Physical Education - Aligned and Rigorous Curriculum

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

Overall Rating: 5

	Statement or Question	Response	Rating
Characteristic A:	The school's enacted physical education curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS).	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	The school's enacted physical education curriculum provides natural, cross-curricular connections to physical education.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	The school's enacted physical education curriculum is reviewed and revised as needed by utilizing resources such as the CDC's Physical Education Curriculum Analysis Tool (PECAT).	Yes	1

Demonstrator One: Consumerism - Student Access

All students have equitable access to quality, rigorous consumerism instruction.

Overall Rating: 5

	Statement or Question	Response	Rating
Characteristic A:	All students have equitable access to a consumerism program that is rigorous, aligned to state and national standards, meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	All students have equitable access to a variety of relevant and necessary consumerism resources and materials.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	All students have equitable access to instructional time sufficient to receive quality (see assurances), rigorous consumerism education.	Yes	1

Demonstrator Two: Consumerism - Aligned and Rigorous Curriculum

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

Overall Rating: 6

	Statement or Question	Response	Rating
Characteristic A:	The school's enacted curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS) for consumerism education.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	The school's enacted curriculum provides natural, cross-curricular connections to consumerism education.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	The school's enacted curriculum is reviewed annually and revised as needed.	Yes	1

	Statement or Question	Response	Rating
Characteristic D:	Teachers have contact and collaborate with community, business and postsecondary partners to provide consumerism learning opportunities for all students.	Yes	1

Demonstrator One: Career Education - Student Access

All students have equitable access to quality, rigorous career education instruction.

Overall Rating: 5

	Statement or Question	Response	Rating
Characteristic A:	All students have equitable access to a career education program that is rigorous, aligned to state and national standards, meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	All students have equitable access to a variety of career education resources and materials that are relevant and necessary to support their needs to grow as learners.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	All students have equitable access to instructional time sufficient to receive quality (see assurances), rigorous career education.	Yes	1

Demonstrator Two: Career Education - Aligned and Rigorous Curriculum

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

Overall Rating: 6

	Statement or Question	Response	Rating
Characteristic A:	The school's enacted curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS) for career education.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	The school's enacted curriculum provides natural, cross-curricular connections to career education when appropriate.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	The school's enacted curriculum is reviewed annually and revised as needed.	Yes	1

	Statement or Question	Response	Rating
Characteristic D:	Teachers have contact and collaborate with community, business, and postsecondary partners to provide career education learning opportunities for all students.	Yes	1

Demonstrator Three: Career Education - Individual Learning Plans

Schools comprised of 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. – This section is only for schools comprised of grades 6-12.

Overall Rating: 6

	Statement or Question	Response	Rating
Characteristic A - Middle School:	ILP development for ALL students begins in 6th grade and continues throughout middle and high school, with input from students, teachers and parents.	Yes	2

	Statement or Question	Response	Rating
Characteristic A - High School:	ILP development for ALL students begins in 6th grade and continues throughout middle and high school, with input from students, teachers and parents.	N/A	N/A

	Statement or Question	Response	Rating
Characteristic B - Middle School:	A process is in place so that parents receive information concerning the purpose and progress of the ILPs.	Yes	2

	Statement or Question	Response	Rating
Characteristic B - High School:	A process is in place so that parents receive information concerning the purpose and progress of the ILPs.	N/A	N/A

	Statement or Question	Response	Rating
Characteristic C - Middle School:	Students and teachers use formative and summative assessment data, including benchmark performances from state assessments, to construct, revise and update the ILPs yearly.	Yes	1

	Statement or Question	Response	Rating
Characteristic C - High School:	Students and teachers use formative and summative assessment data, including benchmark performances from state assessments, to construct, revise and update the ILPs yearly.	N/A	N/A

	Statement or Question	Response	Rating
Characteristic D - Middle School:	An advising program, including a formalized plan to monitor completion, is in place and includes components of the ILP.	Yes	1

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	Statement or Question	Response	Rating
Characteristic D - High School:	An advising program, including a formalized plan to monitor completion, is in place and includes components of the ILP.	N/A	N/A

	Statement or Question	Response	Rating
Characteristic E - High School:	All students, at the high school level, have selected and noted in their ILP, at least 4 courses related to their career pathway and one of the state's 16 Career Clusters. - High School Only	N/A	N/A

Demonstrator One: Assessments/Expectations for Student Learning

Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement. Teachers communicate high expectations and use common standards for student learning.

Overall Rating: 9

	Statement or Question	Response	Rating
Characteristic A:	PLCS teachers use on-going formative and summative assessments that are clearly aligned to the Kentucky Academic Standards for individual students and groups to authentically measure a specific concept, understanding and/or skill that leads to student growth.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	PLCS teachers utilize exemplars/models to encourage students to demonstrate characteristics or rigorous work in instructional lessons/units.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	PLCS teachers use and share with their students learning targets and objectives aligned to the state standards.	Yes	2

	Statement or Question	Response	Rating
Characteristic D:	PLCS teachers use rubrics/scoring guides that are clearly defined; students have input on success criteria and/or rubrics when appropriate.	Yes	2

	Statement or Question	Response	Rating
Characteristic E:	PLCS teachers provide meaningful and timely feedback to students.	Yes	1

	Statement or Question	Response	Rating
Characteristic F:	PLCS teachers and students collaborate to set goals that are standards-based and informed by feedback and assessment.	No	0

Demonstrator One: Opportunity and Participation

Professional learning opportunities are planned according to the Kentucky Standards for Professional Learning. The teachers' learning needs are kept in mind in response to data available about current teacher practice and student learning in the context of the components and indicators of effectiveness in The Framework for Teaching. In this standard, school leadership is defined as SBDM/principal/principal designee.

Overall Rating: 7

	Statement or Question	Response	Rating
Characteristic A:	School leadership ensures access to job-embedded and program specific (PLCS) professional learning opportunities.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	School leadership allocates regular and consistent time, within the school calendar, for teachers to collaborate on programmatic improvements and to exchange ideas about the PLCS program with other PLCS educators.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	School leadership promotes PLCS teacher choice in the selection of and participation in regular, relevant professional learning opportunities (content cadres, PLCs, workshops, etc.) to increase teacher effectiveness.	Yes	2

	Statement or Question	Response	Rating
Characteristic D:	School leadership participates in PLCS professional learning alongside teachers.	Yes	1

Demonstrator One: Policies & Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support effective instructional programs. In this standard, school leadership is defined as SBDM/principal/principal designee.

Overall Rating: 14

	Statement or Question	Response	Rating
Characteristic A:	School leadership ensures protected time throughout the school year for the PLCS curriculum and concepts of the program.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	School leadership ensures PLCS teachers have the opportunity to participate in planning the annual school budget.	Middle/High School: Yes	2

	Statement or Question	Response	Rating
Characteristic C:	School leadership ensures PLCS teachers receive equitable planning time (and travel time for itinerant teachers).	Yes	2

	Statement or Question	Response	Rating
Characteristic D:	School leadership ensures PLCS teachers have access to appropriate resources to implement the program.	Yes	2

	Statement or Question	Response	Rating
Characteristic E:	School leadership ensures that decisions related to PLCS programs are based on student needs and interests.	Yes	2

	Statement or Question	Response	Rating
Characteristic F:	School leadership communicates and involves the school, parents and community in making decisions about the school's PLCS programs.	Yes	1

	Statement or Question	Response	Rating
Characteristic G:	School leadership ensures the district wellness policy is implemented via a school-level wellness policy and reports progress annually to the district in compliance with KRS 158.856 and KRS 160.345.	Middle/High School: Yes	1

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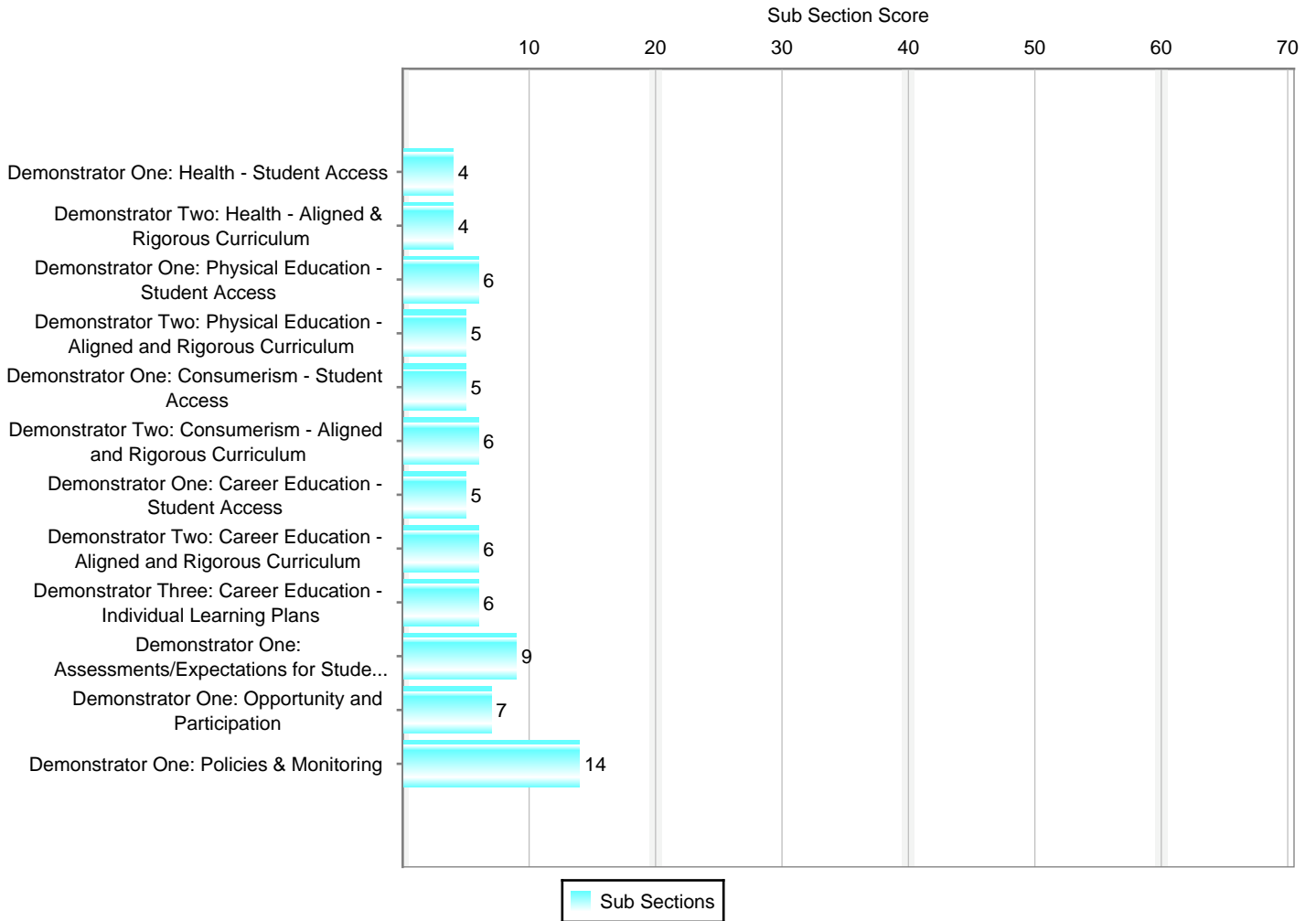
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	Statement or Question	Response	Rating
Characteristic H:	School leadership provides opportunities for a coordinated school health committee to be utilized as a support and resource for collaboration and integration of PLCS instruction throughout the school environment.	Yes	2

	Statement or Question	Response	Rating
Characteristic I - High School:	High School Only: School leadership ensures a Career and Technical Education Advisory Committee (as regulated by Perkins funds) is utilized as a support and resource for collaboration and integration of PLCS instruction.	N/A	N/A

Report Summary

Scores By Sub Section



Visual and Performing Arts Program Review

Introduction

The goal of visual and performing arts programs is to enhance students' knowledge and understanding of the arts processes through participation in the arts. In understanding some programs for students do not offer themselves to paper and pencil assessments, an annual self-assessment of a school's visual and performing arts program provides an opportunity for considering how well a school is meeting the different aspects of the program and formatively analyzing areas of strength and areas of growth. The focus of the program review is program improvement.

Consider the program through the lens of its four purposes. The program review is intended to:

*Improve the quality of teaching and learning for all students in all programs.

*Allow equitable access for all students to provide experiences that contribute to becoming well-rounded, productive citizens

*Ensure a school-wide natural integration of the program skills across all contents, beyond the program area.

*Allow student demonstration of understanding beyond a paper-and-pencil test.

The Program Review Rubric, for all five reviews, is divided into four standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Learning and Leadership: Support and Monitoring. Each of the standards is marked by demonstrators that help identify a strong, successful program. When reviewing a program, consider the demonstrators as the over-arching strengths of a standard within a program. The demonstrators comprise the focus of the program. Each demonstrator has a set of characteristics to assist schools in identifying the strengths and areas of growth related to that demonstrator. These specific characteristics for demonstrators assist in decision making for continuous improvement and in determining scores for the demonstrators.

Demonstrator One: Student Access

All students have equitable access to high quality visual and performing arts curriculum and instruction. Full implementation of a visual and performing arts curriculum includes: dance, media arts, music, theatre and visual art.

Overall Rating: 7

	Statement or Question	Response	Rating
Characteristic A:	<p>The school provides equitable access for all students through intentionally scheduling time for Visual and Performing Arts.</p> <p>Elementary: All students receive visual and performing arts instruction, on a regular basis, over the course of a school year.</p> <p>Middle School/High School: All students have equitable access and opportunities to participate in quality visual and performing arts programs.</p>	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	All students participate in intentionally planned learning opportunities to explore ideas and design products when natural connections are appropriate across content areas.	Yes	1

	Statement or Question	Response	Rating
Characteristic C:	All students have equitable access to cross-curricular instruction that is culturally responsive, and includes authentic and applied learning experiences.	Yes	2

	Statement or Question	Response	Rating
Characteristic D:	All students have equitable access to curriculum that provides enhanced learning opportunities through contact and collaboration with community (guest artists, former students, community members, etc.), business and postsecondary partners.	No	0

	Statement or Question	Response	Rating
Characteristic E:	All students have equitable access to a variety of equipment, materials and resources that are relevant and necessary for growth as learners in the visual and performing arts.	Yes	2

Demonstrator Two: Aligned & Rigorous Curriculum

An aligned and rigorous curriculum provides access to Kentucky Academic Standards (KAS) for all students.

Overall Rating: 6

	Statement or Question	Response	Rating
Characteristic A:	The enacted Visual and Performing Arts curriculum is aligned vertically and horizontally to the Kentucky Academic Standards for the Arts.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	The enacted Visual and Performing Arts curriculum is reviewed annually and revised as needed.	Yes	1

	Statement or Question	Response	Rating
Characteristic C:	Adequate instructional time is provided for visual and performing arts teachers to consistently collaborate, plan and fully enact an aligned and rigorous curriculum.	Yes	2

	Statement or Question	Response	Rating
Characteristic D:	The schools' visual and performing arts curriculum offers opportunities for students to apply technology effectively as a tool when appropriate.	Yes	1

Demonstrator Three: Student Performance

All students have opportunities to participate in performances both inside and outside of the school.

Overall Rating: 5

	Statement or Question	Response	Rating
Characteristic A:	All students actively engage in creating, performing/presenting/producing, responding and connecting to the arts.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	All students, with teacher guidance, routinely use creative and responsive skills when developing and/or reflecting on their artistic performances and products (peer feedback, product description, self-assessment, etc.)	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	All students are supported and encouraged to participate in grade level appropriate juried exhibitions, contests and performances inside and outside the school environment - this would not have to include all students; however, all students should have opportunity.	Yes	1

Demonstrator One: Assessments/Expectations for Student Learning

Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement. Teachers communicate high expectations and use common standards for student learning.

Overall Rating: 13

	Statement or Question	Response	Rating
Characteristic A:	Teachers use ongoing formative and summative assessments that are clearly aligned to the Kentucky Academic Standards for the Arts for individual students and groups to authentically measure a specific concept, understanding and/or skill that leads to student growth.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	Teachers guide and assist students in developmentally or grade level appropriate peer reviews and critiques to evaluate each other's work.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	Teachers, peers and others (principals, community members support staff, etc.) provide regular, meaningful and timely feedback on students' products as part of a constructive feedback process.	Yes	1

	Statement or Question	Response	Rating
Characteristic D:	Teachers provide regular and meaningful opportunities for students to revise and apply new learning before summative products are assessed.	Yes	2

	Statement or Question	Response	Rating
Characteristic E:	Teachers regularly and consistently utilize exemplars/models to encourage students to demonstrate characteristics or rigorous work in instructional lessons/units.	Yes	2

	Statement or Question	Response	Rating
Characteristic F:	Teachers regularly and consistently use and share, with their students, learning targets and objectives aligned to the state standards.	Yes	2

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	Statement or Question	Response	Rating
Characteristic G:	Teachers use rubrics/scoring guides that are clearly defined; students have input on success criteria and/or rubrics when appropriate.	No	0

	Statement or Question	Response	Rating
Characteristic H:	Teachers and students collaborate to set goals that are standards-based and informed by feedback and assessment.	Yes	2

Demonstrator One: Opportunity and Participation

Professional learning opportunities are planned according to the Standards for Professional Learning with the teachers' learning needs in mind in response to data available about current teacher practice and student learning in the context of the components and indicators of effectiveness in The Framework for Teaching. In this standard, school leadership is defined as SBDM/principal/principal designee.

Overall Rating: 5

	Statement or Question	Response	Rating
Characteristic A:	School leadership ensures teachers of visual and performing arts regular and consistent access to job-embedded and program specific professional learning opportunities.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	School leadership allocates regular and consistent time, within the school calendar, for teachers to collaborate on programmatic improvements and to exchange ideas about the visual and performing arts program with other VPA educators.	Yes	2

	Statement or Question	Response	Rating
Characteristic C:	Visual and performing arts teachers regularly choose and participate in relevant professional learning opportunities (content cadres, PLCs, workshops, etc.) to increase teacher effectiveness.	Yes	1

	Statement or Question	Response	Rating
Characteristic D:	School leadership participates in visual and performing arts professional learning alongside teachers.	No	0

Demonstrator One: Policies & Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support effective instructional programs. In this standard, school leadership is defined as SBDM/principal/principal designee.

Overall Rating: 9

	Statement or Question	Response	Rating
Characteristic A:	School leadership ensures protected time throughout the school year for the curriculum and concepts of the visual and performing arts programs.	Yes	2

	Statement or Question	Response	Rating
Characteristic B:	School leadership ensures visual and performing arts teachers have the opportunity to participate in planning the annual school budget.	No	0

	Statement or Question	Response	Rating
Characteristic C:	School leadership ensures visual and performing arts teachers receive equitable planning time (and travel time for itinerant teachers).	Yes	2

	Statement or Question	Response	Rating
Characteristic D:	School leadership ensures visual and performing arts teachers have access to necessary resources to implement the program.	Yes	2

	Statement or Question	Response	Rating
Characteristic E:	School leadership ensures that decisions related to visual and performing arts programs are based on student needs and interests.	Yes	2

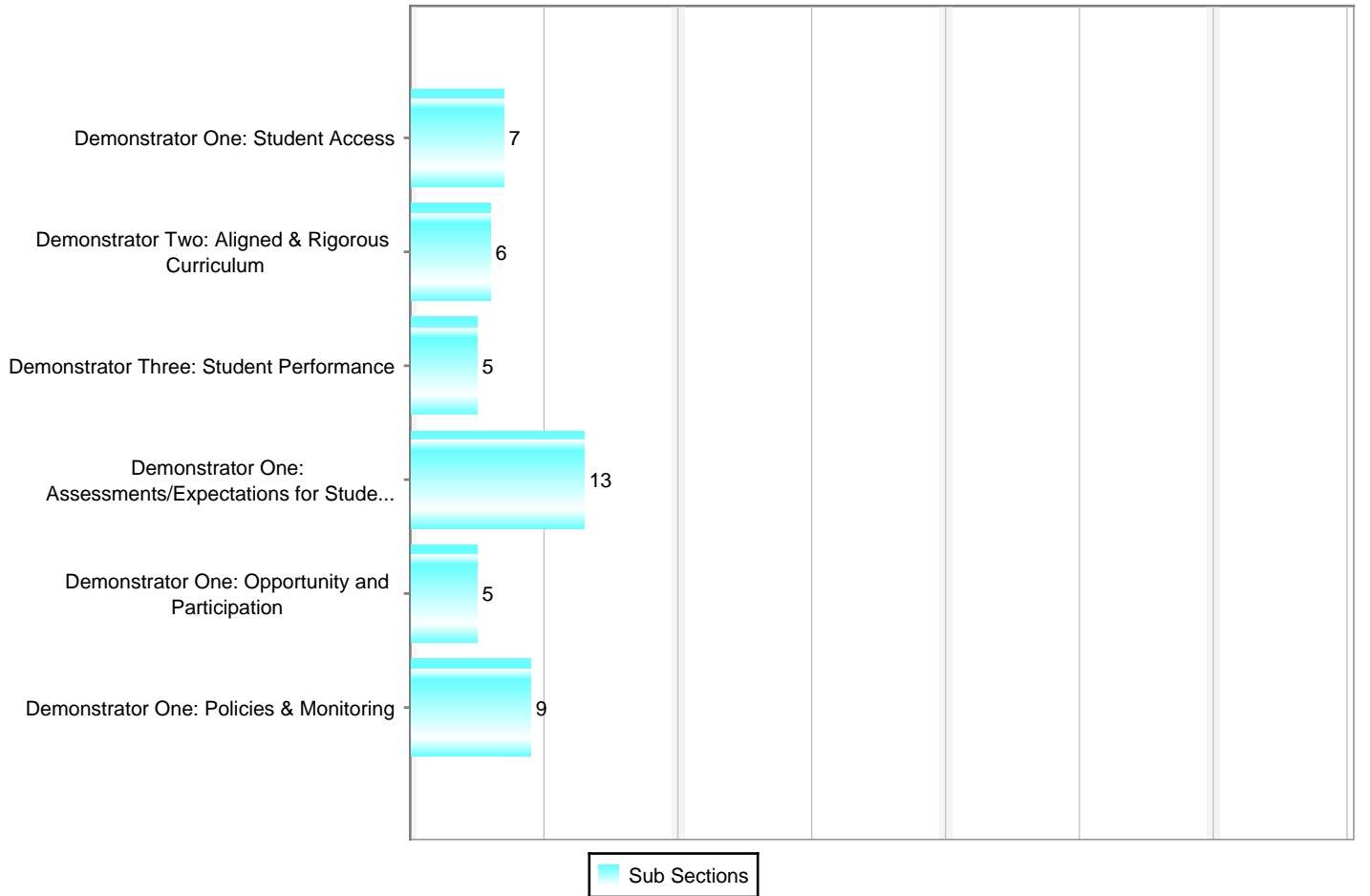
	Statement or Question	Response	Rating
Characteristic F:	School leadership communicates and involves the school, parents and community in making decisions about the school's visual and performing arts programs.	Yes	1

Report Summary

Scores By Sub Section

Sub Section Score

10 20 30 40 50 60 70



Work Plans

Introduction

The purpose of the Work Plan is to provide schools a narrowed, focused plan of improvement for one or more of their programs being reviewed. A school may choose to focus on one demonstrator from each of the two reported program areas: PLCS and VPA or may choose to focus on one area.

There must be a total of two plans submitted. Schools will be able to choose their two lowest-scoring demonstrators and write a brief plan for each demonstrator. Sample work plans can be found on the KDE website on the Program Review page.

Work Plan for PLCS

Label	Assurance	Response	Comment	Attachment
	<p>Choose your lowest scoring demonstrators. You may select one from PLCS, or they both can be from PLCS. You must have a total of two work plans. Write a brief plan of improvement for the demonstrators you choose. There should just be two (total) plans. You can choose to not have one from PLCS and have them both from VPA or you could have one from each of two from PLCS.</p>	<p>I certify that our institution has described our lowest scoring demonstrators below.</p>	<p>Standard 2:F PLCS: "Teachers and students collaborate to set goals that are standard based and informed by feedback and assessment." Students will have opportunities to explore self-guided learning and set their own goals within the program. this program will allow them to explore career paths as well as other interests.</p>	

Work Plan for VPA

Label	Assurance	Response	Comment	Attachment
	Choose your lowest scoring demonstrators. You may select one from VPA, or they both can be from VPA. You must have a total of two work plans. Write a brief plan of improvement for the demonstrators you choose. There should just be two (total) plans. You can choose to not have one from VPA and have them both from PLCS or you could have one from each or two from PLCS.	I certify that our institution has described our lowest scoring demonstrators below.	Standard 2 area G: "Teachers use rubrics scoring guides that are clearly defined and students have input..." VPA teachers will include student input into specific scoring guides for performance assessments.	

K-3 Program Review Assurances – School Level

Introduction

By signing this assurance statement, schools including principals and SBDM Council members are documenting that these foundational elements have been reviewed by school staff and are either in place or have been identified as areas of growth for the 2016-17 school year. This statement further ensures that review and approval prior to submission in ASSIST will be completed on or before the close of business on June 15 understanding that if this date is not met a score of zero will be assigned.

A strong program for the youngest learners is essential to assuring that all students have a solid foundation upon which both future and deeper learning is built. The K-3 program must provide a solid core instructional foundation that provides equitable access for all students to demonstrate learning of the standards for primary students in each area described in Kentucky's Academic Standards (arts, English language arts, mathematics, practical living/career studies, science, social studies and technology).

In addition to a strong core instructional program, supports should be established and implemented that assure students' needs are addressed through interventions or acceleration to progress when appropriate.

K-3 Program Review Assurances – School Level

Statement or Question:Based on the descriptors of strong K-3 programs included in the K-3 Program Review Rubric, the following are in place (check all that exist):

Response:

- 1.) A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.
- 2.) A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1 (2009) including specifically diagnostic data)
- 2a.)Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.
- 2b.)Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.
- 2c.) Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.
- 2d.) Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.
- 2e.) Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.
- 2f.) Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing; the student's behavior and any other intervention plans and services being delivered.
- 3a.) In order to fulfill compliance with KRS 158.305 (10) this school will provide data to the local district office that details:The total number of students receiving targeted or intensive academic and/or behavioral interventions.
- 3b.) In order to fulfill compliance with KRS 158.305 (10) this school will provide data to the local district office that details:The total number of students who exited targeted or intensive academic and/or behavioral interventions.
- 3c.) In order to fulfill compliance with KRS 158.305 (10) this school will provide data to the local district office that details:The types of scientifically based research interventions utilized in the school, including particular programs, strategies and resources used for their implementation.

A continuous improvement process is in place for the K-3 program.The focus area/goal for program improvement is:

.Standard 1C. We are working throughout the entire staff to create more opportunities for cross-curricular authentic learning experiences. A portion of this work will employ integration of the science content and NGSS into realigned curriculum maps. Training for Project-Based Learning (PBL) will occur and monitoring of PBL, LDC, and MDC modules will ensure all students have opportunities for planned authentic learning through cross-curricular integration.

SB 1 - Program Review Report

Boston School

Label	Assurance	Response	Comment	Attachment
	Please provide an explanation for any unchecked items. (Evidence may be requested to justify the explanation.)	I certify that our institution reviewed the foundational elements of K-3 Program Assurances and our institution checked all of the requirements. PLEASE MAKE SURE YOU CHECKED ALL OF THE ASSURANCES.	Staff reviewed all elements 11.30.16 and 2.22.17.	

Signature

Label	Assurance	Response	Comment	Attachment
	I certify that a copy of these Assurances with SBDM members' and principal's signatures is on file at the school and can be produced upon KDE request in the event of an audit. List SBDM members' and principal's names in the textbox below.	I Certify	Dana Cull, Principal Heather McGlone, Teacher Angela Thompson, Teacher Martina Amshoff, Teacher Gretchen Boone, Parent Kimberly Shewmaker, Parent 5.18.17	