Program Review: Writing

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Introduction

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

Curriculum and Instruction: Student Access

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

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

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

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

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

ECE Collaboration Grant, PLC minutes and agendas, sub-release extended planning sessions agendas and products, common assessments, JCPS lesson seeds, SWAT planning template, anchor charts

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

All students are flexibly grouped across classrooms, and at some times, grade levels according to frequent data analysis performed during PLCs. Instructional strategies, groupings and materials are planned during PLCs and all supports available during literary blocks are provided to the team to create small groups for focused and intentional learning. Our master schedule creates blocks of time for our SWAT (Support With A Target) intervention and enrichment framework to provide differentiated instruction to small groups of students in every classroom.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

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

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

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

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

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

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

PLC agendas and minutes, Vertical Team agendas and minutes, revised Writing Plan, F-Day plans and activities, Science notebooks, research papers, morning message, student broadcast video and news reports, wax museum projects, brochures, writing folder table of contents, Writer's notebook entries, Project Magic, Social Studies debates, academic team and problem-solving team submissions.

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

PLCs are aligned vertically and horizontally and weekly discussions are focused on standards instruction, common assessments, and monitoring student progress (individually, in grade level groups, and school-wide). Once every 6 weeks teams are given release time in order to analyze data, plan instruction, and create common assessments in an uninterrupted setting. There are opportunities for integrating writing instruction into other content areas such as Social Studies, Math and Science as well as the Special Areas (Art, Music, Physical Education, Computer, Spanish and Library) through our 6 day rotation schedule.

Curriculum and Instruction: Instructional Strategies

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

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

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

	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 access and use technological tools, resources and applications in reading, writing, speaking, listening and language use to meet general communication goals.	Needs Improvement

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

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

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

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

JCPS lesson seeds and curriculum map, Ruby Payne folder research project, wax museum project, country project (Spanish), class blogs,

student produced broadcast, writing folder table of contents, letters to Veterans, classroom writing conference schedules, peer and teacher feedback on writing projects/presentations

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

Professional development opportunities and participation guides follow-up discussion and implementation of instructional strategies. Jan Chappius' Effective Feedback has led teachers to be more descriptive and involve students in self and peer assessments. Ruby Payne's Nine Systemic Processes for Raising Student Achievement and PLCs have been the primary focus this school year. We have implemented a 6 day rotating Special Area schedule which allows for more consistent and equitable instruction and cross-curricular integration in all content areas. Our student produced broadcast allows for rotating teams of students to manage the technology equipment, write the news reports and communicate school-wide the daily broadcast.

Curriculum and Instruction: Student Performance

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

	Statement or Question	Response	Rating
a)	To what extent do students craft communication distinctive to specific disciplines and purposes?	Students demonstrate an understanding of communication structures for specific disciplines and purposes.	Needs Improvement

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

	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 and peers to problem-solve and generate products.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do students reference works of quality and substance as models to inform their work?	Students are indiscriminate in their reference of others work as models to inform their work.	Needs Improvement

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

F day projects and writing pieces, Wax Museum projects, Latin American country project (Spanish), Project Magic, teacher's newsletters, Second Steps homework/activities, anchor charts, JCPS lesson seeds, student created rubrics/scoring guides

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

Students are given the opportunity to co-create rubrics to evaluate their projects and performances. They engage in peer assessment and self-assessment and are given feedback on their work to help push them towards proficiency. Special Area teachers provide enrichment opportunties in creating opportunities for students to engage in multi-cultural studies and present their learning in a variety of ways. We are in the process of revising our current writing plan to include more opportunities for using exemplars and models during instruction, self and

peer assessment, and increase real-world writing experiences.

Formative and Summative Assessment: Assessments

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

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

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

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

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

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

grade level, Special Area and vertical team PLCs, rubrics and scoring guides from Reading Madess and other projects, SBDM writing plan, writing goals charts, writing checklist, writing conference schedules, descriptive feedback on student work, lesson plans and curriculum maps, classroom newsletters

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

Grade level PLCs work to develop/implement common formative assessments, collect student performance data and analyze the data to make future instructional decisions. PLCs meet weekly with administrator representation at each grade level. Our Resource Teacher helps

to facilitate release time to focus discussion around standards, assessments and instructional implications. We are currently revising our Writing Plan to include increased integration, increased informational and real-world writing and communication experiences.

Formative and Summative Assessment: Expectations for Student Learning

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

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

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

	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 are beginning to engage in self-assessment to monitor progress toward meeting writing and communication goals.	Need Improvement

	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 only external scoring guides and rubrics to assess writing and communication.	Need Improvement

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

posted learning targets, descriptive feedback on student work, anchor charts, student-teacher co-developed rubrics and scoring guides, writing checklists, self-assessment/scoring opportunities

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

Teachers send weekly/monthly newletters home to communicate upcoming standardds and activities to be taught. Administrators send weekly updates related to professional development and instructional strategies learned to parents with visual examples and student work samples demonstrating the strategies. Job-embedded professional development is focues on descriptive feedback based upon learning targets.

Professional Learning and Support Services: Opportunity

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

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

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

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

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

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

CSIP, SBDM Writing Plan, PLC agendas and minutes, faculty meeting agendas and minutes, Professional Development history transcripts and sign-in sheets, walk-through data and feedback, grade-level team schedules including literacy blocks with SWAT support, KPREP and formative assessment data

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

Staff members are given the opportunity to communicate professional development needs in a needs assessment survey. Information from the survey drives the planning, scheduling and PD offerings for the Summer as well as follow-up training opportunities. A professional development plan is then drafted based upon the communicated needs and historical student performance data, CSIP goals, and staff and stakeholder feedback. Release days are provided consistently throughout the school year to deepen the understanding of

concepts/strategies learned in professional development and administrative walk-throughs are focused upon sharing strategies and evidend of professional development.

Professional Learning and Support Services: Participation

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

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

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

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

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

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

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

Professional development history transcripts and sign-in sheets, National Board Certified Teacher participation, post-graduate coursework participation, PLC agendas and minutes, faculty meeting and vertical team agendas and minutes, Project Magic proposal and timeline, field trip proposals, lesson plans

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

Staff members are given the opportunity to communicate professional development needs in a needs assessment survey. Information from the survey drives the planning, scheduling and PD offerings for the Summer as well as follow-up training opportunities. A professional development plan is then drafted based upon the communicated needs and historical student performance data, CSIP goals, and staff and stakeholder feedback. Release days are provided consistently throughout the school year to deepen the understanding of concepts/strategies learned in professional development and administrative walk-throughs are focused upon sharing strategies and evidend of professional development.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

	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 select teachers are included in the planning of the annual school budget with some consideration of allocation of resources for writing.	Needs Improvement

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

	Statement or Question	Response	Rating
d)	To what extent are decisions related to staff assignment based on established policies that include student literacy needs and teacher certification?	Decisions related to 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

SBDM approved Writing Plan, PTA budget, Budget committee meeting minutes, student writing checklists, staff assignment surveys and memos, HQPD reports, certification reports, collaborative horizontal and vertical feeder card sorting process

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

Teachers submit curriculum materials requests to administration, and the budget committee reviews and approves the purchasing of such materials. The SBDM committee oversees the writing and implementation of the Writing Plan, which adheres to all district and state requirements and includes research-based practices. Our master schedule allows blocks of time for cohesive literacy instruction as well as common planning time for teachers to analyze results and plan for alignment and integration of writing instruction. Administrative staff members review staff surveys, preferences and certifications when considering the assignment of staff members and KPREP and formative

assessment data are used when considered individual student placement.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

	Statement or Question	Response	Rating
a)	To what extent does the principal enlists 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 initiates and participates in professional learning related to the school's writing program.	Proficient

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

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

Vertical team, ILT and faculty meeting agendas and minutes, Professional Development proposals, sign-in sheets and evaluations, newsletters and electronic media (i.e. News You Can Use, Hiteline, Facebook, Twitter, school website

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

The Instructional Leadership Team (ILT) has representation from all faculty/staff role groups and works to analyze grade level and school-wide data to determine professional development needs. Administrative representation is on all PLCs (both horizontal and vertical) to help facilitate the professional learning process. School-based professional development is designed and scheduled as a result of staff needs and release time is given on a 6 week rotation to allow for deeper discussion and understanding of professional development topics learned.