FSMS Program Review

Explanations and Sample Examples
Arts/Humanities
- Curriculum & Instruction
  - Student Access
  - Aligned and Rigorous Curriculum
  - Instructional Strategies
  - Student Performance
- Formative and Summative Assessment
  - Assessments
  - Expectations for student learning
  - Assessment for Teaching
- Professional Learning
  - Opportunity
  - Participation
- Administrative/Leadership Support & Monitoring
  - Policies and Monitoring
  - Principal Leadership

Writing
- Curriculum & Instruction
  - Student Access
  - Aligned and Rigorous Curriculum
  - Instructional Strategies
  - Student Performance
- Formative and Summative Assessment
  - Assessments
  - Expectations for student learning
- Professional Learning
  - Opportunity
  - Participation
- Administrative/Leadership Support & Monitoring
  - Policies and Monitoring
  - Principal Leadership

Practical Living/Career Studies
- Curriculum & Instruction
  - Health
  - Physical Education
  - Consumerism
  - Career Education
  - ILP
- Formative and Summative Assessment
  - Assessments
  - Expectations for student learning
- Professional Learning
  - Opportunity
  - Participation
- Administrative/Leadership Support & Monitoring
  - Policies and Monitoring
  - Principal Leadership

Global Competency/World Language
- Curriculum & Instruction
  - Student Access
  - Aligned and Rigorous Curriculum
  - Instructional Strategies
  - Student Performance
- Formative and Summative Assessment
  - Variety of Assessment
  - Expectations for Student Learning
  - Assessment of/for learning
- Professional Learning
  - Opportunity
  - Participation
- Administrative/Leadership Support & Monitoring
  - Policies and Monitoring
  - Principal Leadership
Writing
Program Review Checklist: Writing

Section 1: Curriculum & Instruction

- All students should have equitable access to high quality curriculum and instruction.
  - School writing policy/plan (admin)
  - Curriculum documents (curriculum maps, unit plans, individual lessons) showing plans for including literacy instruction across content areas
  - Student samples of integrated literacy instruction across content areas
  - Student journals/learning logs

- An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.
  - Curriculum documents* (same as mentioned above)
  - School writing policy and/or plan* (see above)
  - Student communication portfolio meeting characteristic
  - Curriculum planning documents, with student samples, that demonstrate all students’ critical thinking and problem-solving
  - Student generated podcasts, videos, media presentations, documentaries, oral histories (scripts from and/or links to these samples)

- All teachers should implement instructional strategies that provide quality, variety, and access for all students.
  - Student journals/writer’s notebooks (copies of entries)
  - Video clips of classroom practice (links to clips)
  - Student products that reflect choice and appropriate use of technology for communicating ideas
  - School web pages or publications where students have opportunities to publish communication products
  - Student products from clubs (journalism), writing and speech contests, publications
  - Master schedule of courses, events, avenues for advanced learning opportunities and interventions
  - Recordings of student presentations or student-led events (links to clips)

- When all students are provided access to an aligned and rigorous curriculum, shared instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.
  - Student writing and communication products appropriate for content areas
  - Student developed models of writing
  - Unit/planning documents that reflect characteristics of student samples
  - Student products that reflect characteristics of unit/planning documents
  - Digital media that reflects collaboration of students in problem-solving and generating products
**Section 2: Formative & Summative Assessments**

- *Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.*
  - Unit plans/planning documents that show alignment of assessments and instruction to standards
  - Unit plans/planning documents that reflect integration of formative and summative assessment practices
  - Professional learning community (PLC)/meeting notes and documents developed that reflect collaborative efforts in designing assessments that meet characteristics

- *Teachers should have common and high standards for student learning in the content area.*
  - Student assessment results that reflect students’ reflection on learning
  - Students’ goal-setting samples
  - Lesson plans that describe strategies for involving students in identifying learning strengths and needs and goals for learning
  - Teacher reflections on student assessment data
  - Samples of co-developed scoring guides/rubric

- *Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.*
  - Professional learning community/team meeting notes/documents that reflect discussions and work around formative/summative assessment, including identification of next steps in instruction
  - Unit/lesson plans that reflect instructional decisions based on formative assessment results
  - Student work samples that include teacher and peer feedback and reflection
  - Students’ communications portfolio that includes process of feedback and revision before final products are produced.
Section 3: Professional Development & Support Services

- Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning.
  - Professional development action plan aligned with school vision for literacy.
  - Documentation of communication of the professional development action plan (e.g., emails, staff meeting agendas, PLC notes)

- Teachers participate in program-specific professional development designed to meet their needs. All teachers participate in professional development focused on 21st century skills.
  - Relative Professional Growth Plans
  - Relative Professional Learning Community (PLC) notes/documents that demonstrate professional learning targeted to improved writing/communication instruction and/or 21st century skills
  - Relative professional development agendas/notes
  - School writing policy or plan that communicates participation of all teachers in the writing program
  - Curriculum documents that reflect a school wide emphasis on writing/communication
  - Book study notes
  - Action research notes/outcomes

- Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.
  - Documentation of professional learning opportunities facilitated by teacher/teacher leaders
  - Professional Learning Community notes or developed documents/outcomes
  - Professional development action plan with record of implementation
  - Documentation of professional development opportunities that support instructional practices regarding writing and communication skills
  - Teacher leader planning notes for mentoring, coaching, modeling, facilitating presentations.
Section 4: Administrative-Leadership Support & Monitoring

- School Councils and administrators have developed a shared vision for insuring quality writing instructional programs.
  - Program expectations within the writing policy, writing plan, and/or professional development action plan (How do you communicate the expectations to parents/students?)
  - School’s vision/mission regarding the writing program with record of staff involvement (How do you communicate the school’s vision for the writing program to parents/students?)
  - School publications, blogs, bulletin boards that include student and staff participation in communication of the vision/mission of the writing program
  - Induction process and documentation of new staff acclimation to their role in the writing program (If you are new, provide evidence of being supported. OR, how have you provided support to new teachers?)
  - Documentation of events, opportunities, displays that represent a culture of critical thinking, problem solving, and communicating.

- School leadership will provide adequate resources, facilities, space and instructional time to support high quality writing instructional programs.
  - Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic (if you are on SBDM council, provide this.)
  - Evidence you are supported with resources to support high quality writing instruction

- The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school’s writing instructional program.
  - Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic (How is SBDM monitoring aspects of your writing plan? For example, is there evidence that your working folders are being completed and examined by teachers to inform instruction for the coming year or to revise teaching plans for next year?)
  - Revisions to writing policy
  - Suggestions you’ve made to improve the school writing plan

- Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and action.
  - Principal communications with staff supporting writing program and/or teacher leaders in supporting all teachers in implementing the school writing plan
  - Professional Learning Community (PLC) or staff meeting notes/minutes that document principal’s leadership regarding the writing program
  - PLC/meeting notes or outcomes that demonstrate collaborative evaluation of the writing program
  - Revised professional development action plan
Arts & Humanities
Section 1: Curriculum & Instruction

- All students should have equitable access to high quality curriculum and instruction.
  - Individual education plan (IEP)/504 plans/Gifted Service Plan/ Individual Learning Plan(ILP)/Limited English Proficient(LEP)
  - SBDM curriculum policy, meeting agendas and minutes
  - Authentic student products and performances from broad representation of students in all four arts disciplines, reflecting learning of standards
  - Skills and standards documents
  - Professional resource materials
  - Digital, video, audio and/or photographic documentation of opportunities provided for all students to create, perform, and respond in all four arts disciplines and of formal and informal performances, critiques, analysis, etc.
  - Documentation of participation in state and/or national- sanctioned arts events (e.g., KMEA, KyAEA, KTA, KACDA, KAHPERD, VSA Kentucky, etc.) and other regional, district and local arts events
  - Curriculum committee agendas, meeting schedules, minutes, etc.
  - Documentation of artist residencies, guest artists or performing groups

- An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.
  - Arts specific checklist for walkthrough observations
  - Records of extended services provided to individual students as the result of special needs or giftedness
  - Digital, audio, photographic and video evidence of student performances and exhibits, etc.
  - Professional resource materials available to all faculty
  - Field trips, artist residencies, etc
  - (middle/high school only) Specialization in one or more art forms as indicated in student ILPs
  - (high school only) SBDM policy for arts specialization
  - (high school only) Listing of arts courses, including History and Appreciation of Visual and Performing Arts for minimum graduation requirements

- All teachers should implement instructional strategies that provide quality, variety, and access for all students.
  - Teacher documentation of modifications of activities/lessons for special needs students
  - Electronic/physical files of exemplary arts models
  - Lesson plans show instruction in peer review
  - Assessment models show use of peer review
  - Audio/video recordings of student performances and products
  - Lesson plans and student exemplary products and performances show sound theory, skills, and techniques at a variety of levels from recall/knowledge to evaluative/creative.
When all students are provided access to an aligned and rigorous curriculum, shared instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.

- Electronic or physical student portfolio
- Audio/video recordings of student performances and products
- Student journals/writing samples/artist statements showing reflections and responses to their works and works of others
- Student work samples show independent answers to assignments
- Student works samples show self-guided exploration
- Artifacts from juried student exhibitions and performances
Section 2: Formative & Summative Assessment

- Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.
  - Nationally-normed, professionally prepared, state or teacher-prepared end-of-course exams, portfolio reviews, solo or group performances, critiques, etc.
  - Formally adjudicated performance events and art exhibits, evaluation sheets, audio, video
  - Student created products and performances with rubrics or assessments
  - Art exhibits or performance events on the school, community, state and/or national level with documented, standards-based feedback
  - Assessment models show use of peer review

- Teachers should have common and high standards for student learning in Arts and Humanities.
  - Assessment tasks with rubrics and student products
  - Written (paper and pencil tests)
  - State arts education associations’ performance events rubrics
  - Student self-assessment tasks
  - Lesson plans showing samples of inclusion of exemplary models, documentation of guest artists/performances, residencies, field trips

- Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.
  - Samples of assessment tasks with rubrics and student products
  - Written, video or audio student reflections on their work or artistic process (artist’s statements)
  - Adjudicated performance or product evaluation forms for specific performance/product
  - Student performance level descriptions, examples of written (pencil/paper) responses to artistic stimuli (e.g., music listening, image of artwork, excerpts of drama or dance performances)
  - Art exhibits or performance events with documented standards-based feedback
Section 3: Professional Development & Support Services

- Professional Development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning.
  - Description of professional development provided by the school and district attended by arts content teachers and other classroom teachers (grade level appropriate)
  - Needs assessment data
  - Individual professional growth plans
  - School council policies regarding professional development are inclusive of arts education

- Teachers should have common and high standards for student learning in Arts & Humanities.
  - Individual professional growth plans
  - Teacher reflections/reports from PD
  - School professional development plan

- Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.
  - Professional development presentations
  - Professional learning community minutes
  - Individual professional growth plans
  - Professional growth records
Section 4: Administrative-Leadership Monitoring & Support

- **School Councils and administrators have developed a shared vision for insuring quality Arts and Humanities instructional programs.**
  - Displays of vision, mission, and belief statements that include the arts
  - Achievement in the arts program is reported in the school report card
  - Comprehensive School Improvement Plan includes the arts
  - Student course selection materials, career pathways, and ILPs include the arts

- **School leadership will provide adequate resources, facilities, space and instructional time to support high quality Arts and Humanities instructional programs.**
  - School council staffing policy
  - Local Educator Assignment Data (LEAD) data forms of arts teachers
  - Arts teacher certification documentation
  - Committee meeting agenda/minutes
  - Student performance data in the arts
  - Documentation that teachers of the arts have extensive knowledge, training and arts experiences (i.e., KET/KDE Arts Toolkits).

- **The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school’s Arts & Humanities instructional program.**
  - Master schedule with class load breakdown
  - Schedule of special events
  - Arts-focused field trip records
  - Curriculum maps from other academic areas showing integration and/or connection to the arts
  - Arts faculty, school council/local school board policies meeting agendas and minutes
  - School improvement plan
  - Data analysis summaries/reports.

- **Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.**
  - Map of school
  - School budget (5 year history)
  - Schedules of events
  - Resource and equipment inventory
  - Schedule of collaborative opportunities for teachers
  - Records of parental involvement in supporting arts programs
  - Records of arts training programs in which the principal participated
Career Studies & Practical Living
Section 1: Curriculum & Instruction

- All students should have equitable access to high quality curriculum and instruction.
  - Individual Learning Plan (ILP) student interest reports
  - Pacing guides/curriculum maps
  - Master schedule
  - Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/ILP/Limited English Proficient (LEP)
  - Authentic student projects and activities from a broad representation of students in all four PL/CS disciplines
  - Lesson plans document differentiation for students with special needs, ELL and gifted/talented
  - School-Based Decision Making (SBDM) council curriculum policy, meeting agendas and minutes

- An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.
  - Documentation of collaborative projects (e.g. lesson plans, rubrics, assessments, and culminating events)
  - Pacing guides/curriculum maps
  - Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements
  - Rubrics, skill assessments, lesson plans showing a variety of strategies for instruction and assessment
  - Development and implementation of an individual FITT plan
  - Fitness Testing (e.g. FITNESSGRAM, President’s Physical Fitness Challenge, Personal Best)
  - Local school wellness policy
  - Lesson plans document differentiation for students with special needs, ELL and gifted/talented
  - Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/ILP/Limited English Proficient (LEP)
  - Documentation of Guest Speakers
  - Serving Learning Projects
  - Classroom, club/student organization, and school wide projects
  - Newspaper articles and other media artifacts
  - Family Financial Literacy activities
  - Record of school-based/class-based enterprises
  - Professional Learning Communities (PLC) meeting notes and collaborative projects
  - List of advanced course offerings and related student participation data
  - Artifacts from Family Financial Literacy activities
  - Recognitions of student businesses
• Artifacts from school-based/class-based enterprises
• Student generated financial plans
• Internet-based simulations with student generated work (e.g. stock market game, AAA Math, bank simulation)
• Evidence of Reality Store activities on school schedule
• Written curriculum
• Physical Education Curriculum Analysis Tool (PECAT) improvement plan
• Documentation of physical activity opportunity offerings
• Artifacts from physical activity opportunities (e.g. pictures of parent nights, flyer for fun run)
• Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)

• All teachers should implement instructional strategies that provide quality, variety, and access for all students.
  • Authentic student projects and activities from a broad representation of students in all four PL/CS disciplines
  • Guest speaker bios/information
  • Documentation of collaborative projects (e.g. lesson plans, rubrics, assessments and culminating events)
  • Minutes of Advisory Committee Meetings
  • Artifacts from classroom, student team, club, and school-wide projects
  • Guest speaker logs, thank you letters, photos, videos, podcasts
  • Artifacts of school-wide projects/themes involving a variety of school personnel and community partners
  • Examples of innovative use and integration of technology (lesson plans and student products)
  • School or teacher web pages
  • Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements
  • Video captured on digital tools
  • Artifact of extra/co-curricular activities, publications, school web site, radio announcement, school club schedule, grade-level meeting agenda
  • Artifacts from school-wide programs in place to reduce conflicts and behavior issues
  • Presence of "take your child to work day" activities in school schedules
  • Systematic observation of the physical education teacher by the school administrator using the NASPE instructional strategies checklist

• When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.
  • Artifacts from service learning projects
  • Student projects relating to consumer, health, nutrition, and environmental issues
  • Student generated media to inform school and community members about consumer rights, responsibilities, and issues
  • Number of students receiving First Aid, CPR, and babysitting certification
  • Number of students receiving Lifeguard, WSI, water and rescue training,
CPR/First Aid certification
- Student generated speeches and/or presentations for school or community groups
- Industry certificates/credentials, KOSSA assessments scores
- Artifacts of family/community wellness event organized and led by students
- Artifacts of program activities that promote student leadership and the importance of being a leader
- Newspaper articles and other media information about leadership and student organization activities
- Student Career Studies Projects
- Artifacts from field trips (traditional and/or virtual)
- Work-based learning logs and student evaluations
- Documented utilized Career Pathways using state templates
- Reports from Individual Learning Plans tool
- Course offering guide that reflects career majors and sequence of courses for students at the secondary and postsecondary level
- Documentation from postsecondary partners showing college credit for courses taken in high school
- Course offerings catalog including examples of career major
- Student assessments of physical education knowledge and skills, i.e. motor skills, physical fitness.
Section 2: Formative & Summative Assessment

- Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.
  - Individual Learning Plan usage tools
  - Parent signature verification on annual review of Individual Learning Plans
  - Advising program curriculum
  - Pacing guides/curriculum maps
  - Lesson plans
  - Authentic assessment tools
  - Formal plan outlining how ILPs are implemented

- Teachers should have common and high standards for student learning in the content area.
  - Authentic assessment tools
  - Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)
  - Health Education Curriculum Analysis Tool (HECAT)
  - School Health Index (SHI) modules or Healthy Schools Framework documents
  - Number of students who participate in health related programs and organizations
  - Artifacts from use of national assessment tools (e.g. CDC, NASPE, PECAT)
  - Fitness Testing (e.g. FITNESSGRAM, President’s Physical Fitness Challenge, Personal Best)
  - Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)
  - Scoring guides and rubrics
  - Documentation of student performance feedback
  - Alignment of National Standards for Family & Consumer Sciences
  - Alignment of Jump$tart National Standards for K-12 Personal Finance Education

- Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.
  - Meeting minutes
  - Professional Learning Communities (PLC) documentation
  - Master schedule
  - Minutes of program area meetings showing analysis of data
  - SBDM policies and minutes
  - Observational data
  - Artifacts from cross-curricular planning
  - School data analyzed in PLC (e.g. dropout, transition data, Career & Technical Education Completer Data)
Section 3: Professional Development & Support Services

- Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning.
  - Evaluation forms
  - Professional development plan for all teachers
  - Professional development agendas and sign-in sheets for PL/CS teachers
  - Master schedule
  - Minutes and membership list of professional learning communities
  - List of professional development opportunities/participation related to 21st Century Skills (e.g. technology, health literacy, problem solving)
  - Approved travel budgets for staff to attend professional conference or workshops
  - Individual Teacher Professional Growth Plans

- Teachers participate in program-specific professional development designed to meet their needs. PL/CS teachers participate in professional development focused on 21st Century Skills.
  - Minutes of Advisory Committee Meetings
  - Training agenda sign-in sheets for parents on use of ILP
  - Reports from ILP tool
  - ILP usage logs
  - Master schedule
  - Documentation of intentional collaboration (e.g. collaboration plan with external partners, agendas, minutes, sign-in sheets)
  - List of professional development
  - Opportunities/participation related to 21st Century Skills (e.g. technology, health literacy, problem solving)
  - Approved travel budgets for staff to attend professional conference or workshops
  - Minutes and membership list of professional learning communities
  - Course offering guide that reflects career majors and sequence of courses for students at the secondary and postsecondary level
  - Documentation from postsecondary partners showing college credit for courses taken in high school
  - Artifacts from Response to Intervention training
  - Documentation of industry and community partnerships
  - Artifacts of mentoring or peer coaching program for staff
  - Documentation of staff exchange program (i.e. internship in program area)

- Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.
  - PD log/sign-in
  - Documentation of teacher-led professional development experiences
  - Certificate of participation
  - PD agenda
Section 4: Administrative-Leadership Support & Monitoring

- School councils and administrators have developed a shared vision for insuring quality PL/CS instructional programs.
  - School Vision/Mission Statement
  - SBDM policies and minutes
  - Artifacts of projects and activities
  - Meeting minutes

- School leadership will provide adequate resources, facilities, space and instructional time to support high quality PL/CS programs.
  - Safety logs
  - SBDM policies and minutes
  - Artifacts of use of technology
  - Master schedule
  - Class attendance rosters

- The SBDM Council and school leadership shall establish and monitor implementation of policies concerning a school’s PL/CS program.
  - Master schedule
  - ILP reports
  - Minutes from Advisory Committee Meetings
  - SBDM minutes
  - Career pathways/course offering forms
  - Wellness policy
  - Documentation of BMI data
  - Student, Parent, and Staff surveys

- Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.
  - Professional development action plan
  - Observational data
  - Student, Parent, and Staff surveys
  - Meeting minutes
  - Approved travel budgets for staff to attend professional conferences or workshops
  - Master schedule
  - Minutes and membership list of professional learning communities
  - Minutes of Advisory Committee Meetings