



KDE Program Review Report for Schools

Larry A. Ryle High School

Boone County

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Introduction

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

Program Review: Arts and Humanities

Introduction

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

Curriculum and Instruction: Student Access

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

Overall Rating: 2.5

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

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

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

Art National Standards Theater-Dance-Music-Visual, Concert Band Syllabus, Course offerings in arts and humanities Course Description guide, Honors wind symphony Syllabus Elliott, Men's Choir Syllabus Hein, Music Appreciation Syllabus Hein, Music Appreciation Syllabus Bowlin, Women's Choir Hein, AP Studio Syllabus Drawing 2D 3D, Art 1 Syllabus Stropko and Harwood, Evidence of participation in national sanctioned art event Speech and Debate, Evidence of enhanced arts curriculum for gifted students from History Dept., Evidence of enhanced arts program-visual arts-guest speakers, Evidence of enhanced arts program Performance with UK Band, Evidence of regional speech tournament registration, Fundamentals of Dance Syllabus Peterson, General art exemplary visual art, IEP, 504, ARC evidence Access to the Arts Visual Art, KY HS speech league handbook, KY educational speech and drama association handbook, Senior visual arts and humanities disabilities ratio, syllabus drama Caudill, Choral congratulations and invite to KMEA Professional Development Conference 2015, Choral congratulations from KMEA President and Invite Capella Ensemble, 2016 Arts & Humanities Scope and Sequence Horton, Letter of Introduction for Arts & Humanities Horton, Academic Credit Breakdown for Hein, Latin Dance unit Formative Assessment Rubric, African

Dance performance, Rap 2.0 room assignments, Dance Curriculum Day-by-day.

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

At Ryle High School, an aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for students as defined by state standards. Students are creating, performing, and responding to the arts in dance, drama, music, and art and is fully aligned with the Kentucky Core Academic Standards. The curriculum promotes literacy in each of the disciplines through reading and writing assignments. As required by the English department, each discipline must complete and submit a portfolio piece that adheres to the English and Language Arts Standards. Reading and responding to the arts occur daily informally and formally within the classroom. The school curriculum provides opportunities for integration as natural cross-curricular connections that are made between the arts and other content areas. Teachers formally and informally relate the arts to other subject areas within the year. Students study exemplary music, art, drama, and dance examples from different cultural and historical periods along with exemplary examples from student peers. Students also have the opportunity to participate in sanctioned events thru organizations such as KMEA. High standards are demonstrated thru student tests, performances, and events. The school arts curriculum is revised using indicators such as formative and summative assessments, sanctioned events like the Scholastic Art and Writing Awards, KEMA events, KAEA events, and within Individual Learning Team meetings every two weeks.

Next Steps: Collaboration needs to occur K-12 to insure curriculum is vertically aligned to achieve a distinguished score. Currently, the high school art, band, and choir teachers recruit with the middle schools in helping place and educate students offered at the high school level.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.4

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Academic Standards?	The arts curriculum encompasses the artistic processes of creating, performing and responding and is fully aligned with the Kentucky Academic Standards.	Proficient

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

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

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

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

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

Latin Dance PPT, Latin Dance Unit Formative assessment Rubric, Ballroom Dance PPT, Professional Artistic performances, Bob Ross Day Collaboration, Coffee House Mrs. Raterman Communication class, Curriculum Map Theater 1, Curriculum Map Theatre II, African Dance

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Performance, 2016 A & H Fall Semester Final Exam 2013, A&H artworks of the Renaissance for 2011, A&H Study Guide for GLADIATOR, 2016 A&H Classical Music Study Guide 2012, 2016 A&H AMADEUS study guide, 2016 A&H O Brother where art thou study guide, 2016 MEHAP Renaissance Unit Revised, 2016 Ryle Portfolio Writing Assignment Description, 2016 Ryle Grading Rubric for Portfolio Presentations, African Dance Performance, Choral Comments and Sight Seeing KMEA 2015, Square Dance Student Performance, Writing Sample Dear Rembrandt Exemplar Model Shown to Class, Art Rubric Basic Self graded writing, Writing examp

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

At Ryle High School, an aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for students as defined by state standards. Students are creating, performing, and responding to the arts in dance, drama, music, and art and is fully aligned with the Kentucky Core Academic Standards. The curriculum promotes literacy in each of the disciplines through reading and writing assignments. As required by the English department, each discipline must complete and submit a portfolio piece that adheres to the English and Language Arts Standards. Reading and responding to the arts occur daily informally and formally within the classroom. The school curriculum provides opportunities for integration as natural cross-curricular connections that are made between the arts and other content areas. Teachers formally and informally relate the arts to other subject areas within the year. Students study exemplary music, art, drama, and dance examples from different cultural and historical periods along with exemplary examples from student peers. Students also have the opportunity to participate in sanctioned events thru organizations such as KMEA. High standards are demonstrated thru student tests, performances, and events. The school arts curriculum is revised using indicators such as formative and summative assessments, sanctioned events like the Scholastic Art and Writing Awards, KEMA events, KAEA events, and within Individual Learning Team meetings every two weeks. National Standards are used in curriculum development.

Next steps: To move into the distinguished category, the arts need to be included in a school-wide curriculum. Dance, Drama, Music, and Art are studied and incorporated in classes outside of the four disciplines but the school does not provide intentional and meaningful integration of the arts. The arts curriculum will also continue to work with the English department to improve literacy.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent do teachers systematically incorporate all three components of arts study: creating, performing and responding into the arts?	Teachers engage students in high-level creative activities and problem solving in the arts through creating, performing and responding. Students apply analytical skills at a high level while responding to the arts.	Distinguished

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

	Statement or Question	Response	Rating
c)	To what extent do arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students?	Arts teachers ensure that students are able to create original artworks by intentionally applying artistic theory, skills and techniques that are relevant and developmentally appropriate.	Distinguished

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

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

Professional Artistic Performance, Latin Dance Unit Formative Assessment Rubric, ARTS Humanities Field Trip Guide, A & H Classical Music Answer Sheet, A&H Project Represent Yourself, Parent Email-Stropko, YouTube artists' videos, WSS dance viewing guide, THRA422 Acting Styles Scene Performance Rubric, Syllabus Drama, Super Bowl Commercial, Public solitude, Public Solitude Drama, Product for Sale, Product for Sale Drama, Original Character Scene, Oklahoma Open Response, Musical Viewing Guide, Musical timeline, Musical Theater project, Musical Song Analysis, Monologue Scoring Quiz, Makeup Design 1, Evita viewing guide, Everyman, Designer Concept, Clear Action Rubric, Character Analysis, Body Form Female, Audition Score Sheet, Audition Project, Audition Performance Rubric, Audition Etiquette for Actors, Margaret Comstock Invitational Email Choir, Marshall Jazz Ensemble Exemplary Example at School, Rhythm Teaching Sheets for Concert Band, All State Choir Email, Annual Reflections Names and Excellent Example National, Theatre Fools Program, Fools Program,

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Piano Keys with Notes, Oklahoma Rehearsal Calendar, Oklahoma collaboration, Musical Skill Data, Music Standards by Grade Level, Music Education Benchmarks, Music Appreciation Create Music Project, Music Appreciation Unit 1 Quiz, Music Appreciation Unit 1 Exam, Music Appreciation Student Project Example, Music Appreciation Opening Questions, Music Appreciation Musical Instrument Unit, Music Appreciation Instrument Quiz, Music Appreciation Elements of Music, Music & Society Project, Men's Choir, KCC High School Music Education, Honor Choir, Harmonic Progressions, Elements of Music-Rhythm, Curriculum Change Request copy, Compliments, Collaborative Leadership, collaboration, Collaboration Project, Christmas Radio Choral Competition, Choral Skill Set Checklist, Choral Pledge, Choral Government, Choral Christmas Program, Choirs Score Search, Choirs Musical Skill data, Choirs Lyric Storyboards, Choir.mp3, Choir Theory Exam, Chamber Choir Competition, AP Theory Aural theory Skill Chart, All-State Chorus, All-State Info, All State District Rehearsal Leadership, A Cappella Rep Brahms-Abendstandchen, A Cappella Choir, Women's Choir, Treble Bass Clef Quiz, Theory Non Chord tones, Performance Pyramid, How Choral Music Loses Boys, Culturally Responsive Choral Music, Fundamentals of Dance Test, Fundamentals of Dance Syllabus, Fundamentals of Dance Quiz, Dance Lesson Plan, Cultures of Dance, A&H Unit X Revolution & Romanticism, A&H Unit VII The Renaissance Spirit in Italy, A&H Unit VI The Late Middle Ages Gothic Europe, A&H Unit V Early Middle Ages, A&H Unit II The Greeks, A&H Test VI Late Middle Ages, NKY Select Band, Ryle Select Band Audition Registration, Semester Exam Music Appreciation, Wind Symphony Program Notes, Fall Concert Cover, Writing Assignment, Playing Test Rubric Texas, Music Appreciation Test, Music Appreciation Rock & Roll, Percussion Syllabus, Concert Band Syllabus, Honors Wind Symphony, Student Art Exhibits, Portfolio Piece Current Events, Exemplary General Art, Ch 1 test study guide, Chapter 1 Test-Alt, Art Project Rubric Student Graded, Art 1 Yearly Plan, Art History Weeks, Art History Weeks Time Period Test w/ Special Needs grouping, AP Studio Syllabus Drawing 2D 3D, Course Description, A&H Field trip at Art Architecture of NKY Greater Cincinnati, Movie Review Student Product, Movie Review Prompt, Student Art Examples, Pyramid Hill

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

At Ryle High School, teachers implement instructional strategies that provide quality experiences, a variety of activities, and access for all students. Many students are engaged in high level creative activities and problem solving in the classroom and are also performing after school in competitions and sanctioned events. In upper level classes, students are applying analytical skills at a high level while responding to the arts. Students are creating original artworks that are project based and choice based. They are responding to their creative endeavors thru self-critiques with aids of rubrics, class critiques and artist statements. Examples of high level creative activities include contracts in art 2,3,4, and AP. These contracts are created by the students themselves. These students work independently to create a required number of artworks and the students also have to create their own rubric for their projects. Students are also being exposed to exemplary performances and products. Teachers, throughout the year, provide print, electronic media, and models of exemplary artistic performances to enhance the students understanding of each art discipline. Tests are given in the classes that show exemplary artists from the past and the present. For example, in Art I and AP European History, students are required to memorize exemplary artworks of given time periods. Also, to enhance and provide experiences, the Band program and Drama department brings in guest performances, private instructors and musicians to help develop the student's performance and production skill after school. The art program and music program offer several field trips to promote learning and higher thinking skills after school. The art department also invites at least three different colleges to speak about their art programs each year.

Next steps: Continue to build on established practices. The Arts and Humanities department needs to focus on creating an environment that students are able to create original artworks intentionally by applying theory, practice, and skills. Also, the department needs to focus on building up on the established practices of inviting guest and community artists and artist residencies.

Curriculum and Instruction: Student Performance

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

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
b)	To what extent do students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance?	Students independently create rich and insightful products and performances with variety, scope and purposes.	Distinguished

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

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

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

	Statement or Question	Response	Rating
f)	To what extent are students supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels}?	School arts programs and individual students routinely participate in grade level appropriate juried events, exhibitions, contests, performances. Performance assessment events are used as tools for reflection and review, and used adjust and improve the school instructional program.	Distinguished

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

process in order to make judgments or to support judgments.

Press Release VSA Traveling Exhibit for Special Needs Students, Reflections Winners 2016 email from Parent, 2016 Ryle Portfolio Writing Assignment Description, Summer Assignments for AP Studio Art, Invite for Art Show, Choir Brochure and Outreach 2015, WSS Dance viewing guide, Acting Styles Scene Performance Rubric, Original Character Scene, Oklahoma Response, Musical Timeline, Musical Song Analysis, Monologue Scoring Quiz, Character Analysis Worksheet, Audition Project, Audition Performance Rubric, Audition Etiquette for Actors, Margaret Comstock Invitational Email Choir, Marshall Jazz Ensemble Exemplary Example at School, Rhythm Teaching Sheets for Concert Band, Instrumental Music Skills Assessment, 89th Annual Scholastic Article with Highlighted names, Theatre Fools Program, Musical Skill Data, Music Standards by grade level, Music Education Benchmarks, Music Appreciation Create Music project, Music Appreciation Unit 1 Quiz, Music Appreciation Unit 1 Exam, Music Appreciation Student Project, Music Appreciation Opening Questions, Music Appreciation Instrument unit, Music Appreciation Instrument Quiz, Music Appreciation Elements of Music, Music Appreciation Society Project, Lesson Plan, KCC High School Music Education, Honor Choir Info, Harmonic Progressions, Elements of Music-Rhythm, Compliments, Collaboration Project, Christmas Radio Choral Competition, Choral Skill Set Checklist, Choral Government, Choral Christmas Program, Choirs Score Search, Choirs Musical Skill Data, Choirs Lyric Storyboards, Choir.mp3, Choir Theory Exam, Chamber Choir Competition, AP Theory Aural Theory Skill Chart, Theory Syllabus, A Cappella Rep Brahms-Aberndstandchen, A Cappella Choir, Treble Bass Clef Quiz, Theory Non-Chord Tones, Performance Pyramid, How Choral Music Loses Boys, Culturally Responsive Choral Music, Fundamentals Dance Test-Syllabus-Quiz, Feb 6th Dance Lesson Plan, A&H Field Trip Art & Architecture of NKY & Greater Cincinnati, NKY Select Band, Ryle Select Band Audition Registration Form, Semester Exam Music Appreciation, Wind Symphony Program Notes, Fall Concert Cover Page, Ryle Writing Assignment, Playing Test Rubric, Music Appreciation Test -Rock & Roll, Percussion Class Syllabus, Concert Band Syllabus, Honors & Wind Symphony, Dem 4 Spanish MI Casa writing student work, Dem 4 Stropko Artist Statement Langsdale A&H, Dem 4 A&H Amazing Race PPT, Dem 4 VOKI vender tu casa student work, Dem 4 Stropko Seat cover poem, Dem 4 A&H Humanities Project, Dem 4 A&H Ryle Portfolio Project the Movie Review.

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

At Ryle High School, 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. Instructional strategies are producing performances at a high level in Music and Art. These high levels can be seen in classes such as Upper Choir, AP Studio Art, and Wind Ensembles. Drama and Dance, being the first year implemented, is working towards this goal. Students have the opportunity to take many classes in their chosen field along with opportunities such as private lessons offered after school and being involved in clubs and activities. Students are creating rich and insightful products and performances in upper level classes. These insightful products can be seen in AP Studio Art portfolios, Dance Routines during events, and the two major Drama productions each year. These high levels are reinforced by sanctioned events and competitions. Students routinely participate in grade level appropriate juried events, exhibitions, contests, and performances. These events include but are not limited to Marching Band, District Band Festival, Solo Ensemble, Wind Fest, Chamber Choir Concert, KMEA Sanctioned Events, KyAEA Sanctioned events, District competitions, Juried Art Shows, Drama Productions and Dance competitions. An example of this would be Marching Band advancing to State and 10 students in art and 13 students in writing making it into the Scholastic Art and Writing Awards this year. Students also evaluate and reflect on their performances in each of the disciplines. An example of this would be an oral critique every two weeks in the upper level art classes and particular mastery of a composition in music. Students use written and verbal communication to objectively reflect on performances during the school year. Students also demonstrate the ability to become self-sufficient in creating performances and products. This can be seen in upper level classes such as the AP Studio Art class where students work independently to meet their goal and upper level music Ensembles.

Next steps: Continue to build on established practices and continue to have a curriculum that results in students performing at a high level.

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.0

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

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

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

A&H Test The Romans, Test IV Late Middle Ages, AP Studio Syllabus Drawing 2D 3D, Art History Weeks, Art Project Rubric Student Graded, Ceramic Vocabulary & Drawing, Final Exam Alternative Study Guide, Final Exam, Handscapes Project Student, National Standards, Oral Critiques, Self Portrait Collage, Student Art Exhibits, AP Theory Skill chart, Test VI Later Middle Ages, Unit 9 Baroque Test, Revolution and Romanticism, Audition Etiquette for Actors and Rubric, Audition Project and Score Sheet, Body Form Female, Chamber Music Festival Evaluation Sheet, Character Analysis Worksheet, Choir Theory Exam, Clear Action Rubric, Cultures of Dance, Dance Fundamentals Lesson 2, Elements of Music Rhythm, Evita Viewing Guide, Feb 6th Dance Lesson Plan, Fundamentals of Dance Quiz and Test, Harmonic Progressions, Honor Choir Info, Instrumental Music Skills Assessment, KCC High School Music Education, Lesson Plan, Makeup design, Monologue Scoring Quiz, Music Appreciation-Elements of Music-Instrument Quiz-Musical Instrument-Opening Questions-Student Project Example-Test 9/27-Unit 1 Exam-Create Music Project, Music Education Benchmarks, Music Standards by Grade Level, Musical Skill Data, Musical Song Analysis, Musical Theatre Project, Musical Viewing Guide, Oklahoma Open Response, Peer Critiques, Playing Test Rubric, Product for Sale, Public Solitude, Rhythm Teaching Sheets for Concert Band, Ryle Band plays in Governor's Inaugural Parade, Ryle Writing Assignment, Student Created Goals Individually for Art 3, Super Bowl Commercials, Theatre Fools Program, Theory Non Chord Tones, Treble Bass Clef Quiz, Wind Symphony Program Notes, Choral Skill Set Checklist, Syllabus, Acting Styles Scene Performance Rubric, WSS Dance Viewing Guide

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

The teachers use multiple assessment process to inform, guide, develop, and revise instructional strategies and curriculum. Teachers use

many types of tests, exams, and quizzes. Examples include Art History tests and projects, band and choir performances, music appreciation tests, dance routines, and drama exercises. These projects align with the Kentucky Core Academic Standards. This can be seen on a daily basis in the class with critiques, performances and productions. These formative and summative assessments also show specific knowledge and student growth. Students continually are exposed to peers performances on a daily basis. Critiques, led by the teacher, happen formally and informally on a daily basis. For instance, in Art, critiques in the upper level classes take place formally every three weeks while in the lower level classes the critiques take place on the rubric and orally with peers and the teacher each day. In music and choir, students are continually critiquing their performances and in Dance and Drama, students are routinely engaged in critiquing their routine and productions.

Next steps: Include written critiques at least once a year in the classroom.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.33

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

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

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

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

How your students are fairing email from Louisville, WSS dance viewing guide, Theory Non Chord Tones, Rhythm Teaching Sheets for Concert Band, Performance Pyramid, Oklahoma Open Response, NKY HS Select Band, Musical Timeline, Musical Skill Data, Music Standards by Grade Level, Music Education Benchmarks, Monologue Scoring Quiz Jan. 28, Marshall Jazz Ensemble Exemplary Example at School, Honors Wind Symphony Syllabus, Harmonic Progressions, Fundamentals of Dance Syllabus-Quiz, Dance Lesson Plan, Fall Concert Cover Page, Exemplary Senior Art, Evita Viewing Guide, Everyman, AP Studio Art Drawing 2D & 3D - Self Critique-Rubric, Senior Portfolio Exemplary Project Examples, Daily Artist List, Dance Fundamentals, Culturally Responsive Choral Music, Clear Action Rubric, Choral Skill Set Checklist, Choral Musical Skill Data, Chamber Choir Competition, Audition Performance Rubric, A&H Unit VI Late Middle Ages Gothic Europe, Unit V Early Middle Ages, Unit VI Later Middle Ages, Art Project Rubric, Art Portrait Examples, Art Final Exam-Study Guide, Aural Theory Skill Chart, AP Theory, Art Syllabus, All State Chorus, All State Info, 2016 Ryle Grading Rubric for Portfolio Presentation, A Cappella Rep Brahms-Abendstandchen

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

Teachers consistently communicate high expectations and use common standards for student learning in Arts and Humanities. Examples are used with every instructional lesson. Examples can be seen that encourage students to work rigorously and demonstrate what is expected in the classroom in all four disciplines and the Arts and Humanities class. For example, in Art I-IV, students are shown examples of previous exemplary work before they begin each project. These are shown thru digital examples on the LCD projector and real examples pinned up in the classroom. Students try to demonstrate their mastery of the medium as seen in the examples. In Band and Choir, for example, students are routinely listening to outstanding performances and critiquing themselves on a continual basis. Students are continually engaged in improving their music, technique, and skill with their instrument and their voice. In Band, students are exposed to professionals and masters in their field. For instance, students were exposed to a professional wind ensemble during the school day. In Drama, Exemplar models can be seen with daily exercises and performances. Students are continually shown exemplary performances by their peers and by master artists. Teachers share clearly defined rubrics with the students before creating and responding. Students are given a variety of rubrics in each class. For example, in Art I-IV, students are given a general rubric for each project that represents state standards but specific rubrics are created for specific assignments. For instance, a photography rubric is created specifically for the AP student assignment. In Band and Choir, state rubrics are used for assessment along with specific rubrics for specific situations. Teachers in all classes use learning objectives and SMART goals. Teachers post their learning targets each day and have SMART goals of lessons and yearly plans that clearly show growth during the course of the school year.

Next steps: Teachers will begin to encourage students in creating their own rubrics or scoring guides for certain assignments to begin to work into the Distinguished category.

Formative and Summative Assessment: Assessment for Learning

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

Overall Rating: 2.5

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

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

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

Audition Performance Rubric, Art Project Rubric Guided Task, Art Feedback-Scholastic Winners, Student Reflections, Student Response-Capabilities, Rubric for Assessment, Baroque Test Modified, Revolution Romanticism Modified Test, Test on Prehistory, Ch 1 Art Test Study, Examples of Portrait Project Special Needs, Modified Test on Amadeus Film, Chamber Choir Competition, Choir Theory Exam Copy, Musical Skills Data, Score Search, Choral Christmas Program, Choral Skills Set Checklist, Dance Lesson Plan, EKV Wind Ensemble, All State Band, All State Choir, Art & Writing Awards, Band Competition, Ryle Instrumental Chamber Music Day, Wind Ensemble Visit, Email from Art Teacher, Gifted & Talented Students, Great Night for Ryle Homecoming Parade, Honor Choir Info, Honor Wind Symphony Syllabus, Flow Chart for VPA ver2, iHigh link to Ryle Band Homepage, Instrumental Music Skills Assessment, Lesson Plan, Margaret Comstock Invitational Email Choir, Monologue Scoring Quiz, Music Appreciation Opening Questions-Test-Create Music Project-Rock & Roll, Music Education Benchmarks, Music Standards by Grade Level, NKY HS Select Band, Oklahoma Open Response, Performance Rhythm, Piano Keys with Notes, Playing test Rubric, Rhythm Teaching sheets for Concert Band, Agriculture, Band Fund Raising, Winter Guard, Women's choir, Ryle Band News on You Tube, Ryle Chorus-Chris Short, Debate Team, Marching Band Competition, Marching Raiders Successes, Select Band Audition Registration Form, Writing Assignment, Semester Exam Music Appreciation, Theatre Fool's Program, Acting Styles Scene Performance Rubric, TQ Visual Performing Arts, Treble Bass Clef Quiz, WLEX Channel Article, WSS Dance Viewing Guide,

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

Teachers regularly provide feedback that is authentic and meaningful. Performances are judged at the high school level, regional level, state level, and national level. Teachers and students are exposed to performances and products from the region and state during the year and in

some instances, are juried at the National level. Students regularly and sometimes purposely use the language of the arts in critiquing and evaluating performances. They evaluate and reflect on critiques of themselves and others on a regular basis. For instance, in Art I, students are given the vocabulary, structure, and projects to help them eventually take an AP art course. Students must continually reflect on their work and their performances over the years to pass the AP studio course at the end of the year. Also, students recognize outstanding art and can differentiate what makes the artworks or performances exemplary. In Band and Choir, students are given the tools and opportunities to make All State Band, Jazz Band, Ensembles and other prestigious goals. Students not wishing to specialize in an art form are also exposed to peer artwork and performances on a yearly basis with artwork shown in the hallways, Band and Marching Band performances, Drama productions, Dance Routines and Choral Performances. Students are also given tests in the Arts and Humanities class and Music Appreciation classes that reflect exemplary examples and performances.

Next steps: Implementation of Smart Music in Vocal, Orchestra and Band. Implementation of written critiques.

Professional Learning: Opportunity

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

Overall Rating: 2.25

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

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

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

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

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

Visual Art Specific Content PD, Spanish & Art Collaboration, 21st Century Skills Overview, 21st Century Skills, SPEAK PD Workshop Materials-Approval, European History A&H, German Foreign Language, Spanish Foreign Language,

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

: PGP's are reviewed every two years and the principal approves the PGP. The PGP's are created by the Art's teacher to reflect their current needs. PGP's are supported thru the administration and are documented. Approvals for attending professional development in specific contents areas are met. For instance, teachers are able to attend annual conventions such as the KMEA (Kentucky Music Education Association) and the NAEA (National Art Education Association) organizations. Funding for these opportunities is also supported in various ways by the school. Teachers have attended AP workshops in the summer, attended large conferences and also have performed in front of their professional organizations as guest conductors. Also, teacher choice on flex hour PD time is encouraged in their discipline. Teachers are able to choose professional development that is relative to their art form. Within the school, the Arts and Humanities team conducted PD for the entire staff in 2015 encouraging collaboration and support for their programs. Professional Learning Communities are encouraged. The Arts and Humanities team meets once every two weeks as a PLC/ILT team to discuss student success, district initiatives, programs, policies and various other concerns. The team also meets once a month after school.

Next Steps: Continued support of Professional Growth Plans, content specific professional development and equitable Professional Learning Communities time given with the school day.

Professional Learning: Participation

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

Overall Rating: 2.5

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

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

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

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

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

KMEA, All District Band Email Sent, Big Bad Umlaut-Foreign Language PD, Email and Response to parent asking for photographer in charge of middle school cheerleading, Evidence of School provided Leave and Stipend Foreign Language, Fairhaven Rescue Mission Thank you Letter, Fine Art Members, Minutes 1-11 Fine Arts Department meeting, NAEA Membership Card, PD attended Stipend Provided, PD Foreign Language-German-Spanish-Art-Music, Scholastic Email sent, Art past PD, Teacher PD Hours, Visual Art Specific Content, A&H Team Presentation to Faculty, AP Reader Confirmation Letter, Email to Athletic Director about Marching Band Performance During Halftime of Football Game, Emails from Band Boosters Marching Band,

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

Approvals for attending professional development in specific contents areas are met. For instance, teachers are able to attend annual conventions such as the KMEA (Kentucky Music Education Association) and the NAEA (National Art Education Association) organizations. Funding for these opportunities is also supported in various ways by the school. Teachers have attended AP workshops in the summer, attended large conferences and also have performed in front of their professional organizations as guest conductors. Also, teacher choice on flex hour PD time is encouraged in their discipline. Teachers are able to choose professional development that is relative to their art form. Teachers are members of their professional organizations like KMEA, NAEA and are members of local drama groups, professional choral organizations and leaders within the school. Teachers help plan events, are part of the Leadership group of the school, contribute to art shows, host special competitions, have special performances, and help organize extra-curricular travel opportunities. For instance, the band director and his band were selected for a prestigious performance in front of his peers at the annual KMEA conference. For school leadership, an Arts and Humanities team member sits on the leadership team of the school that contributes to school data analysis and improving student achievement. Arts and Humanities teachers regularly work with businesses and community leaders either thru performances, needs, or other various other reasons. For instance, a mural was created for a local restaurant, students traveled and performed for local retirement homes, Christmas caroling took place in a few neighborhoods, and art can be seen at the local libraries to name a few.

Next Steps: Continued support of Professional Growth Plans, content specific professional development and to help promote the arts in the community.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.57

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

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

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

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

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

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

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

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

PR Committee Members 2015-2016, Dear Mr. Turner 2016 Approval & Support for Supplies, PD Request, New Art Teacher Supply List, Art Classroom Initial Set-Up List, Ryle PTSA Request for Art Supplies, Humanities Requirement-Faculty Handbook, Art Field Trip, Chorus Field Trip, Band Field Trip, Student Agenda, Master Schedule, Arts Credit Requirement-Student Agenda, Class Schedule Change Proposal, SBDM Approved Minutes, Document Recommendation RAP Creation, Course Description, May SBDM, Student Agenda, Faculty Handbook, Preliminary Audit Report, Lead Full Report, School Map for A&H, Facilities Usage Calendar, Band Schedule, Choral Dept. Schedule, SIP Doc, Choral Teacher Purchase, Simplified Strategy to Accommodate Gifted & Talented Students, Revised GT List, Choir Schedule, SIP, School Wide Writing Plan, School Improvement Plan, SBDM Continuation of Chinese Language Class, RAP Schedule, Curriculum Committee Minutes, ILT Minutes, Fundamental Dance Class, Certified Allocations by Area, Candy Soda Pop, Board Order CTE Approved by SBDM, Band Achievements, SBDM Approval for Choral Position, 5 yr. Summary of AP Scores for Arts & Foreign Language, School Climate Student Artwork, Student Activities Committee Notes.

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

Teachers are given equitable planning time compared to the other teachers. Cross curricular planning usually takes place after school or during planning times with other teachers. The principal collaborates with Arts teachers by sitting in meetings, informal discussions, meets with Humanities team leader once a month, and acts on suggestions for the following year. The majority of the suggestions are met. For instance, the principal added a visual art teacher in 2015, helped split Theatre 1 and Theatre 2 classes, added a ½ staffing allocation for the band program in 2012, made it possible for the band director to work with middle school students for one period during the day, and continually shows flexibility with the arts programs each and every year. Each arts instructor has an adequate facility and dedicated classroom for the year. Decisions from the principal are tied to student demand and community need. For instance, in 2015, a visual art teacher was added to address the wants of the students and parents. A second dance instructor was also added to meet the needs of the students.

Next Steps: Continued support and monitoring of facilities, growth, student demand, community demand and programs.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.67

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

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

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

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

GSA & GSP Announcement from Mr. Turner, Bloomington Trip & Implementation of A&H, Kiosk Websites Announcements, Week at Ryle-Marching Band Competition Mention and Date, A&H Changes to Strengthen Program, Faculty Handbook Humanities Requirement, Art Field Trip, Chorus Field Trip, Band Field Trip, Student Agenda, Master Schedule, Arts Credit Requirement-Student Agenda, Class Schedule Change Proposal, SBDM Approved Minutes, Document Recommendation RAP Creation, Course Description, May SBDM, Student Agenda, Faculty Handbook, Preliminary Audit Report, Lead Full Report, School Map for A&H, Facilities Usage Calendar, Band Schedule, Choral Dept. Schedule, SIP Doc, Choral Teacher Purchase, Simplified Strategy to Accommodate Gifted & Talented Students, Revised GT List, Choir Schedule, SIP, School Wide Writing Plan, School Improvement Plan, SBDM Continuation of Chinese Language Class, RAP Schedule, Curriculum Committee Minutes, ILT Minutes, Fundamental Dance Class, Certified Allocations by Area, Candy Soda Pop, Board Order CTE Approved by SBDM, Band Achievements, SBDM Approval for Choral Position, 5 yr. Summary of AP Scores for Arts & Foreign Language, School Climate Student Artwork, Student Activities Committee Notes.

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

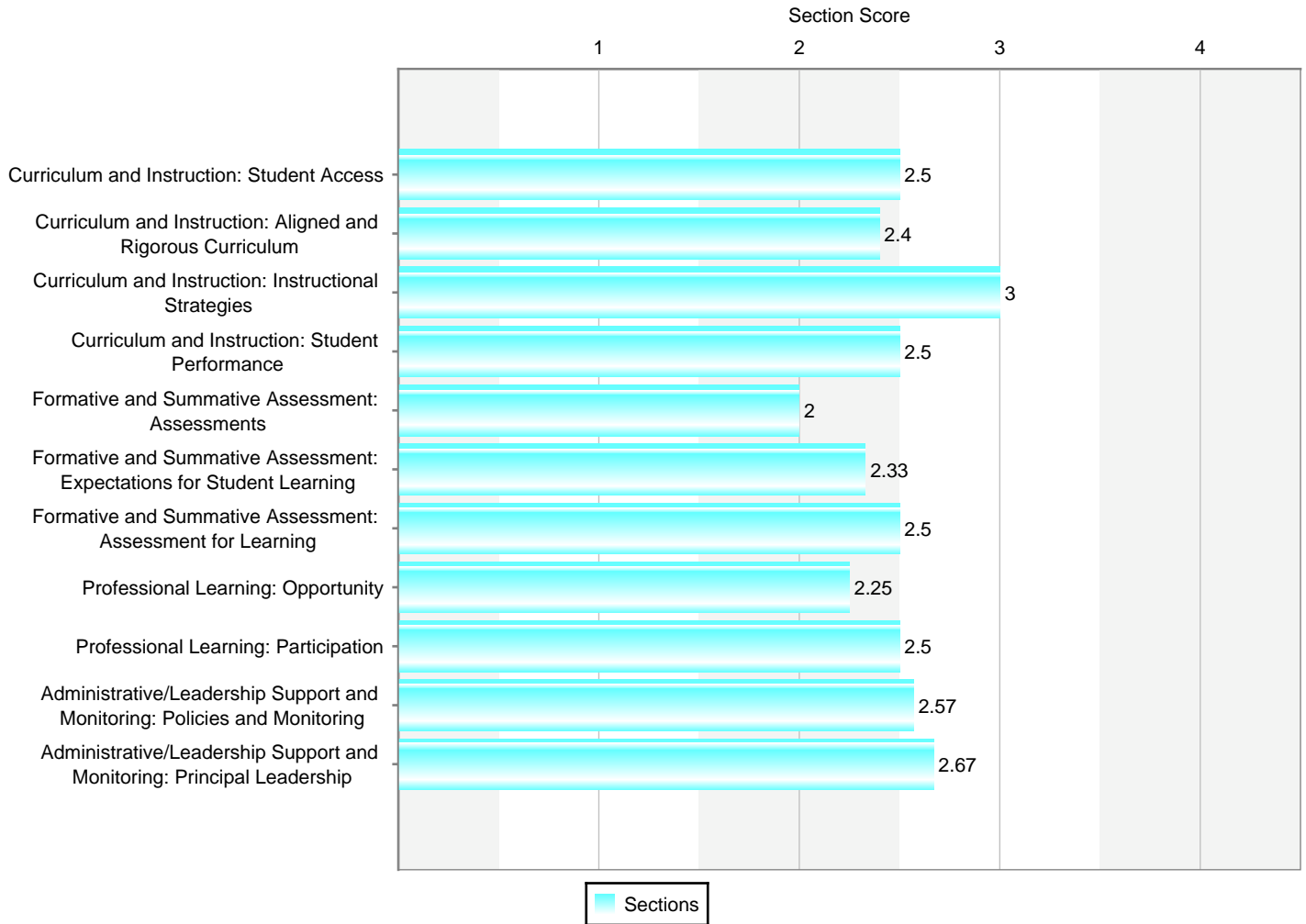
The principal collaboratively evaluates Arts and Humanities thru informal observations, informal conversations, and helps support overall

growth by evaluating student achievement. The principal meets with the Arts and Humanities team during the ILT team meetings and also after school once a month. The principal is in constant contact with the team members. For instance, the principal will be attending the Acapella performance in New York this year by helping chaperone. The principal initiated Professional Development for the staff by having the Arts and Humanities team present collaboration ideas to the staff. The principal routinely frequents ILT team meetings after school to discuss ideas, address concerns and get an understanding of the programs current direction. The principal helps promote the arts by using different medias such as the high school website, principal notes, district websites, and including the Arts in Scheduling Night and AP Night. At the end of the year, the Arts and Humanities department submits a proposed changes document that discusses changes to make the programs better each year. The majority of these proposed changes are met the following year.

Next steps: Continued support in the arts and helping communicate the successes of the programs to the community, students and staff.

Report Summary

Scores By Section



Program Review: Practical Living/Career Studies

Introduction

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

Curriculum and Instruction: Health Education

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Academic Standards for PL/CS?	A comprehensive health education curriculum is sequentially planned and aligns with the Kentucky Academic Standards for Practical Living; adequate instructional time is regularly planned within the school calendar.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure regular opportunities are provided for all students become health literate by practicing the skills embedded in the National Health Education Standards?	Health education curriculum regularly provides opportunities for all students to become health literate by practicing the skills embedded in the National Health Education Standards (NHES) which establish, promote and support health-enhancing behaviors for students in all grade levels.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health Committee representative of the majority of components of the Whole School, Whole Community, and Whole Child model is used as a support and resource for collaboration and integration of health education instruction throughout the school.	Proficient

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

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

Lesson Plans, ILT Essential Standards, Course Outline for Health Education, Syllabus, Lesson Plans from other content areas, District Wellness Plan, Meeting minutes for School Coordinated Health Committee, Agenda for school wide safety training, Email Transmission, Essential Standards, Brochure on Health Screening, Science Sleep Deprivation Lesson, Psychology Article Read and Discussed, Life Skills- Sexuality and Reproduction, Foods-PPT-Nutrition Lesson, Email Transmission Psychology on Heroin Speaker,

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

At Larry A. Ryle High School we are proficient in providing all students with access to a high quality rigorous health education. We have a comprehensive health education curriculum that is sequentially planned and aligned with the Kentucky Core Academic Standards as shown in our Current Essential Standards Document. The department lesson plans and ILT course outlines show our Health education regularly provides opportunities for all students to become health literate by practicing the skills embedded in the National Health Education Standards as well as the necessary content required by the State Standards. The Health instruction provides learning strategies and activities that ensure students receive instruction in all health education content areas. Lesson plans from other content areas displays evidence that our school ensures the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections. The school has formed and has utilized the School Health Committee as a resource and support for integrating health education throughout the school environment.

Next Steps: Health/PE - restructure curriculum to offer certificates (CPR, Residential Fitness)

Curriculum and Instruction: Physical Education

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

Overall Rating: 2.0

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

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

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

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

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

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

Course Outline for Physical Education, Syllabus, National Health Education Standards, Lesson Plans, Meeting minutes for School Coordinated Health Committee , Agenda for school wide safety training, School Wide PE offerings daily during RAP, Essential Standards, ILT Outline, Lesson Plans- Basketball, Team Handball, Manual Resistance, Pre-Observation Sheet, 15-16 Curriculum Guide, Syllabus PE, Science Lesson Heart Rate Lab, Dance Lesson-Fundamentals of Dance-Jazz Dance, District Wellness Plan

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

At Larry A. Ryle High School we are proficient in all students have access to a high quality rigorous Physical Education. We have a comprehensive health education curriculum that is sequentially planned and aligned with the Kentucky Core Academic Standards as shown in our Current Essential Standard Document. The department lesson plans and ILT course outlines show our Health education regularly provides opportunities for all students to become health literate by practicing the skills embedded in the National Health Education Standards as well as the necessary content required by the State Standards. The Health instruction provides learning strategies and activities that ensure students receive instruction in all health education content areas. Lesson plans from other content areas displays evidence that our school ensures the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections. The school has formed and has utilized the School Health Committee as a resource and support for integrating health education throughout the school. It has been used to inform instructional practices or increase physical activity opportunities within the school environment , through school wide PE offerings during daily RAP offerings.

Next Steps: Health/PE - restructure curriculum to offer certificates (CPR, Residential Fitness)

Curriculum and Instruction: Consumerism

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

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources (i.e., guest speakers, judges, etc.)?	Consumerism curriculum is connected to business and industry and local business and industry partners are utilized both within and outside the school to provide educational opportunities beyond the classroom.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?	Students routinely engage in grade level appropriate financial decision making and demonstrate these skills through real-world entrepreneurial experiences, school-based enterprises, and/or work based learning.	Distinguished

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

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

KDE Program Review Report for Schools

Larry A. Ryle High School

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

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

PowerPoint Presentation from a lesson on Consumerism in Sports Marketing.

A home purchasing project in which they are given an occupation and set income.

We have e-mails from different people in the community that were guest speakers in Entrepreneurship this year.

Student run school based businesses: Raider Threads, Catering, Raider Bank, Bookstore

Career Technical Internship of their choice.

Business math course syllabus

Lesson plans/course syllabus

Technology examples

Entrepreneurship Fair

Raider Catering Menu

Algebra 1 lesson simple interest, compound interest, exponential growth and decay, all of which require math and reading skills.

Marketing PowerPoint on consumerism regulations

Life Skills home purchasing project

Raider Threads pricing guide

Economics lesson on market economies

Special Education lesson on promissory notes

ICP lesson on power ratings on home appliances, making cookies and sandwiches

Anatomy and Physiology lesson on the consumption of sugar in the American diet

MH lesson for grocery shopping

Entrepreneurship Business Plan Project

English Department lesson on selling advertisements for the yearbook

Spanish lessons on consumerism

Fine arts lesson on consumerism for the Art classes

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

At Larry A. Ryle High School we are proficient/meet expectations by having equitable access to high quality, rigorous consumerism education curriculum. The consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and knowledge as displayed in lesson plans, student projects and active real world business opportunities. This evidence also demonstrates the curriculum including embedded, authentic, student centered performance tasks to assist

our students in developing real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information. The curriculum uses local business and industry partners as resources (i.e. guest speakers, judges, etc.) to enhance the consumerism education. The student run businesses and internship opportunities establish evidence of students being routinely engage in grade level appropriate financial decision making and demonstrating these skills through real world entrepreneurial experiences, school-based enterprises, and/or work based learning. Students apply core academic skills such as math and reading to solve real world problems related to consumerism. An area that needs improvement is with information about consumerism being limited to specific classes and/or grade levels rather than being integrated routinely into other school content areas. Although we are making strides to accomplish this routinely in our school, we can't produce enough evidence to indicate it is done throughout the school.

Next Steps: Consumerism needs to be actively integrated into entire school curriculum.

Curriculum and Instruction: Career Education

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

Overall Rating: 2.62

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate, career-related problem solving within the classroom?	Students routinely engage in grade level appropriate, career-related problem solving and apply these concepts through real-world entrepreneurial experiences, school based enterprises, and/or work based learning.	Distinguished

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

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

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Larry A. Ryle High School

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

	Statement or Question	Response	Rating
h)	To what extent does the school ensure students are encouraged to develop and practice career and leadership skills through service learning projects, extracurricular and co-curricular activities?	Students are encouraged to develop and practice career and leadership skills through service learning projects, extra/co-curricular organizations, and/or student organization activities. Recognition is provided to students for their efforts and accomplishments.	Proficient

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

Course Description Guide (A, C, F)

*Design Process -PBS (A, G)

*Forensic Science (A, E)

*Life Skills Course Outline (A)

*Principles of Teaching Course Outline (A)

*PBS Program Overview Doc (A, C)

*Home Purchasing Project-Life Skills (B, E)

*Claim Based CER Rubric (B)

*Fertilizer Calculations (B, E)

*Standardizing and Scaling Recipes (B)

*Equivalent Math Problems (B)

*Equivalent BINGO (B)

*Livestock Genetics Lesson Plan (B)

*Livestock Genetics Assignment (B)

*Record Keeping Practice in Excel (B, G)

*Record Keeping Exam (B)

*Financial Balance Sheet Statements PPT (B, G)

*CTE Advisory Committee meetings Agenda(C, H)

*CTE Advisory Committee meetings Minutes (C, H)

*Life Skills Careers Research Project (C, G)

*Culinary Careers Research Project (C)

*Careers in Foodservice PPT (C, G)

*Internship Contacts (C)

*Internship Syllabus (C)

*PLTW Job Outlook (C)

*Guest Speaker -Lincoln Tech (C)

*Guest Speaker-FIDM (C)

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- *Guest Speaker -Chemistry (C)
- *Guest Speaker -Chick-fil-a (C)
- *Employment & Career Unit (C)
- *Employment Guide Rubric (C)
- *Entrepreneurship Challenge Email (D)
- *Business Plan Rubric (D)
- *Greenhouse -Poinsettia Sales (D)
- *Culinary Catering Menu (D)
- *Raider Threads Pricing Guides (D)
- *Internship Application (D)
- *Greenhouse Syllabus (D)
- *Photosynthesis Lab (D)
- *Photosynthesis/Chlorophyll Lab (D)
- *Raider Bank Syllabus (D)
- *Raider Book Store Syllabus (D)
- *Algebra Assignment (E)
- *Trig Assignment (E)
- *Physics Problems (E)
- *Social Studies Article (F)
- *Career Journal Guidelines -PBS (F)
- *Career Journal Entries Master List -PBS (F)
- *Career/Employability Unit (F)
- *A Personal Snapshot (F)
- *Career Priorities (F)
- *Career Unit Rubric (F)
- *Career Employability Test Review (F, G)
- *Career Employability Unit Learning Target (F)
- *Cover Letter Assignment (F)
- *Collecting Info About Job (F)
- *Goal Setting & Mission Statements (F)
- *How to Create Your Resume (F)
- *Career Employability Project -CTA (F)
- *Career Project in Access (F, G)
- *Culinary Employability Skills PPT/Notes (F, G)
- *Culinary Seeking Employability PPT/Notes (F, G)
- *Life Skills Careers PPT (G)
- *Spaghetti Dinner Flyer (G)
- *Ryle Spirit Flyer (G)
- *Birthday Internet Research Project (G)

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

KDE Program Review Report for Schools

Larry A. Ryle High School

At Larry A. Ryle High School we are distinguished by having equitable access to high quality, rigorous career education curriculum. Our Career education is rigorous, aligned to state and national standards, meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge. The curriculum includes embedded, authentic, student centered performance tasks. The evidence collected consists of the Ryle Course Description Guide, Life Skills and Principles of Design Course Outlines, Career Units including many different student centered activities as well as the course syllabus for Digital Literacy.

Students demonstrate mastery through the regular practice of real world skills related to careers including problem solving, goal setting, decision making, critical thinking, and analyzing information. The Home Purchasing Project, Culinary Standardizing and Scaling Recipes activities, Livestock Genetics lesson plan, Record Keeping Practice, and fertilizer calculation problems show that students take part in everyday business activities such as analyzing accounts, goal setting, and every day problem solving.

Career education curriculum is designed to meet the needs of business and industry; which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisorcommittees for career education programs and are also utilized as resources (i.e. guest speakers, judges, etc.) both within and outside the school and classroom. Students research careers and job outlook in various classes such as Life Skills, Culinary, Entrepreneurship, and Project Lead the Way.

Students routinely engage in grade level appropriate, career-related problem solving and apply these concepts through real-world entrepreneurial experiences, school based enterprises, and/or work based learning. In the Career Technical Department, students have the opportunity to engage in entrepreneurial experiences through school based enterprises such as the Raider Bank, Raider Threads, Raider Catering, Raider Bookstore, and the Ryle Greenhouse. Students use problem-solving and math skills to solve real-world problems on a daily basis, while assisting customers, keeping track of account balances, perfecting their craft and practicing money-handling skills. Students also have the option to participate in the CTE Internship Program where students follow their career pathway and intern at a corresponding business.

Students apply core academic skills such as math and reading to solve real world problems related to career education. Students are able to use real-world math and reading skills in the business math class, and various school based businesses. We believe that when students are taught how to balance a checkbook and write a check, they are learning essential skills that can be used in real life in a future potential career. Every student is required to take a CTE course; therefore, all Ryle students are exposed to career education.

A variety of technology tools are integrated into the delivery of the career education curriculum and are routinely used by students and teachers to demonstrate media literacy. Evidence submitted shows the use of Microsoft Power Point, internet research, Edmodo, Embroidery Software, and Ryle Lab Schedule.

Students are encouraged to develop and practice career and leadership skills through service learning projects through our CTSOs: FCCLA, FFA, and FBLA. Evidence submitted includes leadership through these groups, as well as the Peer Tutor program and Student Council.

Next Steps: Career Education needs to be taught in core content area classes on a more consistent and definitive method.

Curriculum and Instruction: ILP

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents? Is a process in place to ensure that parents have received access information for the ILP?	ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. Parents receive access information for the ILP, while school and community trainings are also provided for teachers and parents regarding the integration of the ILP tool.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP?	Students and teachers do not use assessment data to construct, revise or update the ILP.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the school ensure an advising program is in place and includes components of the ILP?	An advising program is in place and includes components of the ILP.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	A formalized plan is in place to monitor the completion of the ILP.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure at the high school level, all students select and note in their ILP at least 4 courses related to their career major and one of the state's 14 Career Clusters?	At the high school level, all students select and note in their ILP at least 4 courses related to their career major and one of the state's 14 Career Clusters, with opportunities to earn AP, dual and articulated credit, as well as industry-recognized certifications.	Distinguished

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

* examples of contact logs

* guidance and advisement information

- * curriculum guide documents
- * Raider Achievement Program (RAP) information.
- * students note their progress in their ILP
- * students have opportunity to take AP, dual credit, and earn industry recognized certifications.

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

At Ryle High School, our evidence suggests that we score proficient overall in PLCS in the area of ILP.

For Demonstrator 5a, our evidence shows that we are distinguished because we do review, develop, and revise the ILP during high school. The evidence shows a process is in place to review the ILP with teachers, parents, and students. All students annually review the ILP and reviews are documented in the ILP as shown in the completion status document.

For Demonstrator 5b, our evidence shows that Ryle High School needs improvement due to lack of evidence showing the ILP is developed using summative and formative assessment data. The evidence provided shows a complete ILP which lists the EPAS and K-PREP scores, however, the evidence does not show development based on these scores.

For Demonstrator 5c, our evidence shows that Ryle High School is proficient by allowing students regular access to advising through the ILP, teachers, and counselors. The evidence provided are examples of contact logs, guidance and advisement information, curriculum guide documents, and the Raider Achievement Program (RAP) information. During guidance and advisement and RAP, students meet with teachers to discuss career plans, grades, and future course of study.

For 5d, Ryle High School is proficient. A plan is in place for each RAP teacher to go to a computer lab with their class to complete the ILP. Each teacher is given three trips to the labs to complete them. Students also meet one on one to complete their ILP if they were unable to attend with RAP class.

For Demonstrator 5e, our evidence shows that Ryle High School is distinguished because all receive counseling on the 14 Career Clusters as shown in our curriculum guide documents. Additional evidence from the curriculum guide and student documents show that students note their progress in their ILP, have opportunity to take AP, dual credit, and earn industry recognized certifications.

Areas of Strengths

At Ryle High School, each year there have been improvements made in regards to the ILP. Teachers have begun to use it within their daily setting and students have become familiar with the many resources it provides. A solid plan is in place to complete the ILP each year and all teachers have a stake in this process. They must use the ILP during guidance and advisement and review it with parents. This year we provided parents with their login information so they can use the program with their child.

Next Steps: Although we have made great strides with the ILP, there are always improvements that can be made. One of these is to educate parents of the ILP so they can use this tool at home. Another area is to use the assessment area of the ILP more. At this time we do not use that data to help drive the ILP. Lastly, not all teachers use the ILP within their classrooms; it is simply something the students have to do. There are many great resources with the ILP that could be relevant to what they are doing in class.

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.5

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

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

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

	Statement or Question	Response	Rating
d)	To what extent do PLCS assessments support individual growth of all PLCS students?	PLCS assessments support individual growth of all PLCS students.	Proficient

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

*PLTW Heart Rate Lab

*Foods & Nutrition Carbs Quiz

*Photosynthesis Virtual Lab

*Digital Literacy SAM exams

*Digital Literacy SAM Screenshots

*Culinary Foreign Foods Project

*Digital Literacy Curriculum Alignment Document

*Life Skills Family Assessment

*Life Skills Unit Plan

*Principles of Agriculture Curriculum Alignment Document

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- *Principles of Marketing Calculating Costs Worksheet
- *Principles of Teaching Curriculum Alignment Document
- *PLTW Genetics Prezi
- *Business Plan Rubric
- *Digital Literacy Excel Assignment
- *MOS Learning Targets
- *Foods & Nutrition Measurements & Abbreviations Test
- *Foods & Nutrition Measurements & Abbreviations Modified Test
- *Temperature Comparison Graph
- *Temperature Comparison Project
- *Culinary I Curriculum Map
- *FACS Common Grading Policy
- *CTE Common Grading Policy
- *Digital Literacy Growth Tracking Spreadsheet
- *Digital Literacy Pre and Post Test
- *Digital Literacy Student Growth Goal
- *FACS ILT Norms
- *SAM Analysis
- *MOS E-mails

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

At Larry A. Ryle High School we are proficient in the area of using multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance to student learning and achievement. We integrate Kentucky Core Academic Standards, 21st Century Skills & Knowledge, and other applicable content standards across disciplines in the development of common summative and formative assessments related to PLCS. This is evidenced through the integration of PLCS concepts in a wide variety of lesson plans, curriculum alignment documents, assessments, and activities across disciplines. PLCS teachers are responsive to a wide variety of learning styles and abilities because they routinely assess learning through both performance and project-based measures. This is evidenced by numerous lesson plans and projects that assess different learning styles. PLCS Teachers use assessment data to improve their instructional practices and develop interventions. This is evidenced through the student growth goal setting and tracking process, ILT Agendas, Infinite Campus screenshots, SAM Analysis, and MOS E-mail communications. PLCS assessments support the individual growth of all PLCS students, and this is evidenced through student growth goals and tracking, exam analyses, and email communications.

Next Steps: We feel that we can improve by using collected data in our ILT groups to individualize instruction, challenge, and motivate students, and also use data gathered from assessments to help students set targets for growth.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.5

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

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

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

- *Business Plan Rubric
- *Digital Literacy Career Employment Rubric
- *Employment Unit Assignments
- *Employment Unit Schedule
- *Fashion Project Rubric
- *Furniture Rubric
- *Housing Across the Lifespan Rubric
- *Memo Project Rubric
- *Party Plan Project Rubric
- *Personality Development Test Rubric
- *Power Point Rubric
- *Presentation Board Rubric
- *Resume Presentation
- *Rhythm Project student sample
- *Rhythm Composition Rubric
- *TPS Worksheet for Twitter Articles
- *Tweets Articles
- *Culinary E-mail Parent Communication
- *Culinary 8th Grade Night Handout
- *Course Description Guide
- *Digital Literacy E-Mail Communication (2)
- *FACS Student Scheduling Letter

*Life Skills Career Pathway Survey

*Student Course Planning Document

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

At Larry A. Ryle High School we are proficient with teachers communicating consistently high standards for student learning in the content area. Teachers develop scoring guides, models, and rubrics, and apply these to assess student performance as evidenced by numerous submissions of rubrics, student project samples, and a unit schedule. The teachers provide consistent and timely feedback to students and parents on student's performance and use it to plan the student's future educational and career goals. This is evidenced by the email communications between business teachers, parents, students and administrators, Course Planning Document, and surveys, letters, and handouts.

Next Steps: This demonstrator can be improved upon by working collaboratively with students to develop scoring guides and rubrics.

Professional Learning: Opportunities

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

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for teachers to collaborate and exchange ideas?	The school allocates time for PLCS and academic core teachers to collaborate and exchange ideas.	Proficient

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

CITTS Login Training

CITTS Training

CTE Advisory Committee Agenda

CTE Advisory Committee Minutes

Digital Literacy ILT Agenda 1-7-15

Digital Literacy ILT Agenda 10-1-14

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Digital Literacy ILT Agenda 11-12-14

Digital Literacy ILT Agenda 12-3-14

Digital Literacy ILT Minutes 11-12-14

Google drive forms training all staff

ILT leaders Training Notes

ILT Organization chart

ILT work Turner's Newsletter

KACTE Summer Training Certification

MOS Online Training Certification

Ryle EdCamp 2014 PPT.

Ryle's Big 6 Areas for improvement

Professional Development Action Plan 14-15

IC3 Certification Training

Google Classroom Training

Project Lead the Way

EdCamp Agenda

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

Larry A. Ryle High School is proficient in providing Professional Learning opportunities that are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning. The professional development action plan at Ryle High School is directly outlined in the school CSIP and requires revisiting the PD throughout the year, assessing the work, and addresses needed support throughout the year.

PL/CS professional learning opportunities incorporate Professional Learning Standards that are focused on research-based practices and are planned based on student and teacher PGP data. Through the ILT work and professional development opportunities, the school allocates time for PLCS and academic core teachers to collaborate and exchange ideas.

Next Steps: In order to achieve an overall distinguished score, we need to achieve a distinguished score for demonstrator d. At this time, we do not feel we meet the criteria, "The school allocates time for PLCS and academic core teachers to collaborate and exchange ideas during the school day..."

Professional Learning: Participation

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

Overall Rating: 2.6

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

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

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

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

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

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

KDE Program Review Report for Schools

Larry A. Ryle High School

CTE Advisory Committee Agenda
CTE Advisory Committee Minutes
EdCamp Ryle 2014 Agenda
Google drive forms training all staff
ILT Organization chart
KACTE Summer Training Certification
KATFACS Erica S. President
KATFACS Region 7 Fall Meeting Erica President
PBIS Agenda NOV/DEC 14-15
PBIS Training Certificate-all staff
Ryle EdCamp 2014 PPT.
Email regarding CTE Coordinator stipend
Mr. Bentley- FBLA State and Regional Council Member
Ms. Dews- FCCLA Regional Advisor
University of Kansas Advance Accounting curriculum; WKU accounting credit
MOS results- Mass Emails
School Report Card
CCR data-Mr. Turner's PPT

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

This area meets the level of proficient since the KACTE conference attended by CTE teachers allows selection of presentation attended according to teacher, student, or schools needs and is content specific to these teachers. PLCS teachers take on the leadership roles in professional learning communities to address school issues by inclusion of PLCS teachers on the Positive Behavior Intervention and Support Team (PBIS) as noted in the agenda and the training certificate that the teachers received after completing the training.

PLCS teachers at Ryle are leaders in professional organizations such as those noted by the KATFACS agenda and note from a meeting where RHS had teacher present. Also, a member of the Ryle staff is a KATFACS president. PLCS teachers are provided with time in the school schedule for collaboration with the community through the Career Internship program as shown in the email regarding the CTE coordinator's position. Additionally, the CTE Advisory Committee, which meets twice a year, is comprised of local business people, parents and staff from RHS. As a result of the information exchanged at the CTE Advisory Committee meetings, specific CTE program areas implement ideas and advice from those currently working in CTE fields.

Next Steps: In order to achieve an overall distinguished score, we need to improve in the areas of demonstrators a and e. We did not feel Ryle met the criteria of, "LCS teachers participate in content specific profession learning that is selected based on school, student, and teacher data analysis", and "All teachers in the school receive and are required to implement professional learning opportunities to enhance integration of PLCS concepts into school curricula" respectively.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 1.89

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

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive all PLCS disciplines and instruction?	Protected time is allocated in the schedule so that all students can receive instruction in all PLCS disciplines and instruction.	Proficient

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

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

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

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

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

KDE Program Review Report for Schools

Larry A. Ryle High School

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

	Statement or Question	Response	Rating
i)	To what extent does school leadership ensure that the school is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; and goals for school wellness are included in the CSIP?	Only a district-level wellness policy is in place.	No implementation

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

Course Syllabus

Lesson Plans

Course Description Book

Master Schedule

Course Requests

ILT Organizational Document

CTE Program Advisory Committee Meetings and Agendas

SBDM Minutes

District Wellness Plan

School Activity Budgets

Email invitations from principal to teachers for participation in SBDM

Technology with AP Calculus-Google Classroom Pre-Write

World Civ using Wordle to create a collage about Peter the Great of Russia

English IV lesson plans instructing students how to use technology for the purpose of research paper

US History-Instructors using Twitter as a way of instruction and communication

Rosters comparing class sizes in core content classes with other PLCS classes

Copy Perkins Allotment 15-16

Scheduling documentation

Directions for scheduling

Only District level wellness

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

At Ryle High School, we are overall proficient with school leadership establishing and monitoring implementation of policies, providing

adequate resources, facilities, space and instructional time to support highly effective PLCS instructional programs.

At Ryle High School, our administration and SBDM council ensure that PLCS concepts are taught throughout the school and across the curriculum. One example is seen in our Fashion & Interior Design classes to create Amish quilt squares. Our course description booklet may also be referenced regarding course content.

Protected time is allocated in the schedule so that all students can receive instruction in all PLCS disciplines and instruction. At Ryle, PLCS courses are available during any class period in our daily schedule. PLCS teachers are assigned manageable class loads based on course and facilities. Class loads are based on the available lab space allocated for each PLCS course. PLCS teachers receive planning time that is equitable with other content areas, as shown in our master schedule all teachers receive the same amount of planning time. School leadership and program teacher leaders collaborate to allocate time and resources to implement the PLCS programs. Decisions related to PLCS program staffing are based on student need as evidenced by the PLCS course requests and corresponding master schedule. School leadership and program teacher leaders collaborate to allocate time and resources to implement the PLCS programs as evidenced in the ILT organizational chart and schedule.

Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies. Per Perkins Accountability, our district CTE program advisory committee meets to discuss CTE program policies and review recommendations from business and industry.

Each month all teachers are invited to attend the Site Based meeting to discuss budgetary items. Budgets are discussed monthly at these meetings. Email invitations, school activity fund document and minutes from SBDM council are evidence of these discussions.

Only a district-level wellness policy is in place.

Next Steps: Coordinated School Health Committee needs to meet regularly.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

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

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

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

- Faculty Handbook pages on PLCs Focus and ILT Organizational Chart
- CSIP with goals related to career studies
- ILT Meeting Minutes
- Principal's certificate of attendance for the KACTE Summer Conference
- Several emails regarding the Incoming Freshman Parent Night
- Principal's blog
- Twitter
- Infinite Campus communications (emails and phone calls)
- School Website
- School Marquee
- Newsletter

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

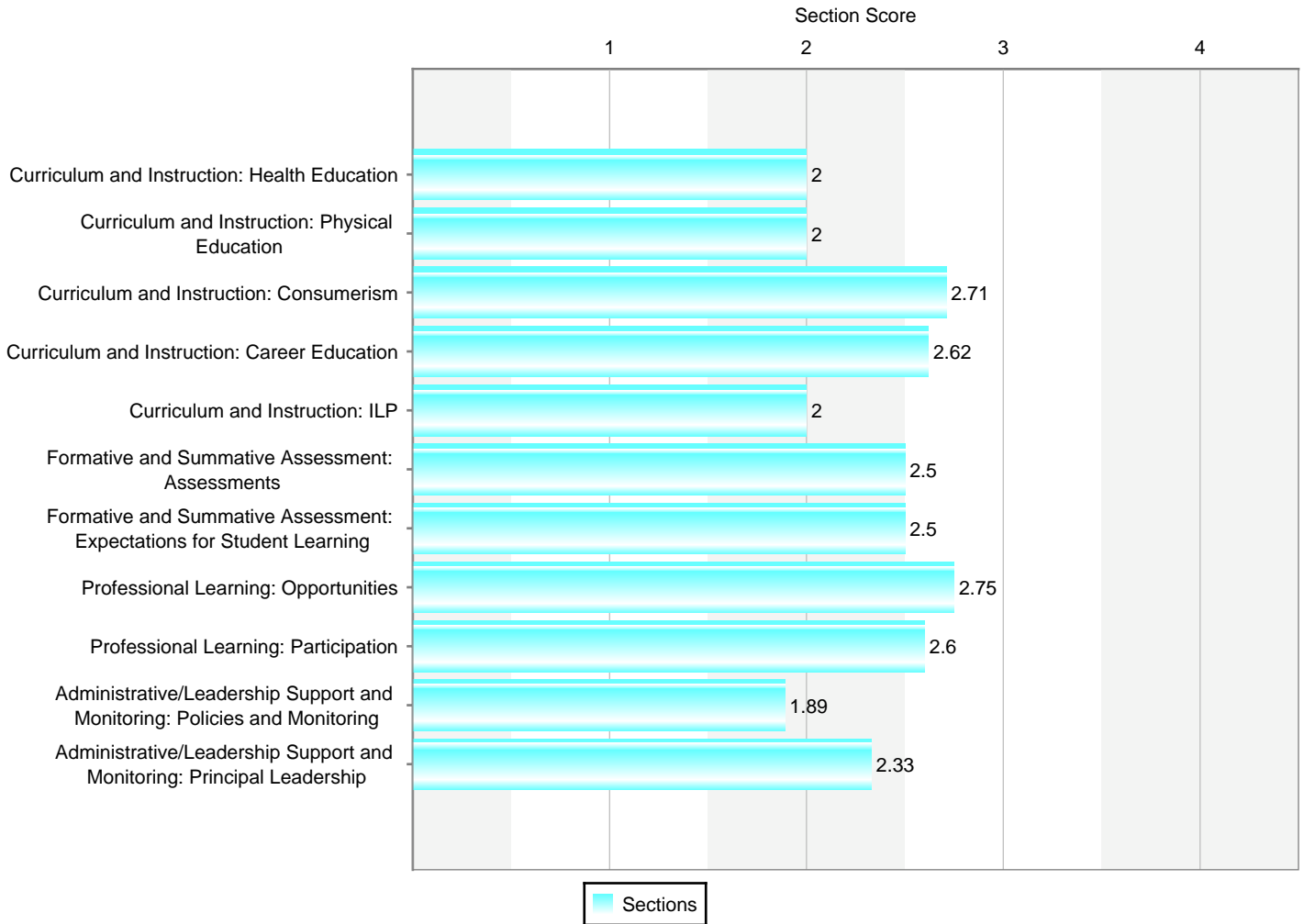
At Ryle High School, we are overall proficient with principals serving as the primary leaders of all PLCS program efforts and supporting teacher leadership through shared leadership strategies and actions.

At Ryle High School, the principal regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about PLCS programs. Examples of this communication are seen with the website, principal's blog, Twitter, Infinite Campus group emails, annual newsletters (spring and fall), and the campus marquee. In addition, the principal initiates and participates in professional learning regarding the school's PLCS programs as evidenced in his participation in the annual KACTE summer conference.

The principal allows time for the teacher leaders to collaborate, evaluate and reflect on the impact of PLCS Instructional practices. There are minutes of ILT meetings of the CTE team evaluating assessment results and discussing interventions for students.

Report Summary

Scores By Section



Program Review: Writing

Introduction

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

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

Curriculum and Instruction: Student Access

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
a)	To what extent do students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas?	Students engage in literacy learning opportunities and help create customized plans and instruction to match their learning needs.	Distinguished

	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 strategically plan for and use a variety of equipment/technological tools and materials designed to meet and enhance their individual needs.	Distinguished

	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?	Students use differentiated strategies in self-directed learning demonstrating personalized learning of complex processes, concepts and principles of literacy.	Distinguished

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

Media Center Online Home Page, Ryle AUP,

Media Center Database Usage, Ryle Personal Device Policy, Ryle Faculty Handbook, Kentucky Virtual Library, Listing of access to library/media center databases, Description of NKU's creative writing contest, Writing Plan (pages 10-11) from the Ryle Faculty Handbook, Ky Virtual Library website resource, Online databases screenshot, Ryle Moodle pages screenshot, Telecommunications policy from Ryle Student Handbook, Instructions for SOAPSTONE writing method, Example of summer reading/writing assignment for grade 12, Example of AP English 4 summer assignment with writing component.

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

Students have equitable access to high quality curriculum and instruction. The full implementation of the writing curriculum encompasses reading, speaking, and listening opportunities. The teachers offer support that meets the distinguished standard in the majority of the indicators. The evidence collected is a strong representation of the work of our students and teachers.

To better facilitate the common language and standards held for all students the Ryle Faculty Handbook outlines the school writing plan and the five step requirements of all classroom teachers in producing writing suitable for a portfolio that is maintained with the students' English teachers. The teachers are responsible for completing a yearly inventory page that verifies that all content area teachers have taken students through the writing process. Instructors of all content areas have scheduled due dates for their writing submissions and offered full access to the technology and support complete writing process throughout the year. Faculty members use a uniform checklist for submissions that addresses the essential elements of writing and best practices.

Included in the plan is the summer reading assignment for each grade. The assignment is designed to bridge between grades as well as to alleviate in summer attrition and concludes with a writing assignment. Students are required to pick from suggested reading lists. They are to complete reading and writing response journals and participate in class discussions and presentational activities based on the novel selected. Instructional learning team minutes provide a cursory glance at the multiple discussions for planning quality communication arts projects at the individual grade-level. Numerous activities like presentations in the science classes, English classes, social studies classes, arts and humanities classes, and CTE classes enhance writing, speaking, reading, and listening skills. 50% of Ryle's juniors opt for AP English III or honors English III. The course syllabi outline the emphasis on real world writing. English IV class at Ryle is listed in the Ryle academic catalog as "college preparatory." Within the context of this course, every graduating senior at Ryle must complete two research papers. Currently, Social Studies classes at all levels have implemented research papers using the same research procedures, writing process, and MLA requirements as the English Department.

Students who need to increase their skills in reading and writing participate in programs like STAR reading, voluntary tutoring, and Read, Write, Gold. Freshmen are tested three times a year with Scantron to determine what interventions, need to be provided to the individual students. The ELL program utilizes tools like Fast Forward to improve communication skills.

Ryle's motto is "The Union of Technology and Tradition" and it is used to enhance, remediate, and extend the lessons learned in the classroom. There are five computer labs and a mobile lab that teachers may reserve through the library for instructional needs. In addition, there are the library computers and a business lab available for students during RAP to allow students access to writing and printing assignments. Boone County Schools established a personal device policy that allows students and staff to utilize personal devices. The access has increased opportunities for students to have greater accessibility to technology by bringing their own devices. To further enhance usage, teachers utilize web based tools like Edmodo and Quizlet. Many Ryle teachers have Google Classroom accounts to promote writing and enhance interaction with their students through discussion boards. Twitter and other social forums are incorporated into classroom practices to dispense and share information with students and parents. Teachers encourage students to utilize their email accounts and their Skydrives as tools to communicate and to facilitate their writing. The media center subscribes to a wide variety of online resources to aid in a variety of writing genres. Boone County Schools purchases rights to KYVL for every student in the district. One third of the library budget is spent on online databases for students to access both within school and outside of school. Other outside resources like the Boone County Public Library are used for senior research. All students gain knowledge of local resources through their English IV and use their BCPL card to access those resources.

Understanding local and global resources helps Ryle students meet the high expectations set by the learning community. The administration, faculty, and the community are partners in the curriculum development. ILT minutes are shared with administration and meetings are either assisted or the agenda is developed under the guidance of the administration. Gates training for our social studies teachers, book -studies by the faculty, and independent reading projects designed to enhance all communication arts activities of reading, writing, speaking , and listening are offered to the faculty. SS has also participated in LDC training and the department has started to develop curriculum following the LDC module. Ryle's social studies teachers underwent an extensive training on teaching students how to become better writers. Ryle faculty have participated in both mandatory and voluntary book studies. Mr. J Schroer has facilitated collaboration between faculty across

curriculum.

Professional development opportunities among the different departments has been coordinated and managed to improve the language and effort for better collaboration. The English Department participated in LDC training and has created the first series of modules for peer critique and jurying. Different members of the Eng Department consult across curriculum for assistance in creating writing assignments meeting the highest standards. English and Social Science members share a common language in their lesson plans.

Past book studies have included Schmoker's book, Results Now which contains strategies for reading and writing like annotation with reading and organization with writing, and Fred Jones' Tools for Teaching. Teachers employ instructional strategies like peer-reviews, SOAPStone, in-class writing, student drafted rubrics for reading, writing, and speaking to enhance student engagement, increase understanding, and include students in the learning process.

Next Steps: Continue enhancing student access with programs such as Canvas, Google Classroom, etc.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 2.8

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

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

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

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

	Statement or Question	Response	Rating
e)	To what extent does the curriculum provide opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences?	Curriculum provides opportunities for students to actively use knowledge as it is being learned through applying the skills of critical thinking, problem solving and creativity to content knowledge and collaborating and communicating locally and/or globally.	Distinguished

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

Romeo & Juliet UBD unit
Collaborative Cross Curricular- Argumentative Writing Rubric
Scoring Rubric-Psychology
Social Psych Demo
Student Alternate Assignment-Government & Economics
Student Choice Alternate Assignment - Psychology
Student created Psychology Pamphlet
Student Psychology Rubric Ryle Course Description Guide Scheduling PPT
Senior Exit
Social Psychology Position Paper
Health Reflection
Human Geography Writing
Movie Analysis
ILT Minutes - discuss writing across curriculum
Gifted & Talented Minutes Scholastic Writing Contest Stress Survey Reflection
Coal Extraction presentation/Letter to Governor
Small Animal Writing

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

One significant goal in common professional development is alignment and a more relevant, meaningful curriculum. All departments at Ryle place heavy emphasis on vertical and horizontal alignment via ILTs and department meetings. Our entire school makes an ongoing effort to improve rigor at every opportunity. The evidence cited will serve to highlight the ways in which our school is meeting and exceeding expectations in this area.

Curriculum planning is aligned vertically and horizontally to the Kentucky Core Academic Standards for Language Arts. There are multiples levels of evidence for this type of curriculum alignment at Ryle High School. The purpose of the ILTs that meet for each subject is to align our curriculum horizontally both with subject content, and reading and writing curriculum. Evidence that supports this includes ILT minutes from any discipline, and ILT minutes from English teachers. The horizontal alignment portion is best met via department meetings and professional development activities done after school. Evidences that supports this includes department meeting minutes and agendas.

Intra-department alignment is the beginning, at Ryle we've begun meaningful work across content areas, inter-departmental collaboration. The evidence to support this rating comes from student-generated business presentations, senior exit projects, and the oral communications curriculum. The business classes ask students to read, write, and present their plans, as well as be a member of a captive audience. The senior exit projects are a multi-faceted approach to literacy wherein students must research, create and design a presentation, and experience the interview process, among other steps. Besides this assignment, Eng III Honors and English IV students also write letters to local, state, and national business evaluating a service or product and requesting a response. Student samples indicate a successful completion of the entire communicative act. The oral communications class requires that students research speeches, write speeches, and deliver speeches. The reason that all three of these examples support a ranking of distinguished is because they are MEANINGFUL assignments, and are student-centered and student-driven with an audience that reaches beyond the classroom.

KDE Program Review Report for Schools

Larry A. Ryle High School

Most of the classes at Ryle use technology in one capacity or another nearly every day. In the 21st century, technology will continue to be an integral part of classroom learning, and we are in the practice of using as such at Ryle High School. The evidence to support of indicator C includes writing prompts, rubrics, and student work; as well as teacher-created syllabi that outline technology use for students. Technology has become a step above ubiquitous, it has become essential to the production of higher quality work.

As part of our writing program at Ryle High School, students are expected to generate a portfolio for each subject for each year they are in high school. Teachers give students writing prompts and rubrics, which require multiple drafts, internet research, and often a typed final product. The best example of this in action is student work. Teachers across the school use the internet and other forms of technology with students every day; one excellent example is the Psychology course that uses Moodle and Twitter for student homework on a frequent basis. One such assignment might ask students to read an article posted to Moodle and then request that they tweet a short response to the instructor or another classmate. It is also used as a place to organize information for student-based research.

Ryle has performed well in the review, yet some areas will benefit from the survey of the writing program and evaluation of student work. Evidence to support our proficiency in this one area includes the writing portfolio each student must complete. In contrast, the senior exit project required prior to graduation points to our success and serves as a model for the portfolio. The writing portfolio draws from each class from each student for the duration of a student's time at Ryle. It incorporates writing and communication seamlessly by requiring the use of conferencing during the revision process. Many classes also require an oral presentation portion of the portfolio, or some other type of presentation. Improvement can be made with the summative activity with said portfolio. For example the senior exit project supports this piece as well because it is a summative evaluation of several formative steps taken throughout high school. It requires proficient writing and communication skills from all seniors to be eligible to graduate. It is an excellent way for the administration, the staff, and the students to evaluate our performance and identify room for growth. We could easily attain a ranking of distinguished if we create a school-wide review process for future projects. Such measures would place our portfolio on equal footing with our senior exit projects and give the entire domain a consistently distinguished rating.

This said, Ryle can be proud that students are challenged to think and problem solve in every class and employ effective communication techniques. The curriculum provides opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving, and communication skills and to connect these to real world experiences. Evidence to support in this effort include our Culinary classes (catering), Financial Services classes (Raider Bank), Agriculture classes, and Peer Tutoring. Culinary classes allow students to work together, create new items, solve problems, and create menus and advertisements. Raider Bank allows students to work with each other and the public, and create advertising campaigns, as well as the practical applications of banking. Agriculture classes allow students to work together and with their instructor to learn the real world applications of agriculture science and problem solving through the use of SAE (Supervised Agricultural Experiences). These require students to create and design a plan of action that benefits themselves and their community. They must communicate their plan to their instructor and receive approval to move forward. The plan must have real world applications to gain approval. Peer tutoring allows students to work with those they may not typically interact with, and requires them to think on their feet to solve problems.

Next Steps: Continue offering programs that allow students to practice 21st Century Skills.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.33

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

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

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

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

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

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

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

French Group Project, Les Miserables Assignment, Spanish AP Writing/Pre Writing Maps, Graphic Organizer Pre-Write for CTA, English I/II/III/IV prewrites for papers, American History Writing Piece, Instructions and Samples for World Civilization project, Humanities Project Movie Review Instructions, Copy of parliamentary procedure lesson plan, MDC work, Pre-write & Reflection in Writing Plan, Persuasive Writing Assignment(Acct.), Small Animal Writing Prompt with Compare/Contrast Graphic Organizer, Student Work Samples English I/II/III/IV, Humanities Project Guidelines, World Civilization Project guidelines, Government/Economics Research Project Guidelines, Business Plan - Marketing, Create A Stadium Project, Multi-Media YouTube videos/graphic designs, Foreign language "station" guidelines, English I Honors videos, agriculture student presentations, All About Me MOS Project, Anatomy research project, Psychology research projects, Web Design programming samples, MOS "ALL About Me" Assignment, CTA Writing Project including prompt, graphic organizer, peer review, and rubric, Life Science Business Letter Samples, English IV Business Letter Samples, Senior Exit Project and Letter, Birthday Research Paper CTA, Letters to SBDM council - CTA, FBLA - American Enterprise Project & "Day of Play"; CTA - Open House Letter to Parents, English Research Paper Speed Dating Assignment, Parliamentary Procedure outline, School Writing Plan, CTA Writing Project

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

Teachers regularly use literacy instructional strategies and models within their classroom. These strategies include graphic organizers, pre-writes, peer analysis, web maps, outlines, KDP's, SOAPS, list-group-label, and "yeah but", a post reading strategy, to name a few. One focus of the building has been on facilitating literacy strategies across all contents. Teachers in the American History department have undergone LDC training, which includes literacy strategies, and shared this professional development with all departments within Ryle High School. The science department utilizes "summative notes" that allows students to reflect on and improve their understanding of specific learning goals. Contents across the school, particularly English, utilize parliamentary procedure which is a strategy that allows for students themselves to provide models and feedback on specific learning objectives.

Students at Ryle High School at every grade level are required to conduct research and create products that are shared with other students to improve their understanding of key concepts. Research is embedded in the curriculum of most contents across the school. In social studies, the government and economics class require the use of research when completing an economics lessons and discussing personal finance which is then analyzed by peers and presented to the class. Our world civilization classes conduct research throughout the school year over various topics including determining the historical significance of a particular historical event or person. Student findings are then shared with the class to further their knowledge. The English department requires a research project at each grade level. This includes discovering themes within a given text, researching the validity of this theme, and sharing this information with classmates. The Humanities classes conduct research on a particular movie in history, argue its significance, and share their findings with the class. We believe that Ryle High School is Distinguished in the areas of researching information and sharing this information with others.

Students at Larry A Ryle High School are regularly asked to demonstrate media literacy through various projects/presentations throughout the school year and across all contents and grade levels. Students in our Multi-Media class are frequently asked to create videos/graphic representations using state of the art software to communicate specific goals to their class and the Ryle community. Students in Agriculture classes are frequently asked to develop presentations that require the use of media to communicate a specific learning goal. Students in our English I Honors' classes were asked to create videos depicting the book Tale of Two Cities including plot, characters, themes, etc. This video was then posted on YOUTUBE and shared with the class. Our foreign language classes often utilize media to enhance language skills including listening to songs and interpreting lyrics, utilizing googleweb to speak Spanish and respond to teacher prompts, or researching a particular Spanish speaking country and presenting on the cultural and historical information from each country.

Students at Larry A Ryle High School regularly integrate technology into their learning. Students in our anatomy classes research specific diseases, combine this new found knowledge with the information they learned in class, and present their finding to other students. Our psychology students research particular topics that are common amongst teenagers, such as depression, bullying, etc. They then share this information with the students and staff to increase awareness and promote a proactive approach. Students in our Web Design class apply their programming knowledge to real world projects that requires critical thinking and further their understanding of the topic. Our CTA classes conduct an "All About Me" project that requires them to integrate the knowledge from their class and use it to complete a project to further their understanding.

We believe that Ryle High School is Distinguished in standard E. Communicating with various audiences in different forms is a skill interwoven throughout contents and grade levels. At the English IV level, students are asked to write to businesses and ask for their donation to a particular cause. Every senior is asked to appear before a committee, write a letter describing their readiness to graduate, and present this information to the committee. Furthermore, students in CTA classes are asked to write letters to the Ryle SBDM council identifying areas of improvement and/or providing input regarding a particular issue. In addition, our FBLA students create numerous projects throughout the school year involving communication both globally and locally. Two such projects are the "American Enterprise Project" and the "Ryle Day of Play" where Ryle students work with local elementary school students to discuss and market business ideas.

As part of our school-wide writing plan students are asked to submit publishable works for each content at all grade levels. Each of these pieces is taken through the writing process including rough drafts, peer reviews, and student editing. English teachers at the senior level utilize a technique called "research paper speed dating" where students quickly move from one paper to the next while giving written and verbal feedback to the authors. In addition, the practice of Parliamentary Procedure is utilized frequently in several contents. This process requires students to share their work anonymously with the class. A member of the class is nominated by the teacher to facilitate a discussion on each piece of writing and provide verbal feedback to the author.

Next Steps: To improve the Writing program, we need to develop a method for providing on-going feedback to students and teachers regarding writing and the areas of strengths and weaknesses.

Curriculum and Instruction: Student Performance

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

Overall Rating: 2.5

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

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

	Statement or Question	Response	Rating
c)	To what extent do students learn and work together with teachers, peers and others, either face to face or virtually, to problem-solve and generate products/outcomes tied to curriculum and learning goals?	Students learn and work together with teachers, peers, and others either face-to face or through the use of a wide variety of online communication tools and environments to problem-solve and generate products, events or presentations with a local and/or global purpose.	Distinguished

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

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

FBLA & FFA Competition Brochures/Guidelines, Oral Communications Assignments, Psychology Assignment Guidelines, Foreign Language Syllabus/Assignments, Business Plan Marketing, Project Wisdom Samples, AP Geography Assignment, World Civ. Paper Assignment, Global Issue Assignment(s), English III Diversity Unit, Taxedo Assignment Sample, "All About Me" - MOS, Scholastic Writing Award, PTA Reflection Contest, NKU Young Scholars Writing Contest, Math Assignment, English Satire Project, American Enterprise & Play Day at Mann, 9th/10th/11th/12th Summer Assignment Exemplars, Research Paper Exemplars, All About Me - MOS, Chemistry Lab Report Student Samples

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

At Ryle High School students craft communications distinctive to specific disciplines and purposes across all contents and grade levels. Our Oral Communication students create numerous speeches throughout the year that for various purposes and audiences. Our psychology students create presentations on various topics that are then shared with the students and publicized throughout the school to promote awareness and encourage recognition of these topics. Our foreign language teachers require that each student create communications weekly from summarizing and sharing current events to creating travel brochures on foreign countries. Student organizations such as FBLA and FFA also support this process as they provide numerous opportunities for students to speak and write in order to communicate specific purposes.

We believe that Larry A Ryle High School excels in creating an environment where students respect cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate their own ideas. Evidence for this indicator can be found in and out of the classroom. We are fortunate to offer numerous classes that require students to understand the cultural and ethnic perspectives of all people. These classes include AP Geography, global issues, and all of our foreign language classes. Assignments throughout the year in each of these classes reinforce the notion of accepting cultural differences and respecting these differences through understanding. Our World Civilization teachers require that students research and write a paper identifying cultural differences from a historical perspective. Our National Honor Society, Student Ambassador Organization, and Spanish and French Honor societies facilitate cultural awareness projects throughout the year. Ryle also utilizes a program entitled "Project Wisdom" which includes written samples from authors of various cultural backgrounds. This information is shared with faculty and staff each morning and is tied to our school-wide expectations of Respect, Responsibility, Service, and Integrity.

We believe that Indicator 3 is a process that is threaded throughout our curriculum in all contents and grade levels here at Ryle High School. Assignments that require the collaboration of teacher and students to problem solve and develop products tied to learning goals is a regular practice in our building. Our Math students in all subjects regularly work together in "real world" authentic projects providing solutions centered on specific learning goals. Our English III students work together on projects centered on the various uses of satire and present their projects to the class. Our faculty provides extensive opportunities to students who wish to pursue writing for publication such as the PTA reflection content, Northern Kentucky Young Scholars Program, and the Scholastic Writing Awards. All these organizations support a purpose beyond the context of Ryle High School. Our Science teachers utilize "web expert" to encourage collaboration and peer review lab reports. The FBLA projects of American Enterprise and Play Day at Mann require students of diverse backgrounds to problem solve collaborate to create business and marketing ideas.

We believe that one of the strengths of Ryle High School is students creating works of quality that are used as models to inform other's work. This can be seen consistently across all contents as teachers believe empowering students to "teach" material to others students is a best practice. Every year all students enrolled in an English class must complete a "summer assignment" over a particular novel. Student-created exemplars are provided to these students in order to provide a model and assist students in the completion of the assignment. In addition, the senior research project completed by all twelfth grade students utilizes student work to provide models.

Formative and Summative Assessment: Assessments

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

Overall Rating: 2.5

	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 consistently implement plan to monitor student progress in writing and communication skills consistent with grade-level writing standards, formative assessments, and respond to evidence through revised instruction.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do teachers, peers and others provide regular feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications?	Teachers, peers, and others provide regular 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 ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed.	Distinguished

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

CTE-Culinary Writing Portfolio Assignment, CTE- Journal Prince of Teach, CTE-Teacher Feedback, CTE-Peer Edit, CTE-Student-Sample Writing Process, CTE-SGG FID1, ILT Schedule, ILT Minutes, Ryle Writing Plan, Students Samples from the Writing Process, Student Growth Goals (SGGs), SGG Monitoring Sheets, Test Autopsies, Open Response Samples and Rubrics, Peer Review Samples, Student and Teacher Feedback, Rubrics, Journals

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

There is substantial evidence to suggest that Ryle is distinguished in Demonstrator 1 under Formative and Summative Assessment. Ryle High School has developed a master schedule that facilitates the collaboration of teachers in developing and aligning writing and communication assessments across content areas and grade levels by incorporating time for Instructional Learning Teams. The ILT minutes from all departments provide an example of the evidence that there are professional discussions being had that work to align writing and communication assessments across content areas and grade levels. These ILT groups monitor student progress in writing through common assessments, using them formatively as evidence of student learning and acting upon this evidence to improve and target instruction.

Through the Student Growth Goal process, ILTs worked together to develop a common goal (an overwhelming majority chose a specific writing goal while others are using writing as the assessment) based on content standards (for example, Common Core Anchor Standards). Our ILTs decided upon a common scoring rubric for their writing assignments, collaborate on the results of the assignments and next instructional steps, and monitor collectively progress toward these goals. Instructional conversations and collaboration occurs regularly when these groups meet biweekly.

The Ryle High School writing plan states that every teacher must formulate a plan to administer a writing assessment that is consistent with grade-level writing standards and formative assessments. Within the formative assessments, there are multiple drafts of writing pieces with feedback and self/peer-review provided from all departments. More specifically, for example, the Math Department gives students the opportunity to do "Test Autopsies" where the students analyze and reflect upon their mistakes in written format to increase their understanding of the concepts. There is evidence of coincidence with grade level writing standards. Furthermore, ILT agendas validate that writing plans are discussed and reviewed frequently across and between content areas and grade levels.

Ample student work provided from many of the aforementioned classes as well as Open Response prompts and rubrics from all departments demonstrates that students are given regular feedback which is subsequently applied by students to improve their communication skills. Each student work sample includes rubrics, feedback, and opportunities for students to revise and develop their communication goals. Numerous writing samples from across content areas and grade levels demonstrate the use of peer reviews, in class writing workshops, and multiple drafts with teacher feedback.

The samples of student work that have been provided as evidence establish that students are regularly given the opportunity to apply new skills prior to a summative assessment. Rubrics from the writing assignments used as evidence from all departments show that the students are able to use teacher feedback and suggested modifications to revise their writing assignments prior to the summative assessment. As previously stated, the use of drafts and regular feedback from teachers is standard procedure at Ryle High School.

Next Steps: Continue the work that is being done to maintain a Distinguished rating by providing teachers time to collaborate in developing writing assessments across the curriculum.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.25

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

	Statement or Question	Response	Rating
b)	To what extent do teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments?	Students regularly set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback, and assessment evidence.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do teachers and students engage in self-assessments to monitor progress toward meeting writing and communication goals?	Teachers and students engage in self-assessment to monitor progress toward meeting writing and communication goals.	Proficient

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

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

CTE Food Truck Project, CTE Rubric Fashion History, CTE Writing Assignment & Rubric, CTE CTSO Competition Rubric, Teacher-generated rubrics and scoring guides, Co-developed rubrics and scoring guides, Writing Samples, Ryle Writing Plan, Quality Core Rubrics Reflections, Peer Review Forms, Student Growth Goals, Student Growth Goal Monitoring Sheets, Notes/Summarizing Samples Formative Assessment Lessons Teacher Feedback, CIITS Test Results

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

There is substantial evidence to suggest that Ryle is Proficient in Expectations for Student Learning under Formative and Summative

Assessment. Students know and understand expectations for their work and receive/provide feedback using standards specific language across all grade levels and content areas. Teachers and students use rubrics, scoring guides, performance outcome expectations, learning targets, writing samples, and other means to communicate expectations for student writing/communication. Rubrics are created from the standards in each subject area, and they are communicated clearly with students before, during, and after the assignment. This practice is outlined in the Writing Plan in the Student Handbook and Faculty Handbook. In the four core subject areas of math, English, social studies, and science Quality Core standards and rubrics are employed for communicating expectations and providing feedback. In US History, for example, students wrote an essay during first quarter and were provided individualized feedback from the rubric to develop personalized next steps for their writing. After continuing to work on their personalized next steps, they were assessed in a later unit to determine if they met their goals for improvement.

Writing and communication goals are standards-based, informed by feedback and assessments, and developed by both students and teachers. Teams of teachers in Social Studies, Science, and English have developed Student Growth Goals centered on CCSS Writing Standards for their classrooms. Within this process, each individual student has a writing goal. Each group uses formative assessments and multiple data points with different writing prompts to assess student work and provide individualized feedback. Peer feedback is also provided, and ILTs collaborate to review student work evidence and determine instructional next steps.

In the Ryle Writing Plan that is implemented in each classroom across all content areas, reflection is a key component. Within that reflection, students are asked to consider their strengths, weaknesses, and individual challenges as a writer to help develop a mindset of growth and next steps (goals). In many classes (Psychology, Environmental Science, English 4, Dance) students are assisting teachers in generating rubrics for writing and communication assignments. These student-generated rubrics are utilized to establish common expectations, and in some English classes students create communication goals by identifying specific areas in the rubric that they wish to focus on and improve before the assignment is completed. Teachers and students use feedback (more than just a grade) to communicate strengths and weaknesses to the students. This is done during the writing process and after the assignment is complete. Peer reviews and editing processes focus on standards-based expectations for writing and communicate feedback verbally, on peer review forms, using annotated rubrics, during parliamentary reviews with students, and through many other means.

Self-assessment is a tool that is widely utilized as students and teachers develop as writers and communicators. In addition to the reflecting and assessing required in the Writing Plan students: self-assess when giving presentations in psychology; summarize information during lectures in biology and then share, analyze, and edit with other students to ensure understanding; frequently practice, set goals, and improve with feedback while preparing for FFA, FCCLA, and FBLA local, state, and national conventions (practice that takes place both during the school day and after); and improve written and verbal justifications for solutions in math classes when working on Formative Assessment Lessons (FALs) or AP constructed response items. In each of these situations the communication goal is clear.

Under Expectations for Student Learning, there are a few areas of growth that can be achieved. Teachers have generally used only external scoring guides and rubrics to assess writing and communication in the past, but instructors in all areas are attempting to engage students in this and co-develop rubrics. There is still work to be done to refine the process and thoughtfully engage all students in this task, but ownership of writing expectations is certainly shifting toward students. In addition to rubrics, teachers and students use models and exemplars when communicating expectations for students. However, those models are mostly chosen by the teacher without input from students. Next steps also include continuing to develop rubrics with standards-specific language, learning plans that are personalized and centered on feedback and evidence, and ongoing self-assessment designed to support different learning styles. Currently Ryle High School scores solidly Proficient for Demonstrator 2 under Formative and Summative Assessment.

Next Steps: Engage students in co-developing rubrics for writing assessments.

Professional Learning: Opportunity

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

Overall Rating: 2.5

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

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

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

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

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

8/11: RAP 2.0 & UbD Planning: Stage 1

8/26: TPGES Information-framework/standards, T reflections (2:45-3:45pm)

8/27: OPGES Information/work (2:45-3:45pm)

9/1: Curriculum Documents Workshop (2:45-3:45pm)

9/30: Student Growth Goal Workshop (2:45-3:45pm)

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9/30: TPGES Reflections due (state)

10/14: Ch. 1-4: Working the Crowd & Room Management

10/15: Student Growth Goals & Professional Growth Plans due (state)

10/20: UbD unit Workshop (2:45-3:45pm)

10/29: Plickers & Kahoot! (Briggs & Battaglia)

11/3: Feedback on Stage 1 Unit plans; Training & Work on Stages 2 & 3

11/10: Information Storage (Klaas)

11/11: Tools for Teaching: Ch. 5-6: Praise, Prompt, & Leave

11/17: Quick Key (Krohman)

12/9: Tools for Teaching: Ch. 7 Visual Instructional Plans

12/10: Twitter (professional & classroom use) (Shelton & Holman)

Team Leaders: Teaching with Poverty in Mind Book Study: 3 hrs. flex for completing Canvas modules

1/13: Tools for Teaching: Ch. 8-10: Say, See, Do Teaching

2/5: Kahoot!

2/10: Tools for Teaching: Ch. 11-12

2/15: PD Day-Scheduling

2/25: NGSS: Overview (cancelled due to no response)

3/7: Embedded Formative Assessment Book Study: Ch. 1

3/9: Tools for Teaching: Ch. 13 & 15: Brat Behavior

3/18: MDC Performance Tasks (Hockney & Briggs)

3/24: Growth Mindset (Erion)

3/25: PD Day-UbD Peer Reviews; Nurturing Center; Children's Inc.

3/29: Embedded Formative Assessment Book Study: Ch. 2

3/31: NGSS: 3D Learning

4/5: Tools for Teaching: Ch. 14: Calm & Consistency

4/21: Embedded Formative Assessment Book Study: Ch. 3

5/11: Tools for Teaching: Ch. 16-19: Body Language & Backtalk

Turner Professional Development Action Plan - in process

Turner ILT PD Survey - in process

End of Year PD - in process

Turner NKY Writing Project Opportunity Summer 2014

Turner Weekly newsletters Science Learning Through Writing Workshop

Schroer TPGES Reflections sessions

Schroer In service each department re: ODW, AP scores ,school report card

Math teachers & Schroer NCTM Conference Louisville

Math teachers Lovins & Denigan FAL's Formative Assessment Lessons (Gates Foundation)

Martin Science Learning Through Writing Workshop

Kanabroski & Riegler AP Calculus Workshop

Schwartz Self Reflection for Writing Piece- to entire faculty

Schwartz AP English Lit Workshop Gambrel Journalistic Writing workshop Schwartz English ILT minutes 1, 2, 3, 4

Echeverria English 3 Honors Persuasive letters to business and community

Aylor WKU week- long AP Workshop Free Response Questions

Literacy Design Collaborative in Social Studies Margrave & Williams PD - Faculty in November C. Martin AP Spanish Workshop UC

C. Martin In Service shared PD with colleagues

KACTE Summer Conference 2013

Business ILT minutes

Business Student Writing Samples

CTE Advisory Committee

Senior Exit Writing Survey -Teachers & Community - in process

Master Schedule Workroom Locations Lunch Schedule

Google Drive Trainings

Schroer--Modes of Writing/Creating Prompts

Northern Kentucky Writing Project

CTE- Collaboration with Community

CTE-Entrepreneurship Challenge

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

Our evidence suggests that Ryle High School is currently proficient in the area of opportunity for writing professional development and support services. At Ryle High School, professional development opportunities are planned with teacher learning needs in mind.

Furthermore, these opportunities are planned in response to data available about teacher practice and student learning. Specifically, Ryle High School's Professional Development Action Plan links to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in writing. The Ryle CSIP includes a literacy initiative to support the development of writing strategies in social studies classes and also the development of appropriate writing entries from all subject areas for the Student Writing Portfolio. Additionally, the Professional Development Action Plan outlines and supports professional learning activities for the entire school, including appropriate instruction in writing for all teachers. The school-wide writing policy also outlines the rationale of the instructional use of writing, the types of writing opportunities that students will experience, and a guideline of instructional activities for writing in the classroom.

Ryle is currently proficient regarding job-embedded writing professional development opportunities that are available so as to encourage continuous growth for teachers. Evidence for this proficiency can be found in the various flex professional development opportunities available to instructors. One such opportunity is the training that Ryle's instructional coach does concerning the Continuous Instructional Improvement Technology System (CIITS). Through this valuable resource, instructors can access resources such as PD360 that can help each individual to continually grow in the area of writing. Through PD360 teachers can view videos regarding writing practices in the classroom, aligning writing standards with curriculum, etc. Another piece of evidence that suggests that Ryle is proficient in regards to job embedded writing professional development opportunities is the collaboration that the instructional coach does with all teachers. For instance, the instructional coach has visited many classrooms to model research-proven instructional practices, such as teaching students to construct thesis statements. Teachers can then implement these sorts of writing lessons in their own classroom. Furthermore, the district level and regional level professional development opportunities that are available to Ryle teachers provide more evidence for professional development opportunities that promote continuous growth. Teachers are given the opportunity to participate in cadres such as the Northern Kentucky Writing Project. The Mathematics Department as well as the Social Studies Department has been given the great privilege of implementing best practices in writing that they learn through Gates trainings. These trainings teach a variety of specific thinking strategies, but they also assist teachers in providing students with instruction that will improve their argumentation abilities and thinking abilities, which then improve their writing abilities. In addition to these opportunities, Ryle has offered extensive training for Modes of Writing and Creating Subject Specific Prompts as well as implementing Google Classroom.

The Literary Collaborative Design Project is being integrated into the school and will be used in various departments to bring an orderly

understanding of how to integrate writing into the curriculum by presenting it as a clear product, the result of specific and intentional lesson design. Three specific dates have been set aside for detailed and intentional training in these techniques. Select Math teachers had the opportunity to participate in the Math Design Collaborative in which they were trained to use F.A.L. (Formative Assessment Lessons). Teachers have been trained in the Literacy Collaborative Design Project across various departments to bring an orderly understanding of how to integrate writing into the curriculum by presenting it as a clear product, the result of specific and intentional lesson design.

Ryle High School is focused on data and teacher professional growth plans. This facet of the writing program exists at a proficient level. Evidence for this indicator is drawn from various curricular areas and details an effort not only to assist teachers in learning how to develop better writing and questioning techniques themselves, but also to develop the writing abilities of their students. Minutes for department and subject area meetings address consideration of best practices that meet teacher writing needs within the school. The evidence shows an example of writing prompts (both in and out of class) as well as student evidence of writing that is drawn from these professional development opportunities.

Ryle High School has a schedule that allows for teachers to collaborate and exchange ideas about literacy best practices within and outside of the school and district. Ryle's master schedule supports multiple opportunities for faculty members to share ideas concerning literacy best practices. For instance, the lunch schedule is created so that each department has the opportunity to eat lunch together so as to promote academic discussions regarding lessons and strategies occurring in each individual classroom. Faculty meetings also provide for collaboration regarding educational best practices, especially those regarding literacy. Faculty meeting notes are given to faculty members ahead of time to promote discussion and professional growth. Similar to faculty meetings, team leader meetings provide each department with the opportunity to discuss which literacy best practices are occurring within their individual department. At these meetings, various departments can also receive guidance from the English department team leader. Lastly, ILT meetings ensure that the faculty collaborates bi-weekly with their grade level specific department faculty so as to focus on writing goals. Various departments have chosen some component of literacy as the focus and the ILT meetings were used this year to poll and analyze the needs of the departments to implement literacy best practices.

Next Steps: Seek professional learning opportunities that allow for collaboration with/for the community.

Professional Learning: Participation

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

Overall Rating: 2.25

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

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

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

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

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

Dr. Bettina Love: Inspiring Approaches for Social Justice & Holocaust Education

Thursday, February 25, 2016

KTIP training at NKU

TPGES) Reflections Training after school in August

AP Psychology workshop in November, the Sayre Symposium on "The 'Big 80's: American Political and Popular Culture in the Age of Reagan," and a Social Studies Standards presentation by Chris Crouch

Teaching with Poverty Book Study

Youth Mental Health First Aid Instructor to facilitate 8 hour sessions on becoming a Mental Health First Aider for teachers and other members of the community.

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KACTE Annual Summer Conference

KY Imagine Academy (formerly Microsoft IT Academy) training summer 2015 WKU AP Workshop

June 1-9 2015 AP Reading experience in Modern European History

Bob Elliot - KMEA Member, 2016 Special Honored Performance at the KMEA State Convention with The Ryle Wind Symphony

Josh Hein - KMEA Member, Various Performances and Festivals, New York, Louisville, Member ACDA American Choral Directors Association

Brent Bowlin - KMEA Member, Assistant Director at Ryle High School, 2016 Special Honored Performance at the KMEA State Convention

Brandon Stropko - NAEA Member, Participates in NAEA Juried Art Shows, Attended Queen City Clay Workshop 2016

Julie Harwood - NAEA Member, Participates in NAEA Juried Art Shows, Attended NAEA National Convention 2016

Dustin Caudill - Cincinnati Christmas Carolers, Regional Drama Performances

Boone County Mental Health Task Force

Mathematics Dept:

Kahoot! app training (facilitated)

MDC training attended

Formative Assessment Lesson training (planned for next week)

Growth Mindset PD (planned for March)

Teaching With Poverty in Mind book study (team lead)

UbD application PDs (by ILT)

Joe Kozar and Dean Webb attended the workshop for English Composition.

Center for Holocaust and Humanity Education's Workshop for the Ohio Holocaust and Liberators Memorial Sayre Symposium to hear about Reagan era economics, politics, etc...

ISTE - Jessica Jones (summer 2015)

AP Conference, Cincinnati - December 2015 - Dean Webb, Joe Kozar, Nichole Schwartz, Mary Delaney

National Jostens Yearbook Adviser Convention, July 2015 - Orlando, Florida - Stephanie Rogers

Kentucky Association of School Councils - Matt Turner and Nichole Schwartz presented on writing in Louisville, September 2015

Dr. Bettina Love: Inspiring Approaches for Social Justice & Holocaust Education - February 25, 2016, Cincinnati School for the Creative and Performing Arts - Cher Caldwell, Julie Rehkamp, Stephanie Rogers, Charity Ehrenberg

Misty attended a conference on Reading, one on Standards Based Grading, and a national conference

Joe Kozar ran a PD with Butch Hamm last week at Cooper on writing,

Lisa Raterman and Dean Webb attended. Punctuate Your Classroom with Good Writing Periods.

AP Summer Institute at WKU for AP US Government

Joe Aylor led PD's here on Blackboard and use in the classroom

School Writing Policy

Turner Professional Development Action Plan - in process

Turner ILT PD Survey - in process

End of Year PD - in process

Turner NKY Writing Project Opportunity Summer 2014

Turner Weekly newsletters Science Learning Through Writing Workshop

Schroer TPGES Reflections sessions

Schroer In service each department re: ODW, AP scores ,school report card

Math teachers & Schroer NCTM Conference Louisville

Math teachers Lovins & Denigan FAL's Formative Assessment Lessons (Gates Foundation) Martin Science Learning Through Writing Workshop

Kanabroski & Riegler AP Calculus Workshop

KDE Program Review Report for Schools

Larry A. Ryle High School

Schwartz Self Reflection for Writing Piece- to entire faculty

Schwartz AP English Lit Workshop Gambrel Journalistic Writing workshop Schwartz English ILT minutes I, 2, 3, 4

Echeverria English 3 Honors Persuasive letters to business and community

Aylor WKU week- long AP Workshop Free Response Questions

Literacy Design Collaborative in Social Studies Margrave & Williams PD - Faculty in November C. Martin AP Spanish Workshop UC

C. Martin In Service shared PD with colleagues

KACTE Summer Conference 2013

Business ILT minutes

Business Student Writing Samples

CTE Advisory Committee

Senior Exit Writing Survey -Teachers & Community - in process

Master Schedule Workroom Locations Lunch Schedule

Google Drive Trainings

Schroer--Modes of Writing/Creating Prompts

Northern Kentucky Writing Project

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

Ryle High School is proficient regarding participation in writing professional development. As a whole, teachers participate in writing specific professional development designed to meet their needs. Furthermore, all teachers participate in professional development focused on 21st century skills.

Ryle teachers had the opportunity to participate in a writing survey. The data collected from this survey was utilized by team leaders, administrators, and instructors to guide learning and professional development opportunities. Furthermore, there is on-going writing content specific professional development that is conducted via our instructional coach. Ryle's instructional coach continuously analyzes school, student, and teacher data so as to determine what sort of needs and/or concerns there are in writing. Not only is this writing content-specific PD instituted, the impact of such activities is evident. The impact of these sessions can be seen in student/teacher documents and data analysis. Furthermore, events such as the Social Studies Department's sharing of information and instructional writing activities in after school professional development sessions illustrates that these instructors have not only taken the information they have received at Gates Foundation trainings, they have chosen to impact other instructors with the writing insight gleaned from these professional development opportunities.

Teachers at Ryle High School actively participate in writing professional learning communities. One of the most important learning communities that is woven into the school learning climate is the Instructional Learning Teams. At Ryle, ILTs are professional learning communities that allow teachers to focus on reading, writing, and content instructional practices. In ILT meetings, teachers address issues related to instructional practices, data analysis, and improving student achievement. All ILTs (regardless of content area) focus on writing at multiple points in the school year. Evidence of this can be found in ILT meeting minutes and other documents created and explored by each ILT. There is sufficient evidence that teachers at Ryle are writing leaders and communicators in the school. Many teachers are very active in professional organizations and are leaders/communicators in such organizations. Multiple teachers have been involved with the Northern Kentucky Writing Project and this has provided great sharing of writing instruction information to teachers in various content areas in our school building. Isaac continuously communicates new information from NKWP and encourages other instructors at Ryle to get involved with NKWP. Bill Martin of the Science Department participated in a multi-school collaborative effort in which science articles could be developed,

written and submitted for professional review for potential actual publication. Jerra Wood of the Math Department participated in NCTM (National Council of Teachers) training specifically in Writing and Communications for the classroom setting. Dusty Margrave and Noel Williams provided a full faculty training in reading and writing across the curriculum, and demonstrated specifically how these techniques had been used in Social Studies. Select Math teachers have taken part in the Math Design Collaborative in which they were trained to use F.A.L. (Formative Assessment Lessons). Teachers have been trained in the Literacy Collaborative Design Project across various departments to bring an orderly understanding of how to integrate writing into the curriculum by presenting it as a clear product, the result of specific and intentional lesson design.

There is evidence of much regular collaboration at Ryle High School. Many teachers regularly collaborate with community, business, and postsecondary partners. The way in which this collaboration is conducted is through advisory committees, work exchange programs and community groups. For example, our Career and Technical Education teachers attend and conduct advisory groups. This work is done with various community partners and groups. Furthermore, the English III Honors class writes persuasive letters to various businesses and community partners. This project requires a great deal of teacher collaboration with a variety of institutions. Also, many teachers at Ryle collaborate with postsecondary and community partners so as to promote writing contests such as the Northern Kentucky University Writing Contest.

Substantial evidence demonstrates that all teachers at Ryle both receive professional development and implement professional development in their classrooms. Furthermore, evidence suggests that a great deal of this professional development is centered on the utilization and integration of writing and literacy concepts. Furthermore, Principal Turner sends out weekly newsletters. These newsletters are read by all teachers at Ryle. Many of the newsletters focus on writing instruction in the classroom. Social studies and teachers at Ryle attend Gates Foundation trainings. The focus of these sessions is writing in the social studies classroom. All social studies teachers have implemented these techniques and many are conducting sessions for other teachers regarding the implementation of these writing practices. Lastly, all Advanced Placement teachers are required to attend A.P. training. The central focus of these sessions is literacy in Advanced Placement classes. Many teachers have presented what they have learned in A.P. training in their ILT meetings.

Next Steps: Continue support for teachers to attend professional learning opportunities.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
b)	To what extent does the school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing?	School council/leadership and teachers participate in the planning of the annual school budget with clear consideration of allocation of resources for writing.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	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 the established policies that include student literacy needs and teacher certification?	Decisions related to staff assignment are based on the established policies that include student literacy needs and teacher certification.	Proficient

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

Weekly Newsletter

English IV ILT Meeting

Faculty Handbook

History Dept Meeting Notes

ILT Minutes

SBDM Agenda

Team Leader Meeting

Powerpoint: Knowing/motivating all students in 21st century, Rechten news article,

Application for Christa McAuliffe Rising Star award, Application for Self-esteem award,

This week at Ryle, Jan 28, 2013

This week at Ryle, Jan 21, 2013, US History ILT agenda,

ODW score history report,
2012 ODW result sheet, SBDM agenda 3/21/2013,
Team Leader meeting agenda 3/21/13

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

The school council/leadership ensures that writing concepts are taught throughout the school through numerous policies. The school-wide writing policy is the framework through which the faculty and staff guide their writing instruction. This policy states that writing instruction is to be embedded into all contents and sets the guide lines for this process. In addition, it sets forth the requirements for each content to implement the writing process in its entirety. This includes multiple drafts, peer review, teacher feedback, and reflection. Leadership then reviews these works with the teacher and discusses this process throughout the year. Each content also has weekly time allotted to discussing writing in each respective class to monitor and adjust accordingly. Collaborative instruction as is evidenced in the school's master schedule and the LEAD report particularly demonstrate that policies which include not only students' literacy but also teacher certification are aligned directly with staff assignment decisions. Lastly, TEAM LEADER minutes and show that the school council/leadership along with the teachers at large are involved with planning the school budget with some consideration of allocation of writing resources.

A next step for the writing process at Larry A. Ryle High School includes a teacher-led body charged with evaluating the writing program based upon student work and timely monitoring of student progress.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

Overall Rating: 2.33

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

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

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

Faculty Handbook-Writing Policy and ILT schedule, Student Agenda,
 Team Leader minutes, SBDM minutes, student work samples, ILT minutes,
 Principal's newsletters, LEAD report,
 allocation report, master schedule, computer lab logs
 Weekly Newsletter
 English IV ILT Meeting
 Faculty Handbook
 History Dept Meeting Notes
 ILT Minutes
 SBDM Agenda
 Team Leader Meeting

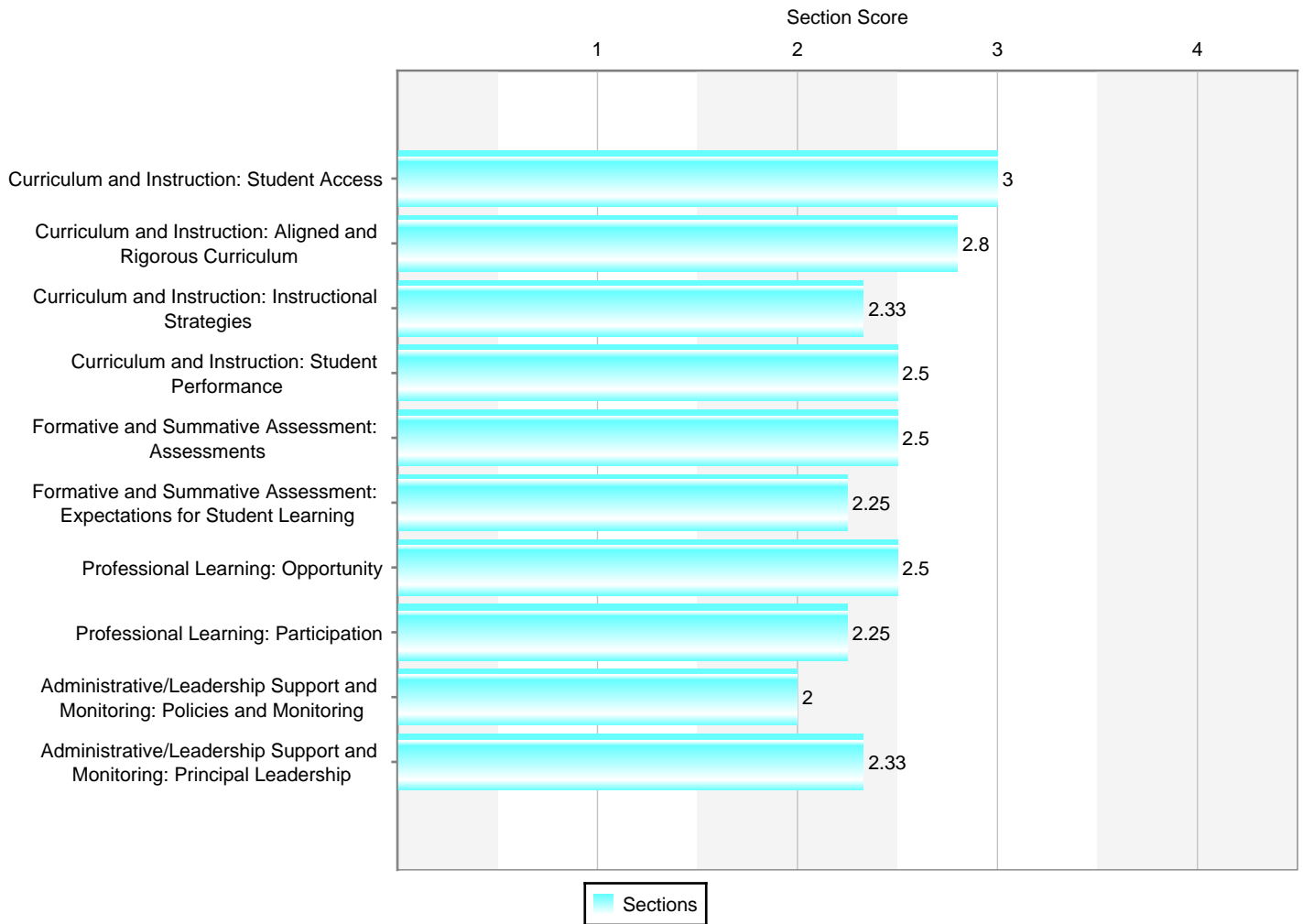
The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

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 by implementing and sustaining an organizational structure of teacher leaders from across all contents that meet regularly to discuss and monitor the writing program. In addition, writing professional learning occurs within this framework and is distributed by the teacher leaders. Lastly, a distinguished rating in characteristic C has been achieved by the principal's consistent communication to the school community in regards to writing. This communication includes weekly newsletters, blogposts, socio-media communication, and emails.

Next steps for the principal leadership characteristic is to include a greater variety of professional learning for the staff and timely follow up. While this is occurring, it could be included more frequently throughout the school year.

Report Summary

Scores By Section



Program Review: Next Step Diagnostic

Introduction

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

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

In-Depth Review

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

Response:

- Arts and Humanities

Arts and Humanities Program Review

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

Offering of classes for Humanities credit and the opportunity to take specific arts classes, Strong support from the administrators and counselors in scheduling and planning, Established programs, events, juried shows, and performances, Offering of Advanced Placement and honors classes such as AP Studio Art, AP Music Theory, and Honors Wind Symphony, Additions of 2 Drama classes and 1 Dance class in the 2013 school year
Comparatively, 2 Dance classes were offered in the 2016 school year as well as 3 Drama classes

Addition of a full Band position in 2014 shared with Middle School. Mr. Elliot, the band director, was also granted permission to work with the Middle School Band Director and students for one class period at the Middle School in 2014

Addition of another full time art teacher to meet the demands of students in 2015. Ryle now offers 6 Art I classes, 2 Art II classes, 1 Art III class, and 1 AP Art class.

High performance expectations and performances, Established traditions and continual planning for the future.

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

At the end of the 2015 school year, professional development was presented to the faculty that helped increase the score from needs improvement to proficient. All other areas are proficient or exemplary in the Program Review.

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

All major requests were met for the 2015-2016 School Year:

- An additional full time art teacher was added with adequate space.
- Two dance classes were offered compared to one
- The Acapella class was offered. Also, a Pop Acapella group was also formed this year

A review and updating of the equipment in the auditorium such as the technical equipment and lights. Future purchase of an acoustical shell or baffles for the auditorium

An addition of a kiln for the new art teacher.

Practical Living/Career Studies Program Review

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

There are many opportunities afforded to PLCS programs. We have professional development and participate in professional learning. Creation of lesson plans using KY Core Standards, 21st Century Skills and other applicable standards. Using multiple instructional strategies to address a variety of learning styles. Development of Scoring Guides, Rubrics and providing consistent, appropriate and timely feedback on student performance. Application of real world curriculum through various elective classes. Career & Technical Education department is equitable in resources, scheduling and opportunities as entire faculty. A definitive plan is established for completing and utilizing the Individual Learning Plan.

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

Career Education needs to be taught in core content area classes on a more consistent and definitive method.
Educate parents on the usage of Individual Learning Plan as a planning tool for students.
Use the Individual Learning Plan as an assessment tool within classroom instruction.
Health/PE programs need to offer certificates for Health/PE activities.
Coordinated School Health Committee needs to meet regularly.
Consumerism needs to be actively integrated into entire school curriculum.

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

Health/PE - restructure curriculum to offer certificates (CPR, Residential Fitness)

Improve use of ILP.

Use some professional development time to provide information to how Career Education could be developed in core content area classes.

Provide opportunities for parents to learn more about the Individual Learning Plan's purpose and the ways in which it can provide information to parents and students.

Writing Program Review

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

We have an effective structure in place as a school-wide Writing Plan.

Teachers are aware of and effectively implement the full writing process in each class.

Administration oversees and ensures the Ryle Writing Plan is being followed and provides support through the process. Student have access to writing instruction and writing opportunities,

An aligned and rigorous curriculum,

Student performance on writing tasks and assessments,

The principal models and leads professional learning regarding the school's writing program,

Instructional Learning Teams provide equitable time and resources to implement writing across the curriculum.

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

To improve the Writing program, we need to develop a method for providing on-going feedback to students and teachers regarding writing and the areas of strengths and weaknesses.

Develop means by which the school administration and school council is able to not only monitor the teaching of writing concepts, but also evaluate the effectiveness of each teacher's instruction;

Develop strategies to incorporate more student choice and student centered writing activities across all content areas; strengthening the use of research skills in the classroom across the board;

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

Engage students in creating and being part of the writing rubric creation discussion. Instructional strategies used to teach writing, particularly in the content areas outside of English Language Arts; Student choice and student centered practices in writing - rubric development, self-assessment, student input in teacher expectations; Faculty understanding of media literacy.

K-3 Program Review

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

Not applicable

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

Not applicable

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

Not applicable

Global Competency/World Languages Program Review

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

Larry A. Ryle High School offers a variety of world languages including French, German, and Spanish. Our school supports the cultural growth and learning of all students and seeks to develop more opportunities toward this end. One example is the offering of the Mandarin Chinese as a World Language sequence of courses; offered over 3 years, this program offering was ended due to budget constraints.

Multiple teachers in the World Language programs are native speakers of the language they teach.

Our faculty plans and develops many cultural experiences to enrich our students' learning. One example is the student exchange that was started by our school and continued by families in our community. Supported by a German manufacturing company with a facility in Boone County, we have an exchange program with our sister school in Wermelskirchen, Germany. Each year we host approximately 2 dozen students in our school and in our homes and approximately 2 dozen of our students travel to Germany to do the same.

We are blessed to have community support and involvement in activities such as the student exchange and also classroom visits and performances by community members.

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

On area of improvement is the update of SBDM policy to address needs in the World Language program. Specifically, the process for measuring of proficiency of students' language skills and how this proficiency assists with placement or the granting of credit.

Another area of improvement is the use of classroom student data to help our World Language teachers improve our students' performance and to improve our team's performance.

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

Our school will research policies and practices for credit/placement purposes. The Ryle SBDM Council is working with KASC to address policy and procedure needs.

We will develop a process for sharing data/student growth goals and for developing and gathering student data that is usable and comparable.

Program Review: Global Competency/World Language

Introduction

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

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

Curriculum and Instruction: Student Access

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

Overall Rating: 1.67

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

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

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

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

-Offer 4 levels of instruction in: Spanish, German, French

-Individual services in ELL

-Global Cultural Opportunities: Cultural Events: Day of the dead, Christmas traditions: Posada/ Three kings/ Rosca de reyes/ , Easter/ cascarones/ breakfast tacos, Schnitzel Tag: Cultural festival with singing, cooking, campus and community involvement Cooking events: Paella. French traditional, Spanish food, Spanish movies, sports events, BBC news, soap opera, and local events, Spanish zumba

-German Student exchange

-Native speakers: Teachers, other students and community guest speakers, native performers (flamenco dance, German accordion, German cook), narration of athletic events and current affairs.

-Listening to Authentic Language websites/ audiovisual materials: rtve.es, BBC, Prensaescrita.com (noticias), Google voice, Lang-8, Lyricstraining, notesinspanish.com (podcasts) etc.

Opportunities for international travel and immersion opportunities

Student exchange opportunities

Authentic Community language opportunities: Boone county library "Spanish Conversation Group", Involvement with Cincinnati Hispanic Chamber of Commerce, Regional language conferences.

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

Larry A Ryle High School is proficient in providing regular opportunities for all students, to learn and develop benchmarked proficiencies in at least one world language and providing multiple opportunities for all students to experience a range of global cultures, issues and connections. The school provides opportunities of four levels of instruction, learning and monitoring in Spanish, German and French and individual services in ELL. Global cultural issues and connections include cultural current affairs, holiday and cooking events, language media events and a German student exchange opportunity.

Larry A Ryle High School is proficient in providing regular opportunities for each student to interact with native or near native speakers or cultures and access authentic materials. Evidence includes native speakers who are teachers, other students, community guest speakers and native performers, as well as, students interacting with authentic language websites and audiovisual materials and current events.

Larry A Ryle High School needs improvement for acknowledging but not formally recognizing achievement gained through cultural experiences. Students are encouraged to join language honor societies and participate in extracurricular activities, attend community language events and regional language conferences. In addition, many students choose to travel and study abroad with groups or on their own. Formal credit for exchange programs and study abroad is not currently offered.

Next Steps:

Improvement can be made in authorizing formal credit for student participation in exchange programs, community language conversation activities, foreign study or travel abroad, or participation in community language service events.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

Overall Rating: 1.67

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

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

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

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

- Learning Targets/ Bubble sheets, Speed dating game and middle school activities for interpersonal practice
- Textbook standards, communicative proficiency and Florida Teacher Resources
- Fotonovela and flash cultura for listening, music, science, fashion from all sections in the textbook
- Notes in Spanish podcast and listening activities
- Mi Vida Loca - An immersive video mystery set in Spain which helps students connect with various aspects of the Spanish culture and everyday occurrences
- Teachers, either native speakers or those who have lived and interacted within other countries' cultures, as well as guest speakers who can share and bring a different and more global perspective into the classroom.
- Textbook Synthesis questions, Flash Cultura
- European Soccer League
- World Headlines: (ex: terrorist attacks in France; world economy; US congressional elections)

KDE Program Review Report for Schools

Larry A. Ryle High School

- Use of various news portals: www.laprensaescrita.com, rtve.es, [BBC](http://BBC.com), cadena100.com, lyricstraining.com, el-nacional.com, eluniversal.com, [cnn](http://cnn.com) international
- Portfolio writing and summer assignments comparing and contrasting facts and points of view on relevant topics between the U.S. and specific Spanish speaking countries (ex: health system, higher education, new technologies, music, etc)
- Self reflection and critique on films shown
- Group video projects on interactions at Spanish speaking restaurants and grocery stores located near or within their own community.
- Attendance to public events during National Hispanic Heritage month (salsa dancing, music performers at Fountain Square)
- Collaborated with students in Art classes to design a wall mural in Mrs. Call's room, illustrating a map of Spanish speaking countries.
- Students collaborated with Art classes teaching about Spanish artists (Pablo Picasso, Salvador Dali, Fernando Botero, Frida Kahlo, Diego Rivera, Miro. and art students helped produce an art piece reflecting Art. In addition students made a Day of the dead craft (ofrenda) integrating and facilitating cross-curricular connections.
- Collaborated with life skills classes to host Spanish paella cooking tortilla de patatas y tarta de Santiago, and German Cultural Event Schnitzel Tag as reflected in pictures and recordings.Saint Nicolas Day with 1st graders at New Haven Elementary and stories and traditions surrounding Christmas.
- Via Lang-8, collaborated with speakers from all over the world to partner with pen pals as recorded in students' profile.
- Collaborating with the Japanese community -teaching students how to make sushi while students interpret the directions in Spanish.
- Cultural Alliance Club

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

Larry A Ryle High School is at the proficient level as the World Language Curriculum focuses on communicative proficiency, closely aligned with the Kentucky Core Academic Standards for World Language Proficiency, carefully incorporating those objectives specifically aimed at developing global competencies in our students on a consistent bases. The World Language Curriculum is designed to build students' cognitive and literacy skills in another language. All three modes of communication (interpersonal, interpretive and presentational) are emphasized and specific proficiency levels are expected to be achieved at each course level as students demonstrate their ability to engage in conversations, provide and obtain information, express feelings and emotions, exchange opinions, understand and interpret written and spoken language on a variety of topics, presenting information, concepts and ideas to various audiences or readers. Ryle High School provides students with the opportunities to investigate the world beyond their immediate environment, encouraging them to explore language resources inside and outside of the classroom and select choices that they find motivating in order to promote engagement, all of which serves to help them recognize and respect other people's perspectives as well as their own as they learn to communicate their ideas effectively, thus using their language skills and cultural understanding to interact with others.

Larry A Ryle High School is proficient in providing opportunities for students to connect real world experiences to the practice of 21st Century skills. It is conceived to build students' cognitive and literacy skills in another language as they develop mental flexibility, decoding and problem-solving skills, increasing their memory function. An aligned and rigorous curriculum is designed to develop students' 21st century skills of collaboration (using their native and acquired languages to learn from and work cooperatively across cultures with other team members), critical thinking (analyze and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives), creativity (respond to new and diverse perspectives using language in imaginative and original ways to make useful contributions), communication (use of the language both within and beyond the school setting) and problem solving (display initiative and motivation to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence, displaying said proficiency when exposed to real life situations that demand interactions in the target language). Additionally, students as adept language learners understand diverse cultural perspectives, and use appropriate socio-linguistic

skills in order to function in diverse cultural and linguistic contexts. Also, as productive and accountable learners, language learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

Larry A Ryle High School needs improvement for integrating content across disciplines and making connections to students' learning in other disciplines, interests and their community. Students at Ryle acquire a deeper level of global awareness as they understand the perspectives on the world that speakers of other languages bring to the table as they develop an understanding of how the rest of the world view us. As students demonstrate their communication skills to understand others in their native language, they will naturally feel more empowered to interact and if, given the chance, negotiate with people from around the world, placing themselves in a more competitive position overall. Students in language classes learn about financial and economic issues in the target language culture and are able to compare and contrast with those of the US. Additionally, the changing demographics in the U.S. make language capability a requisite for interacting with non-English speaking communities both domestically and internationally. Students also have a chance to increase their civil literacy as they become aware of the judicial, legislative and government functions of the target language country and are able to compare and contrast those with the civil liberties and responsibilities that prevail in the US. Students develop respect and openness towards those whose culture, religion and views of the world may be different. They can also add value to their health literacy as they can address global health , environmental and public safety issues in the target language and understand materials written for native speakers of that language.

Next Steps: Additional work is needed in terms of incorporating specific topics that may be taught in parallel with other disciplines as well as a larger number of activities that may promote students' contact with native speakers around the community.

Curriculum and Instruction: Instructional Strategies

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
a)	To what extent is the target language used as the language of instruction in the World Languages class and to what extent is this language comprehended?	The target language is used for at least 90% of the World Languages instruction, and is made comprehensible through technology and a variety of strategies (e.g. visuals, body language, objects, and hands-on-experiences).	Proficient

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

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

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

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

- Phrase cards, videos, websites, games, stations, children's books in the target language for instruction.
- Directions and assessments in the target language.
- Daily schedules
- Peer observation notes per TPGES indicate that instruction is completed in target language
- We regularly use the flash cultura lessons, readings, fotonovela videos, en pantalla videos, and synthesis sections from the textbook
- The dating game for interpersonal speaking
- Mi Vida Loca

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- Presentations in the target language
- Videos provided in the textbook for listening comprehension
- BBC Mundo, BBC French Ma France, Videoele, yoga instructional videos, German soccer announcers, cooking shows
- Current events in AP classes
- Stations - using authentic websites (ikea.es, house-hunting websites)
- Exploratory activities (commands activity)
- Choice of projects and activities to do outside the classroom
- Activities that differentiate between the different multiple intelligences
- Accommodations for assessments
- Student -created rubrics for portfolios (Temas)
- National Hispanic Heritage Month Passports - Students select multi cultural activities in the community such as local movie nights, university activities, restaurant experiences with native speakers, shopping in a local Hispanic market, reading local spanish newspapers interpreting, summarizing and reporting about various current events, choosing at least three products reading their labels for nutritional factors, speaking with native speakers in the community at the library, and Cincinnati Art Museum monthly tours.
- Students have choice regarding weekly listening and reading materials solely utilizing authentic materials.
- Students were given an opportunity to participate in the Posada cultural celebration with the Cincinnati Hispanic Chamber of Commerce which include Cultural Christmas Traditions from various Hispanic countries including, art, music, dance, art, & food with native speakers.
- Table topics, students are given a wide variety of topics and students select the topic that they want to talk about.

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

Larry A. Ryle High School is proficient in the area of using the target language. The target language is regularly, not routinely, used for instruction. As a collective group, we use many phrase cards and pictures, videos, websites, games, stations, and children's books, all in the target language. Directions for activities and assessments are provided in the target language, as well as the schedules for the day that many teachers have written on their boards. We do feel as though the target language should be used more by the teachers themselves when speaking with the students and explaining activities in the classroom. In the introductory level classes, we should be speaking in simple phrases and providing basic commands. In the advanced level classes, the students should be able to understand the target language well enough to follow along with what the teacher is saying.

Larry A. Ryle High School is proficient in providing various ways for students to experience and communicate in the three modes of communication. The textbook itself provides enough cultural context to determine that we are at the proficient level. We regularly use the flash cultura lessons, readings, fotonovela videos, en pantalla videos, and synthesis sections in our instruction, which all give students the opportunity to experience all three modes of communication in authentic cultural contexts. We frequently use the "dating game" to allow students the opportunity to speak interpersonally with their classmates and focus on the vocabulary and grammar for a particular chapter. Some Spanish teachers use a video series provided by BBC called "Mi Vida Loca," in which students are inserted into a series where they are led around Spain and encounter many different problems and situations. Students are frequently asked to present information on a particular topic in the target language, using their presentational speaking skills. The BBC French series Ma France is also used with similar activities in French classes. We not only practice listening from the authentic activities provided in the book, but we also use the videos provided in the textbook and ones that we have found on our own as listening activities. The videos we have found on our own are from BBC Mundo, Videoele, yoga instructional videos for commands, German soccer announcers, and many cooking shows that we use in the foods units.

Larry A. Ryle High School is proficient in building world language/global competency instruction around inquiry and reflection. All teachers try to develop an understanding on the part of our students of the cultural richness of the Spanish, German, and French-speaking countries. By having students compare and contrast these traditions and cultural manifestations with their own, students are given the opportunity to learn by being exposed and aware of various world issues, as well as about the relevant factors of their own culture. In the AP courses, students are regularly asked to bring in current events related to the countries where the target language is spoken. These incorporate using the three modes of communication as well as reflection because students have to come up with questions about reports they listen to in the news. In many of the stations that students do in the classroom, students have to go to an authentic website and do inquiry. For example, students go to IKEA.es and choose items to decorate their dream house and find houses on house-hunting websites and describe them. There are also many exploratory activities that we do where students must look at the material and either reflect, conclude, or make assumptions based on context and what they have learned previously.

Larry A. Ryle High School proficient in engaging students in learning activities designed to meet individual needs and preferences. Many teachers use activities that relate to the different multiple intelligences, such as visual, oral, and kinesthetic activities, however it is not done in an individual basis. In many projects that are done, students get a choice about the type of project they would like to complete based on their interests, but it does not seem that this is done regularly. Based on students' IEPs and 504 plans and specific individual needs of various students, individual accommodations are provided for assessments, but again, this is done in class regularly on a variety of learning activities.

Curriculum and Instruction: Student Performance

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

Overall Rating: 1.67

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

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

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

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

-Chelo's students have evidence of reading the newspaper and watching TV in the target language weekly. I have evidence of google voice and writing blog nicenet.org

-supersite

-nicenet.org blog for writing

-dropbox for speaking

-Performance documents with rubrics and evidence (Andrea and from VHL Michele)

-e-mails

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Larry A. Ryle High School

- Performance Based Task (VHL)
- Records of Culture
- Portfolio Writing Piece (Cumulative) per level
- Passport Evidence
- cultural comparison AP Speaking
- skype
- supersite fotonovela, videoele (authentic videos)
- conversations in the public library every Wednesday
- Spanish tours at the Cincinnati Art Museum
- nicenet.org used to blog opinions and respond to peers
- French classes did St. Nicholas activities outside of class at New Haven Elementary School
- Students use the language at place of employment to work with the public and translate for non English speaking co-workers; Mexican Restaurant, Independence, KY.
- Octoberfest in the Library - students sang songs and read/acted-out a short story (letter from librarian)

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

Larry A. Ryle High School is proficient at demonstrating consistent growth in the three modes of communication. Students at Ryle demonstrate consistent growth in the 3 modes of communication. Each student in World Language, no matter the language or level must complete Common Assessments each quarter that correspond to these modes. Students are constantly demonstrating growth by using the supersite on a regular basis. Students are required to read, listen authentic material on a weekly basis to show demonstrate understanding as well as watching TV. Students show through the year and as we progress depending on the levels. Speaking and writing growth is measured with every lesson and unit. Some of the resources that we use : google voice, supersite, nicenet.org, www.rtve.es , www.prensaescrita.com, www.voicethread.com and others. We could be Distinguished if we were consistent with different ways to measure growth in the 3 modes of communication.

Larry A. Ryle High School is proficient in demonstrating consistent benchmarked growth in the development of their global competencies. Students at Ryle demonstrate consistent growth in the development of their Global Competencies. Each student enrolled in WL classes are exposed to cultural information constantly. As part of the assignments, students are required to make comparisons and contrast between their culture and the culture being studied. Some of the examples can be : cultural comparisons based on topics and context. Renting and buying -selling a house, products (food, clothes, furniture...) , visiting virtual cities, museums, restaurant, applying for a job in different countries, countries projects, cooking (ingredients) literature, art, Visiting students from other countries (Germany, Puerto Rico, Spain...) present information (health system, educational system politic and other aspect of that country and make comparisons with our culture (USA).

Larry A. Ryle High School needs improvement in the area of helping students set performance goals based on the Kentucky Standards for World Language Proficiency. Teachers provide limited help to students with setting Performance goals for learning based on Kentucky Standards for World Language Proficiency and the Global Competency Matrix. So far, WL teachers at Ryle collaborate with each other to determine Common Assessment based upon KWL and ACTFL Proficiency goals and levels. The Teachers agree upon which Proficiency level students should achieve by the end of the academic year based upon grade level. Students get daily " I CAN statements/ goals" and unit learning targets, nevertheless they are mainly done by teachers.

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Larry A. Ryle High School is proficient with encouraging language outside of class. Students at Ryle are regularly encouraged to use the Language outside of the class for Community service, personal enjoyment or career development. In World Language classes, students are encouraged to take any opportunity to participate in Community conversations, order food in authentic restaurants, visiting art museums and explore artists for the target language, reading , listening authentic resources, Honor society activities, Conventions,

Formative and Summative Assessment: Variety of Assessment

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

Overall Rating: 2.0

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

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

-State & National standards

-Text series

-Student academic growth data to measure progress throughout the year

-ExamView - quiz & test questions linked to the national standards

-Formative assessments - daily student/teacher interaction discussing student work, random direct questioning of students, use of clickers for rapid feedback, websites such as Quizlet, VHL.com, Conjuguemos and Kahoots.

-Summative assessments - tests, quizzes, projects, writing samples, recordings, peer evaluations, reviews and reflections, JCPS scenarios.

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

Larry A. Ryle High School is proficient in aligning formative and summative processes with state standards. The primary curricula sources for French, German and Spanish are the text series adopted from Vista Higher Learning. The series promotes and enhances student learning and achievement through its instructional design based on, and informed by, the best practices of ACTFL (American Council of Teachers of Foreign Language). The series clearly blends the principles of the College Board's 3 modes of communication (Interpersonal, interpretive and presentational) and ACTFL's 5 Cs of language learning (communication, culture, connections, comparison and community). Consequently students are provided ample opportunities by our instructional strategies and curricula to develop and demonstrate achievement. The text series includes a variety of differentiated formative and summative assessments for writing, speaking, video and listening comprehension for individual, partner and group activities. Teachers have access to multiple quizzes and tests that can be manipulated to meet the different needs of various classes. In addition teachers develop and implement their own activities to supplement

the text offerings. By definition students develop intercultural and global competencies as they develop their communicative language skills.

Formative and Summative Assessment: Expectations for Student Learning

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

Overall Rating: 2.0

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

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

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

- Learning Targets and "I Can" statements given to students at the beginning of each chapter - both verbally and written (Shared by Michele as evidence)
- Provided in the textbook at the beginning of each chapter
- Fotonovela includes a summary of objectives (Shared as student evidence by Michele)
- Learning targets posted on the board
- Marzano's 5-point scale
- Student directed/influenced lessons and assessments (Spanish 2)
- Student-growth goals for TPGES (shared by Michele as evidence)
- The learning targets are referred to frequently throughout the chapter
- Use of performance-based assessments and rubrics to demonstrate growth (shared by Michele and Andrea as evidence. Student work that has been scored to respective rubrics also shared.)

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

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Larry A. Ryle High School

Larry A. Ryle High School is proficient in using and sharing standards-based learning targets/objectives and functional language SMART Goals with students. Students are consistently introduced to communicative goals at the beginning of each lesson. These goals include what they will learn and practice in through various modes of communication, as well as basic knowledge of grammar, vocabulary, and culture. In addition, there are also "section goals" in every lesson that incorporate essential grammar structures which contain communication as well. The learning targets are presented to students in various means of communication such as learning target sheets, daily agendas on the board, student learning objectives at the beginning of each lesson (Vista Higher Learning), simply introducing targets through bulletin board visuals and the cultural videos from each lesson. We can also introduce topics with a general discussion at the beginning asking students what practical application they would like to accomplish by the end of this topic in an authentic way (Ex: Jobs = Job Fair).

Larry A. Ryle High School is proficient in expecting students to demonstrate continuous growth and proficiency in the three modes of communication and global competency. Students are connected routinely to the 3 modes of communication to ensure that every student succeeds in language learning. All students have access to a wide range of technology that is designed to make sure that they have equal access to all instructional materials in order to be successful in speaking, listening, reading, and writing skills. Students are consistently exposed to a wide variety of contemporary and authentic cultural materials which makes language learning both relevant and effective. We utilize continuous, effective teaching that equips students with the ability to recognize, understand, and produce the target language. At least 3 Common Student Growth Goal assessments are used to measure growth throughout the year and 2 forms of formative assessments (homework and/or test/quizzes) are given to check student understanding per week.

Before assigning assessments, here are some websites that can assist our students in co-creating rubrics/scoring guides::

-www.edtechteacher.org/assessment/

-www.teacherfirst.com

-<https://www.teachervision.com>

-<https://www.cmu.edu/>

-RubiStar Home<http://rubistar.4teachers.org/>

Formative and Summative Assessment: Assessment Of/For Learning

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

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
b)	To what extent do students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills?	Students self-assess, reflect and evaluate evidence of their performance in order to grow in their Global Competency and World Languages skills.	Proficient

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

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

- ILT minutes
- Bellringers/Journal entries
- Notes to ourselves on assignments from last year
- Legal pad lesson plans/teacher notes and reflections on lesson plans
- Revision of unit assignments and assessments to better support student learning.

Useful Websites:

- Conjuguemos. com, Le Point de Fle.com
- Quizlet. com, Studyspanish.com, Spanish.language and Culture
- Kahoot.com
- bellwork
- Supersites
- peer reviews
- clickers

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Larry A. Ryle High School

- Self-graded work (following along with the teacher)
- Studyspanish.com/spanish language and culture
- Students putting answers on the board and having peers check their work
- Learning Target sheets
- Small group discussions that lead to self-assessments
- Supersite unlimited settings or practice mode lead to self-assessments
- Quizlet times
- Teacher gives rubric so they can self-assess their work before turning it in
- Students reflect on their answers as they are writing them in on the board
- Students completing extra supersite assignments to prepare for final exam
- Student self-reflections on their work from the first semester
- Global 3000 DW.com
- Newspaper and Daily Noticias

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

Larry A. Ryle High School is proficient in using observation, personal communication, to assess student performance. Teachers at Larry A Ryle implement a variety of assessment tools and formats which are employed to gage student learning. Teachers use in class observation, individual daily questions guided by unit vocabulary themes, quick checks via clickers and written assignments provided by the textbook. These methods continuously provide feedback to teachers so that adjustments can be made and additional practice can be provided to meet learning targets and ensure student learning.

Larry A Ryle High School is proficient in the area of providing meaningful, timely and documented feedback from a variety of sources to students in order to assist students in self assessment. Students are provided with meaningful, timely and documented feedback in a variety of ways. Primarily students receive feedback instantly through the use of the Supersite that accompanies the textbook and clicker quick assessments. In addition, teachers provide daily instruction and re-teach to assist student performance and understanding with the result of increased student learning.

Larry A. Ryle High School is proficient in the area of student self-assessment, reflection and evaluation. Students are able to use self correction during homework review in class. Students are encouraged to correct homework assignments and ask questions for clarification. Students also engage in peer learning through small group work with collaborative review of assignments. The usage of these techniques leads to greater understanding of the target language. Students gain confidence through consistent practice in the target language and usage of this skill leads to proficiency over time.

(Note: suggestion to use wall mounting of 6 themes used in AP. Also suggestion to use Global 3000 on DW.com for Global competency.)

Professional Learning: Opportunity

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

Overall Rating: 2.25

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

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

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

	Statement or Question	Response	Rating
d)	To what extent does the school provide opportunities and allocate time for teachers to collaborate and exchange ideas?	The school provides limited opportunities, but does encourage collaboration for teachers; however, no time is allocated for collaboration to occur.	Needs Improvement

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

-TPGES/ Reflections / Danielson Framework/ PGP Professional Growth Plans

-CSIP Comprehensive School Improvement Plan Goals

-ILT agendas

-Copies of agendas from KWLA, AP Conferences, Webinar descriptions or certificates, OPI Academy, Common Economic Challenges

-ILT agenda

-Mental Health Conference agenda

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Larry A. Ryle High School

- ACTFL Webinar certificate or agendas
- AP Training agendas
- Evidence of French & AP Human Geography unit: copy of song lyrics and Bio.
- Email requesting evidence for Program reviews

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

The administrative team at Ryle is certified and administering TPGES evaluations using the Danielson Framework which promotes professional growth through self-reflection, professional growth goals, peer observations and identifying student growth goals. This ongoing assessment supports appropriate instruction for world language and global competency and links to the Comprehensive School Improvement Plan (CSIP). Self reflections are utilized to develop a personal Professional Growth Plan that is reviewed annually to support CSIP identified goals. The CSIP goals are updated and revised according to needed adjustments revealed.

-A variety of world language and global competency professional learning opportunities incorporating the Standards for Professional Learning are available and focus on research/evidence based practices that support teacher Professional Growth Plans (PGPs) connected to school and student data.

-All world language teachers participate in ILT groups to formulate common procedures and grading systems and summative assessments. Data is collected and shared with all teachers in the ILT group so that we can learn from each other and better impact student learning.

-Teachers attend professional conferences and training based on best practices: KWLA Conferences, AP conferences, and Webinars, Mental Health training on cultural differences, Summer Academy for OPI training, Common Economic Challenges workshop about Euro/dollar world impact.

Job embedded world language and global competency focused professional learning opportunities are available to teachers, and they are encouraged to engage in those opportunities.

Time for ILT meetings are scheduled bi-weekly during work hours

- Substitute teachers are provided for teachers to attend conferences within the work day such as: AP Training, Mental Health Conference.
- Teachers have access to ACTFL and Supersite Webinars

The school encourages collaboration between world language and academic core teachers but does not allocate time for collaboration to occur.

-Some collaboration exists between World language teachers and other content teachers such as French & AP Human Geography, German and Science, Spanish and Art.

-Teachers collaborate when discussing evidence requirements for Program Reviews.

Professional Learning: Participation

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

Overall Rating: 2.25

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

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

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

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

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

- Copy of an approved College Board syllabi
- Supersite Webinar agendas or certificates
- Copy of KWLA conference agenda
- ILT agendas where teachers are sharing ideas
- ILT agendas, leadership,
- Faculty handbook
- PLC work flowcharts (pgs. 20-26 in the faculty handbook)
- KY Conference
- Association of American Teachers of French

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- Association of American Teachers of German
- KEA
- KWLA
- ACTFL
- AP Reading job
- HHS
- AP Testing
- Photos and email of collaboration with Cincinnati Hispanic Chamber of Commerce
- Photos of students during discussion in Public Library
- Email from KYGreet
- Community German Exchange Program
- Email with collaboration between KY State Director
- Photo of Dave & family at Saturday German school or copy of course outline
- Photo of Spanish speaking countries map on wall
- Email of collaboration between AP Human Geography and French teacher re: Hotel Rwanda or copy of unit

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

World language teachers participate in content-specific professional learning based analysis of school, student and teacher data. There is clear evidence of implementation of the professional learning resulting from these opportunities.

- AP training results in approved College Board syllabi that are used in the classroom.
- Our teachers frequently participate in Vista Supersite Webinars to improve technology use.
- KWLA conferences provide opportunities for sharing content-specific ideas such as stations and other performance-based teaching ideas.
- Teachers share ideas in Bi-weekly ILT meetings

World language teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis and improving student achievement.

- Teachers share ideas in Bi-weekly ILT/PLC meetings.
- ILT leadership is rotated among all teachers
- The school-wide faculty handbook outlines requirements and flowcharts for instructional practices, data analysis and improving student achievement.

World language teachers exhibit leadership in professional organizations, the school and community.

- The Spanish department will host the Northern KY Spanish Honor Society Conference in 2016
- The German teacher administers the National German exam of the Association of American Teachers of German.
- Several teachers are members World Language professional organizations including ACTFL, KWLA, AATSP, AATF, AATG
- A Spanish teacher will be an AP assessment reader
- Several teachers administer annual World language AP exams.
- All world language teachers rotate leadership positions in school wide committees and ILT leadership
- Dept. members collaborate with community members to further student learning.

World language teachers regularly collaborate with community, business and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on language proficiency and global competency.

- Spanish teachers volunteer with the Hispanic Chamber of Commerce
- Spanish teachers participate in community language discussion with cultural representative at the local Public Library
- A Spanish teacher is working with KYGreet to prepare a venue for the NK State Spanish Honor Society Conference
- The German teacher collaborates with the Community German Exchange Program
- A Spanish teacher is working with the KY State Director for the Sociedad Honoraria Hispanica to plan conference logistics.
- Dept. members collaborate with community members to further student learnin

Some teachers in the school receive professional learning opportunities to enhance the integration of world language and global competency content.

- A science teacher and his family are voluntarily attending Saturday German School in collaboration with our German teacher
- A science teacher volunteers personal time to help with an annual school Schnitzeltag event. Does Dave bring it back to his teaching?
- An art teacher will be collaborating with the Spanish department to design cultural artistic workstation for students at the Sociedad Honoraria Hispánica Conference.
- An AP Human Geography teacher collaborated with the French teacher during a unit on "Hotel Rwanda".

School Leadership: Policies and Monitoring

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

Overall Rating: 1.11

	Statement or Question	Response	Rating
a)	To what extent does district and school councils/leadership implement established policies to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum?	District or school councils/leadership does not have policies in place to ensure that Global Competency and World Languages are taught throughout the school and across the curriculum.	No Implementation

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

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

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

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that World Languages teachers receive planning time that is equitable with other content areas?	World Languages teachers receive planning time, but this is not equitable to other content areas.	Needs Improvement

	Statement or Question	Response	Rating
f)	To what extent does school leadership allocate equitable time (including travel time between buildings), appropriate facilities and resources to implement the Global Competency/World Languages program?	The principal allocates time and resources to implement the Global Competency/World Languages program, but these are not equitable to other content areas.	Needs Improvement

	Statement or Question	Response	Rating
g)	To what extent does district and school leadership hire World Languages teachers and establish a hiring policy for them (e.g., international teachers and language and culture assistants, Fulbright teachers)?	District and school leadership may hire World Languages teachers but does not have a specific hiring policy related to World Languages.	Needs Improvement

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	Statement or Question	Response	Rating
h)	To what extent does district and school leadership establish policies to support student/teacher international travel/exchange, field trips and community service?	District and/or school leadership does not have specific policies but does support outside learning opportunities and/or travel.	Needs Improvement

	Statement or Question	Response	Rating
i)	Not applicable to Elementary School - To what extent does district and school leadership establish and implement a policy that assures performance/proficiency based credit for acquiring Global Competency/World Languages skills outside or inside the classroom? - Not Applicable to Elementary School	District and/or school policy exists for performance/proficiency based credit, however specific guidelines related to Global Competency/World Languages skills is not included.	Needs Improvement

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

- Selections made on schedules for pre-college but not a policy (copy of course description)
- WL is available but not across curriculum
- RAP tutoring
- Foreign languages are offered to all students
- After school tutoring as needed
- We are aware of it happening but we can pick what we want to spend it on but money is allocated to us.
- we have: site base \$, gen fee \$,
- we have teachers in site base that make financial decisions
- TPGES, PGP, CIITS and the Program Review process
- There is a hiring policy
- Team lead invited to new hire interview this is a practice not a policy
- field trips, community service but leadership almost discourages: Cost for busing etc. disruption to other classes
- There is a policy: Mr. Turner has the final say re. what credit a student gets
- We can place but we don't give credit again Mr. Turner has the final say

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

No policies are in place to ensure that world language and global competency concepts are taught throughout the curriculum. There are opportunities for world language classes in Spanish, German and French across grade levels to include pre-college curriculum but not a policy across curriculum. An attempt is being initiated to post unit plans across the curriculum to facilitate collaboration for all teachers to appropriately include world language and global competency in their unit plans.

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Protected time and space is allocated in the schedule so that all students can receive instruction in world language and global competency. All students are encouraged to follow a rigorous pre-college curriculum that includes a minimum of two years of the same foreign language. There are opportunities for world language classes in Spanish, German and French across all grade levels to include pre-college curriculum. Community leaders collaborate with Ryle to allocate a dedicated German immersion student exchange program. Specific time four days a week is allocated during RAP for students to receive world language tutoring. In addition, after-school tutoring is available as needed.

School leadership and select teachers plan the annual budget. World language teachers are aware of several funds including, general fees, site-based, PTA and club money, but are not involved in the budgetary planning. Teachers are represented in the site-based committee and make financial decisions based on campus needs and defined requests. World language department discussed the benefits of creating a budget in order to stay ahead of future needs.

Leadership adopts and implements policies on staffing, class offerings, scheduling, curriculum, instruction and assessment designed to support the proficiency goals for language and global competency identified in school's CSIP, curriculum and vision. Leadership adopts and implements policies based reflections provided by TPGES, PGP, CIITS and the Program Review process.

Leadership does not have a hiring or monitoring procedure for world language teachers, including possible use of international teachers and language and culture assistants, Fulbright teachers, etc. A hiring policy is in place for all teachers. An international teacher was hired based on a recruitment program promoted by the KY state world language consultant. The world language department team-lead is included in the interviewing process for hiring world language teachers.

Leadership sometimes supports or encourages outside learning opportunities, but no policies exist. Ryle high school hosts German exchange students annually with community leader sponsorship rather than school sponsorship. School field trips are discouraged due to budgetary constraints.

There are school policies to award credit for world language proficiency or global competency acquired outside or inside the classroom. The school policy is for the school principal to have sole discretion based on placement test results to approve or not approve credit for world language competency on a case by case basis.

School Leadership: Principal Leadership

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

Overall Rating: 1.75

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

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

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate and involve the school, parents and community in making decisions related to the Global Competency/World Languages program?	The principal rarely shares information with school, parents and community regarding the Global Competency/World Languages program.	Needs Improvement

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

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

- Program Review Time
- Principal meets with team leaders monthly
- Meets with world language team leader as needed
- Program review time
- ILT time
- TPGES
- Principal learning a second language
- Twitter and Ryle website
- Scheduling Parent Night

Work on incorporating WL into the FAME program. (Advanced Manufacturing Technician)

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- Host KY State Spanish Honor Society Conference
- German Exchange Program
- Scheduling Information
- Site Based Committee
- AP Training
- UBD Training
- PD Mr. Turner encouraged collaboration
- Talked about possible after school adult conversational language learning

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

The principal enlisted and actively participated with world language teachers bi-weekly to discuss rubrics, evidence and rationales for the program review process. He also meets with Team leaders and administrators to collaborate, evaluate and reflect on instructional practices on overall student achievement. Principal meets with world language team leader as needed.

Principal actively participates with world language teachers during program review discussions. Principals rotate visits to ILT Time and engage in learning about world language global competency. The TPGES Professional growth plans include reflections and questions on how administrators can support PD or growth. Principal is currently learning a foreign language using a language program.

Some documentation is sent out via Twitter and the Ryle website communicating course offerings. With the implementation of Scheduling Parent Night, parents and community learn about programs offered to students, AP opportunities, college credit and cost saving benefits. Parents are given an opportunity to meet teachers and ask questions specific to world language.

Staff recognized need to incorporate WL into the FAME program.

Principals have agreed to Host the KY State Spanish Honor Society Conference to provide a cultural growth opportunity for our students, community and community stakeholders. Principals have agreed to host a yearly German Exchange program to encourage immersion language learning and global competency. During scheduling, World Language is an integral part of the annual school wide scheduling process.

Ryle principals follow a site based committee review process for making program decisions for effective practices that include best practice professionals to approve and allocate resources, scheduling and program design needs.

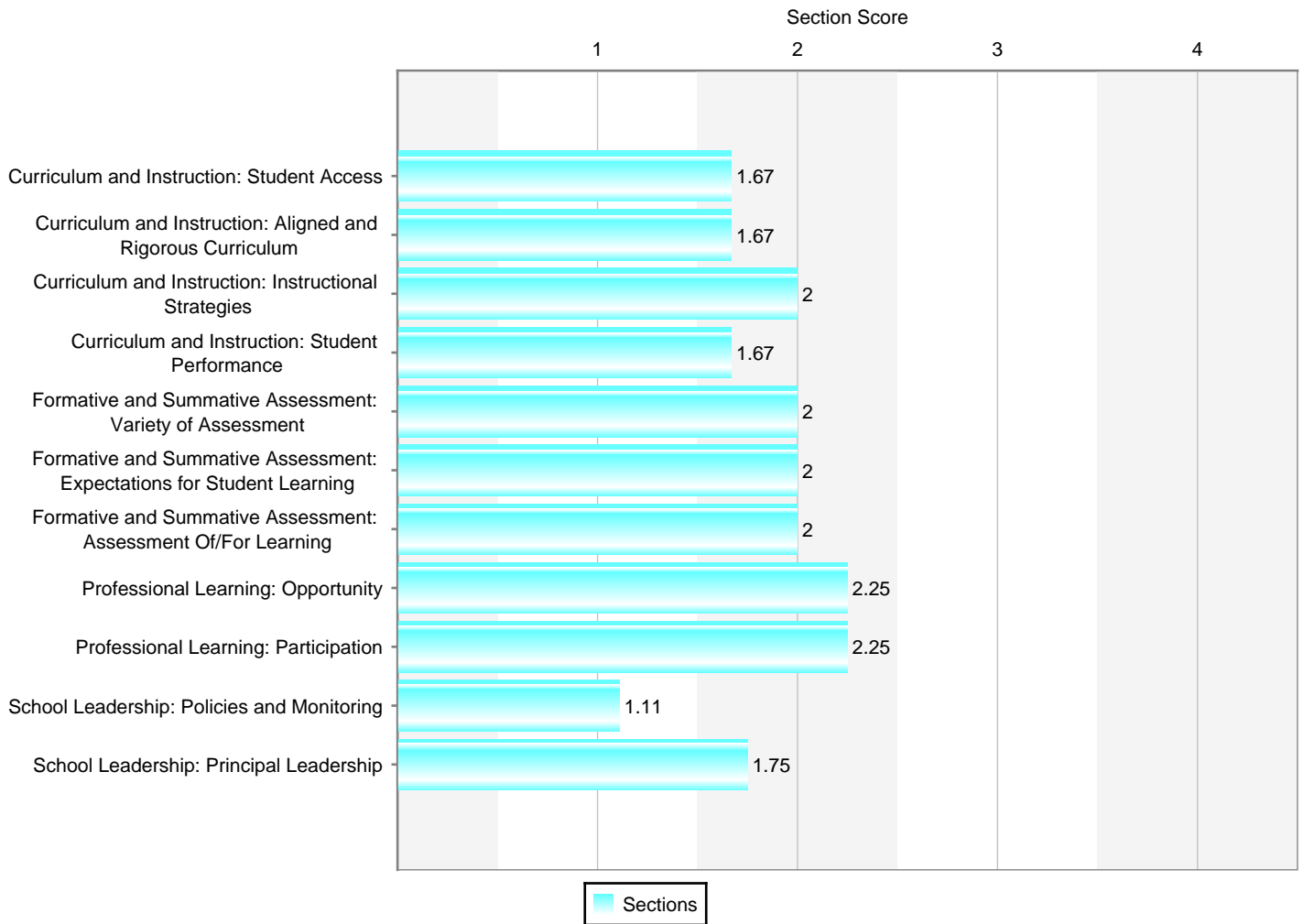
Principals support and approve teacher training programs for World Language Advanced Placement and Understanding By Design that follow world wide standards which are designed and conducted by world professionals in language acquisition research, global competency and effective pedagogical practices.

In a school-wide professional development forum Mr. Turner encouraged all teachers to consider collaborating with world language teachers for curriculum development and working together with global competency in mind.

The principal emphasized the need for school-wide posting of curriculum unit sequences and plans to encourage cross-curricular collaboration for developing global perspectives.

Report Summary

Scores By Section



Career Advising Diagnostic (required grades 6-12)

Introduction

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Review for Practical Living/Career Studies.

A Comprehensive College and Career Advising Program should:

1. Be School-Wide;
2. Implement or Employ the Individual Learning Plan (ILP) as the core component of college and career advising and exploration;
3. Unite students, staff, parents, the community, businesses, and higher education; and
4. Aim to reduce dropout rates, raises graduation rates, and helps pave the way for students to seek post-secondary pursuits after high school (Hodges, 2010; Schanfield, 2010).

To be most effective schools should create a School Counseling Program Advisory Council, as recommended by the American School Counselor Association National Model (3rd ed.) (ASCA, 2012). In order to effectively meet the needs of all students the Advisory Council should be diverse and consist of representatives from school staff, students, parents, and the community. The involvement of many stakeholders ensures program continuity and broadens the scope of content knowledge, skill development, and the formation of habits necessary for students to be successful in adulthood.

Role and Responsibilities of a School Counsel Program Advisory Council

The Advisory Council helps develop the Comprehensive College and Career Advising plan, which includes interventions that target the unique academic, career and personal/social needs of students as identified through needs assessments, grades, ILP reporting, EPAS scores, Student Gallup Poll results, and other school related data. (3rd ed.) (ASCA, 2012).

Evidence-based monitoring is the responsibility of the school counseling program advisory council to ensure that relevant objectives are met and reached. Revisions of the program are intentional, timely and responsive to student and school needs. Data analysis is used to set priorities for services to address academics, behavior, attendance, retention, and acceleration needs. Further, as described by ASCA (<http://www.ascanationalmodel.org/content.asp?contentid=21>), data are used "to measure the results of the program as well as to promote systemic changes within the school system so every student graduates college- and career-ready" (2012). The School Counseling Program Advisory Council should prioritize services that address the school's Comprehensive Improvement Plan concerning college and career readiness, proficiency for all students and eliminating achievement gaps.

In addition to including ALL students, the advising program must be scheduled to occur at regular intervals throughout the school year and be structured to include frequent updating of student ILPs. Imbedding the ILP into the advising system is critical to: supporting students to set and meet goals, helping teachers building relationships with students, and empowering schools to meet the needs of all students.

References:

American School Counselor Association National Model (3 ed.). (2012). Alexandria, VA: American School Counseling Association.

Advising Program

	Statement or Question	Response	Rating
1.	Advising program is guided by a team comprised of a variety of stakeholders.	Team includes school staff and at least 2 members from the following groups: parents, students, business/community, higher education.	Proficient

	Statement or Question	Response	Rating
2.	Advising occurs at regularly scheduled intervals throughout the school year.	Every student participates in advising one time per month.	Proficient

	Statement or Question	Response	Rating
3.	Every student has a regular and on-going advising relationship with at least one adult in the school building.	Students are assigned to advisors for scheduling purposes only.	Apprentice

	Statement or Question	Response	Rating
4.	Advising program promotes systemic changes within the school.	The advising program focuses primarily on crisis situations and academics.	Apprentice

	Statement or Question	Response	Rating
5.	The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.	<p>Leadership support is limited to school counselors and teachers.</p> <p>School integrates the ILP in 1-3 content areas as a teaching tool.</p> <p>School-Based Decision Making Council adopts a policy for ILP implementation including involving parents in ILP review.</p> <p>Data is collected but not analyzed; no clearly defined criteria are followed.</p>	Proficient

	Statement or Question	Response	Rating
6.	Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.	<p>School & staff have a limited advising program but does not ensure every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP.</p> <p>Some students have access to accelerated learning opportunities that are aligned with their ILPs.</p>	Proficient

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	Statement or Question	Response	Rating
7.	Advising is related to academics, career, and personal/social needs.	Advising includes academics and college/career planning but does not address personal/social needs.	Proficient

	Statement or Question	Response	Rating
8.	Advising program sets goals and implements strategies to address achievement gaps.	The school utilizes the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off-track students are provided intensive services.	Distinguished

	Statement or Question	Response	Rating
9.	Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.	Some data is used to determine advising needs, but is not linked to school improvement.	Proficient