



# **Program Review: Practical Living/Career Studies**

**Nelson County High School**  
**Nelson County School District**

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## **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.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Core Academic Standards for PL/CS?	A comprehensive health education curriculum is sequentially planned and aligns with the Kentucky Core Academic Standards for Practical Living.	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 annually collects and analyzes data to create/review the school wellness policy and utilizes the policy to guide collaboration and integration of health education instruction throughout the school environment.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does the school ensure the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety needs of all students?	School ensures 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

DEMONSTRATOR A: Health & PE Curriculum Map, Kentucky Core Academic Standards for High School Health Education, Kentucky Core Academic Standards for High School Physical Education, AFJROTC Making Decisions Settings Goals Lsn Plan, AFJROTC Managing Stress Lsn Plan, AFJROTC Mental & Emotional Health Lsn Plan, AFJROTC Nutrition Lesson Plan, AFJROTC Alcohol Lsn Plan, AFJROTC Avoiding & Preventing Violence Lsn Plan, AFJROTC Benefits of Physical Acty Lsn Plan, AFJROTC Drugs Lsn Plan, AFJROTC Health Care Lsn Plan, AFJROTC Health Body Image Lsn Plan, AFJROTC Mental/Emotional Health Care Lsn Plan, AFJROTC Tobacco Lsn Plan, AFJROTC Substance Abuse Lsn Plan, AFJROTC First Aid Lsn Plan, Agriculture Education -- Food For America Power Point, Food Science Pacing Guide, Food Science Syllabus, Food Science Food Group Test, Health Power Point Presentations (Mental Health Jeopardy, Alcohol Power Point, Communicable Diseases Jeopardy, Communication Skills, Conflict Resolution, Decision making & goals, Depression & Suicide Prevention, Dietary Guidelines for Americans, Fast Food Info

DEMONSTRATOR B: Advertising Consumer Rights Writing Assignment, Advertising Consumer Rights Power Point, AFJROTC Health Substance Abuse Assessment, AFJROTC Suicide Prevention Bulletin Board Themes, AFJROTC Health Suicide Prevention Program, Agriculture Education -- Advertising Influence Writing, Nutrition Exam Review -- Student Work, Nutrition Exam 2 Review -- Student Work, Nutrition Daily Caloric Intake -- Student Work, Nutrition Human Digestion -- Student Work, Nutrition Food Labels -- Student Work, Food Science Beverage & Cereal Test, Food Preservatives Test, Food Science Careers Assessment, Food Science Nutrition Test, Sensory Testing Power Point -- Lab Discussion, Health/PE -- Emotional Problem Presentation material, Family Social Health Unit Plan, Final Exam, Muscles Test, Mental Health Disorders Test, Mental Emotional Health Student Quiz -- Student Work, Schizophrenia Power Point -- Student Work, Pregnancy & Fetal Growth Power Point, Preventing Violence Prompt -- Student Work, STD Prevention Power Point, AFJROTC PT Student Analysis, AFJROTC PT Tracking with Student Goals -- Student Work

DEMONSTRATOR C: AFJROTC Health Substance Abuse Assessment -- Student Work, AFJROTC Fitness Activity Plan, Fitness Log, Placement Exercise 1 & 2, Fitness Plan Packet, AFJROTC Making Decisions Settings Goals Lsn Plan, AFJROTC Managing Stress Lsn Plan, AFJROTC Mental & Emotional Health Lsn Plan, AFJROTC Nutrition Lesson Plan, AFJROTC Alcohol Lsn Plan, AFJROTC Avoiding & Preventing Violence Lsn Plan, AFJROTC Benefits of Physical Acty Lsn Plan, AFJROTC Drugs Lsn Plan, AFJROTC Health Care Lsn Plan, AFJROTC Health Body Image Lsn Plan, AFJROTC Mental/Emotional Health Care Lsn Plan, AFJROTC Tobacco Lsn Plan, AFJROTC Substance Abuse Lsn Plan, AFJROTC First Aid Lsn Plan, Agriculture Education -- Advertising Influence Writing, Nutrition Exam Review -- Student Work, Nutrition Exam 2 Review -- Student Work, Nutrition Daily Caloric Intake -- Student Work, Nutrition Human Digestion -- Student Work, Nutrition Food Labels -- Student Work, Food Science Beverage & Cereal Test, Food Preservatives Test, Food Science Careers Assessment, Food Science Nutrition Test, Sensory Testing Power Point -- Lab Discussion, Health/PE -- Emotional Problem Presentation material, Family Social Health Unit Plan, Final Exam, Muscles Test, Mental Health Disorders Test, Mental Emotional Health Student Quiz -- Student Work, Schizophrenia Power Point -- Student Work, Pregnancy & Fetal Growth Power Point, Preventing Violence Prompt -- Student Work, STD Prevention Power Point

DEMONSTRATOR D: AFJROTC Suicide Prevention Bulletin Board Themes Posters, AFJROTC Suicide Prevention Presentation SBDM, AFJROTC Health Suicide Prevention Program, Email to Coordinated School Health Committee, FRYSC Program Summary, March School Menu, NCHS Coordinated School Health Committee Ideas, NCHS Coordinated School Health Plan, NCHS Emergency Plan, Agriculture -- Food For America Power Point Farm Bureau Presentation, Health/PE -- Prevention of STD's Power Point

DEMONSTRATOR E: NCHS Emergency Plan, English Reading Lesson -- Health & Consumerism, Agriculture -- Advertising & Consumer Rights Assessment, Advertising & Consumer Rights Power Point, Advertising Influence Writing & Rubric, Food Safety Exam -- Student Work, Cafeteria Food Safety Audit -- Student Work, Nutrition Exam, Super Size Me -- Assessment, Health/PE -- Emotional Problem Presentation material, Family Social Health Unit Plan, Final Exam, Muscles Test, Mental Health Disorders Test, Mental Emotional Health Student Quiz --

Student Work, Schizophrenia Power Point -- Student Work, Pregnancy & Fetal Growth Power Point, Preventing Violence Prompt -- Student Work, STD Prevention Power Point, Science -- High School Science Safety Contract, Lab Safety Rules Power Point, Safety Test -- Biology

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

Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. We have influences from Health/PE, AFJROTC, Agriculture Education, Science, and English. Samples include, Lesson Plans, Curriculum Maps, Lessons, Power Points, Assessments, Student Work, Student/Staff Presentations to local/school entities, etc to show access to high quality, rigorous health education curriculum aligned to standards through pacing guides and lesson plans, covering all health content as outlined in pacing guides and evidenced in student work. The CSH includes representatives from all 8 components, who have developed a school health plan aligned to District policies and developed goals for next year based on analysis of survey data to inform instruction and health initiatives.

## Curriculum and Instruction: Physical Education

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Core Academic Standards for PL/CS?	The physical education curriculum is planned but not comprehensive and/or sequential.	Needs Improvement

	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 provides limited differentiated learning strategies and activities.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee utilize a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of physical education instruction as well as increase physical activity opportunities throughout the school environment?	A Coordinated School Health committee is in place but is not used to inform instructional practices and/or increase physical activity opportunities within the school environment.	Needs Improvement

	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 has limited integration opportunities of the physical education curriculum.	Needs Improvement

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

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DEMONSTRATOR A: AFJROTC Health/PE Curriculum Map, AFJROTC Physical Training Plan, High School Physical Education KCAS Alignment to NASPE, Archery Test, NCHS Health/PE Curriculum Map, PE 1 Syllabus 2013-14, The FITT Formula pre-assessment, Basketball Unit Plan, Basketball Pre-Assessment, Basketball Assessment, Volleyball Pre-Assessment, Volleyball Test, Tennis Test, Soccer Lesson Plans

DEMONSTRATOR B: Photographs -- Box Workout for Squats, Student Analysis of Progress, Student Demonstration of Process, AFJROTC -- Fitness Activity Plan, Fitness Log, Fitness Placement Exercise, Fitness Placement Exercise 2, Fitness Plan Packet, PT Analysis Student Quiz -- Student Work, Fitness Tracking Goals, Health/PE -- Basketball Pre-Assessment, Basketball Assessment, Volleyball Pre-Assessment, Volleyball Test, Tennis Test, Soccer Lesson Plans

DEMONSTRATOR C: Adaptive PE -- Video of FMD students exercising/stretching, Health/PE -- PE 1 Syllabus 2013-14, The FITT Formula pre-assessment, Basketball Unit Plan, Basketball Pre-Assessment, Basketball Assessment, Volleyball Pre-Assessment, Volleyball Test, Tennis Test, Soccer Lesson Plans

DEMONSTRATOR D: NCHS Coordinated Health Committee Ideas, Nelson County High School Draft CSPAP, Health/PE -- Family Social Health Unit Plan, Prevention of STD's Power Point

DEMONSTRATOR E: AFJROTC Physical Training Program, Fitness Goals & Plans, Health/PE -- The FITT Formula pre-assessment, Health Self Assessment, Family Social Health Plan, Prevention of STD's Power Point

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

The PL/VS committee presented a variety of samples from lesson plans, fitness plans, exercise plans, video representation of an adaptive PE course for our FMD students, pictures of student plan in weight lifting with a demonstration of proper stance and carriage. The samples range for PE1, AFJROTC PT/Fitness, NCHS Coordinated Health Committee, all of which represent a balanced representation of Physical Education. The Coordinated Health Committee has developed a draft Comprehensive School Physical Activity Plan, but it is not yet fully informing collaboration or instruction.



## Curriculum and Instruction: Consumerism

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

	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 demonstrate mastery through the regular practice of real world skills related to consumerism 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 the consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources (i.e. guest speakers, judges, etc.)?	Consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources (i.e. guest speakers, judges, etc.)	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?	Students routinely engage in grade level appropriate financial decision making.	Proficient

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

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

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	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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

DEMONSTRATOR A: AFJROTC -- Consumer Economics Pacing Guide, Agriculture Education -- Agribusiness Systems KOSSA Standards, 2014 Greenhouse Price List, Corsage Pricing Sheet, CROPS Measurement handouts, CROPS Plan for Massey 135, Dosage Calculations Handout, Determining Dosages -- Student work, Vet Science Nutrition Test, Vet Science Nutrition Review, Health/PE-- Family Social Health Plan, Consumerism Quiz

DEMONSTRATOR B: AFJROTC -- Consumer Econ Own v Rent Analysis, Consumer Econ 4 Savings, Consumer Econ 3b Value of Education, Consumer Econ Building Credit to Borrow, Consumer Econ Financial SMART Goals, Consumer Econ Strategies for Spending, Consumer Econ Living Expenses, Investing Assessment, NEFE Money Mgt Assessment, NEFE Money Mgt Activities & Challenge, Stock Options Analysis/Decision, Value of Savings Investment Assessment, Agriculture Education -- 13-14 Report Worksheet, Agriculture Education Career Major Worksheet, Agriculture Entrepreneurship Exam, Financial Mgt Lessons, Goal Setting, Budget Information, Monthly Meeting Checklist, responsibilities of 13-14 officer team, English -- Vision Board Pictures (2) (Goal Setting), Health/PE -- Family Social Health Plan, Consumerism Quiz

DEMONSTRATOR C: Agriculture Education -- Advertising and Consumer Rights, Advertising and Consumer Rights Power Point, Bloomfield Farms Marketing Plan, Briggs & Stratton Donation Letter, Chuckleberry Farm & Winery Marketing Plan, CROP Principal Support Letter, CROPS Adult Consent Form, CROPS Student Assent Form, CROPS Teacher Adult Consent Form, Letters for CROPS Grant, Metal Inventory, Radio Broadcast -- Ag Communications, Health/PE --Nelson County Lady Cards KODA Commercial, Organ Donation PSA

DEMONSTRATOR D: AFJROTC Consumer Econ 4a Savings Decide -- student work, Saving & Investment -- student work, Stock Options -- student work, CARE Credit Ed Assembly, Consumer Econ Financial SMART Goals -- Student work, Consumer Econ Living Expenses -- student work, NEFE Mod 1 Test Money Management -- Student work, Investing Pre-assessment Response -- student work, Agriculture Education -- Advertising & Consumer Rights outline, Advertising & Consumer Rights Power Point, Financial Management -- Student work, Miranda Goof Proficiency, National Chapter Rating Form, Health/PE-- Family Social Health Plan, Consumerism Quiz

DEMONSTRATOR E: AFJROTC -- Consumerism using a checking account -- student work, NEFE Mod 1 test Money Mgt -- student work, Investing Pre-assessment Response -- student work, Math consecutive subtraction -- student work, Agriculture Education -- Advertising & Consumer Rights outline, Advertising & Consumer Rights Power Point, Auto Loans & Budgeting -- student work, Budgeting -- student work, Atrophic Rhinitis -- student power point, CROPS measurement handouts, CROPS Plan for Massey 135, CROPS Pre-assessment, Determining Dosage -- student work, Disease project 2013 assignment & rubric, Dosage Calculations 2 assignment, Nephron Research, Chemistry -- Popcorn Lab -- student work, Mathematics -- Estimation Graphing -- student work, Logarithms -- student work

DEMONSTRATOR F: AFJROTC -- Consumer Econ Borrowing -- student work, Consumer Econ Financial SMART Goals -- student work, Consumer Econ Strategy for Spending -- student work, Consumer Econ Living Expenses -- student work, Consumerism Using a Checking Account -- student work, NEFE Mod 1 Test -- student work, NEFE Money Management Activities Challenge --student work, Saving Investment Assessment -- student work, Agriculture Education -- A Sleeping Giant ACT like assessment, Color Wheel power point, Elements of Design Worksheet 1, Elements of Design power point, Floral Design card project, Floral Design Elements - Line power point, Floral Design Final 2013, Floral Design Final 2013 modified, Floral Design Flower ID quiz, Floral Design History power point, Floral Design Pacing Guide, Floral Design Syllabus, Floral Design Test 1, Line Quiz power point, Chemistry -- Popcorn Lab Student Work, English -- Reading Health & Consumerism articles and assignment, Health/PE-- Family Social Health Plan, Consumerism Quiz

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DEMONSTRATOR G: AFJROTC -- Consumer Econ Living Expenses -- student work, ID Theft Pamphlet -- student work, Investing Pre-assessment Response -- student work, Stock Options -- student work, Agriculture Education -- Advertising & Consumer Rights outline, Advertising & Consumer Rights Power Point, Chuckleberry Farm & Winery Marketing plan power point -- student work, Disease project 2013, Floral Design -- Design Power Point project, Floral Design Card Design project, Nephron Research, Sugar Buzz Marketing presentation student work, Chemistry -- Popcorn Lab Student Work, English -- Reading Health & Consumerism articles and assignment, Health/PE-- Family Social Health Plan, Consumerism Quiz

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

Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. We have influences from Health/PE, AFJROTC, Agriculture Education, Science, and English. Samples include, Lesson Plans, Curriculum Maps, Lessons, Power Points, Assessments, Student Work, Student/Staff Presentations to local/school entities, etc that acknowledges the application of real world skills and financial decision making related to consumerism. Technology is used to conduct online research, to track investment portfolios, and to assist in the financial decision making process.

## Curriculum and Instruction: Career Education

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

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

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

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs?	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.	Proficient

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

	Statement or Question	Response	Rating
e)	To what extent does the school ensure students apply core academic skills such as math and reading to solve real world problems related to career education?	Students apply core 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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	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, extra/co-curricular organizations, and/or student organization activities. Recognition is provided to students for their efforts and accomplishments?	All students develop and practice career and leadership skills through school wide service learning projects, extra/co-curricular organizations, and/or student organization activities. Recognition is provided to students for their efforts and accomplishments.	Distinguished

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

DEMONSTRATOR A: AFJROTC -- Consumer Economics Pacing Guide 2013-14, Guidance Department -- Career Presentation to Seniors/Parents, ILP Snapshot, Agriculture Education -- Ag Ed Program of Studies, Agriculture Career Cluster, Agriculture Career Majors, Agriculture Education Career Major Worksheet, Agriscience Curriculum Alignment, Caitlyn Simpson Diversified Crop Proficiency, Letter of recommendation Caitlyn Simpson Proficiency pictures (driving, dropping sticks, relining the greenhouse, stacking trays), Pictures -- Dean Hendricks Ag Day at the Fair, Board Presentation, Dean digging plants, pruning lillies, Farm Bureau presentation, FLC workshop, loading mulch, lilly placement, Deans letter of recommendation, Kayla Sagrecy -- proficiency pictures, Turf Management Proficiency, Letter of Recommendation, Miranda Goff -- Proficiency pictures, Arts & Humanities -- Diversity within the Job power point, Foreign languages in the workforce Spanish II, Rubric for power point, Spanish Project for Professionals, English -- Rubric for College Narrative Essay, Health/PE -- Soccer Lesson Plans, Weekly Lesson Plans, Science -- Career Brochure -- student work

DEMONSTRATOR B: AFJROTC -- Goal Survey -- student work, Career Planning SMART Goals -- student work, Curriculum Plan & Career Pathway Template, NEFE Mod 3 Test Earnings, Consumer Econ 3b Value of Education --student work, Vision Board Evidence -- student work, Education & Career Summary -- student work, Special Ed --CBI for Students, Mathematics -- CCR Polynomial Perimeter & Area Project outline, rubric, and student work, Biology --Letter to the Govenor on coal, Agriculture Education -- Ag Ed Program of Studies, Agriculture Career Cluster, Agriculture Career Majors, Agriculture Education Career Major Worksheet, Goal Setting -- student work, Agriscience Curriculum Alignment, Caitlyn Simpson Diversified Crop Proficiency, Letter of recommendation Caitlyn Simpson Proficiency pictures (driving, dropping sticks, relining the greenhouse, stacking trays), Pictures -- Dean Hendricks Ag Day at the Fair, Board Presentation, Dean digging plants, pruning lillies, Farm Bureau presentation, FLC workshop, loading mulch, lilly placement, Deans letter of recommendation, Kayla Sagrecy -- proficiency pictures, Turf Management Proficiency, Letter of Recommendation, Miranda Goff -- Proficiency pictures, Food Science careers, Jim Beam Market Analysis -- student work, Health & PE -- Family Social Health Plan, The FITT Formula, Health Self Assessment

DEMONSTRATOR C: AFJROTC -- Curriculum Plan & Career Pathway Template, UK Army ROTC email, Guidance -- Operation Preparation email, Pictures from Operation Preparation (2), NC Board Newsletter Picture of Operation Preparation, Mathematics -- CCR Polynomial Perimeter & Area Project outline, rubric, and student work, Agriculture Education -- Ag Ed Program of Studies, Agriculture Education Articulation Agreement Report form, Agriculture Education Articulation Agreement Memo, Agriculture Education Articulation Agreement summary chart, Agriculture Career Clusters, Agriculture Career Majors, Agriculture Education Power Point Presentation for Advisory Committee, Career Major Worksheet, Curriculum Alignment, Co-op Syllabus & Guidelines, English -- Resume sample, Resume,

DEMONSTRATOR D: NCHS Guidance -- Career/Job Shadowing form, Freshman Night power point, Junior Parent Meeting power point,

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Operation Preparation Letter, Agriculture Education -- Ag Ed Program of Studies, Agriculture Career Cluster, Agriculture Career Majors, Agriculture Education Career Major Worksheet, Agriscience Curriculum Alignment, Caitlyn Simpson Diversified Crop Proficiency, Letter of recommendation Caitlyn Simpson Proficiency pictures (driving, dropping sticks, relining the greenhouse, stacking trays), Pictures -- Dean Hendricks Ag Day at the Fair, Board Presentation, Dean digging plants, pruning lillies, Farm Bureau presentation, FLC workshop, loading mulch, lilly placement, Deans letter of recommendation, Kayla Sagrecy -- proficiency pictures, Turf Management Proficiency, Letter of Recommendation, Miranda Goff -- Proficiency pictures, English -- Resume sample, Resume, Mathematics -- Amateur Architect assignment and rubric, Deerstand -- student work

DEMONSTRATOR E: AFJROTC -- NEFE Mod 3 Test Earning Power -- student work, Consumer Econ 3b Value of Education -- student work, Mathematics -- CCR Polynomials Perimeter & Area Project assignment, rubric student work (pictures 3), Agriculture Education -- CROPS Measurement Handouts, CROPS Plans for Massey 135, CROPS Pre-assessment, Determining Dosages student work & Calculations assignment, Floral Design Corsage Writing Prompt, Genetic Key for Punnett Squares 1 & 2, Pearson Square, Miranda Goff Proficiency, Health & PE -- Prevention of STD's Power Point, Health Self Assessment, STD Quiz

DEMONSTRATOR F: AFJROTC -- Curriculum Plan & Career Pathway Template, Consumer Econ 3b Value of Education -- student work, Education & Career Plan Summary -- student work, Science -- Career Brochure -- student work, NCHS Guidance Operation Preparation email, Career Presentation to Seniors & Parents, ILP Snapshot of Completion, FRYSC Program Summary, Agriculture Education -- Ag Ed Program of Studies, Agriculture Education Career Major Worksheet, Career Presentation Rubric, Coursebook for 2013-14, Resume's 3 student work, Miranda Goff's Proficiency

DEMONSTRATOR G : AFJROTC -- Curriculum Plan & Career Pathway Template, Pictures of ROTC students on a site visit (2), Agriculture Education -- Caitlyn Simpson -- Diversified Crop Proficiency, Letter of recommendation Caitlyn Simpson Proficiency pictures (driving, dropping sticks, relining the greenhouse, stacking trays), Career Presentation Rubric, Equine Genetic Diseases & Disorders project, Floral Design Design power point project, Floral Design Card Project, Kayla Sagrecy -- proficiency pictures, Turf Management Proficiency, Letter of Recommendation, procedure brochure, English -- Resume sample, Resume,

DEMONSTRATOR H: AFJROTC -- 2013 Unit Mission Briefing December power point, 2013 Opening Week Unit Mission Briefing power point, Awards Banquet to do list, How to plan a service project, Unit Assessment -- student work, AWARDS BANQUET -- After Action Report Dining Out 2014, Dining Out Script 2014, Dining out timeline, Job List 2014, Remembrance Leader Checklist, Tear Down Teams, 2013-14 Goal Setting Process power point, Talking Paper on Corrective Action on Unit Goals, Goals Support Tracker 2013-14, Agriculture Education - - 2012-13 Banquet Script & Program, Agriculture Education Articulation Agreement Report form, Agriculture Education Articulation Agreement Memo, Agriculture Education Articulation Agreement summary chart, Chuckleberry Farm & Winery Power Point marketing plan, Committee Responsibilities, First Responders Luncheon Meeting agenda, Food For America power point for Farm Bureau, Food For America Leads & Schedule, Foster Heights Elementary School Landscape Proposal Power Point, Foster Heights Elementary School Landscape Plant & Materials List, Leadership Class -- Service Project Proposal

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

Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. We have influences from Health/PE, AFJROTC, Agriculture Education, Science, and English. Samples include, Lesson Plans, Curriculum Maps, Lessons, Power Points, Assessments, Student Work, Student/Staff Presentations to local/school entities, etc. Hands on experience carries a tremendous amount of weight for the programs in the PLVS field. Our students are able to produce, create, and carry out several activities that benefit them as students, collaborative groups, teams, and entities like JROTC and FFA at our school. Students are placed in responsible roles as leaders, teachers, and community representatives in various settings at the local, state and national levels. These opportunities allows us as

teachers, mentors, and student leaders to create real world connections that will last a lifetime.

### Curriculum and Instruction: ILP

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. A process is 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. A process is in place to ensure that parents have received access information for the ILP.	Proficient

	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 use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP to inform student career and educational decisions. The intervention planning tool within the ILP is also utilized for students not meeting these benchmarks.	Distinguished

	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?	Multiple advising programs are in place and include components of the ILP, as well as regular meetings between students and college / career advisers.	Distinguished

	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 and included in the CSIP to monitor the completion of the ILP at both the school and district levels and includes at least bi-annual check points.	Distinguished

	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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**



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DEMONSTRATOR B: NCHS Guidance -- PLAN Summitt for NC 9th graders power point, PLAN Summitt for NC 10th graders power point, PLAN -- The road to all A's worksheet, Agriculture Education -- Ag Ed Program of Studies, Agriculture Career Clusters & Majors, Agriculture Education power point for Advisory Committee, Agriscience Curriculum Alignment, Course Descriptions for all Ag Classes taught at NCHS

DEMONSTRATOR C: NCHS Guidance -- Operation Preparation Community Representative Agenda, Operation Preparation Student Assignment to Community Volunteers, Using Senior's, Junior's, Sophomore's Assessment data to guide students to being college and career ready (3 documents) -- English -- Letter from a Yale representative for classroom speaker, Agriculture Education -- Articulation Agreement report form, report cover, statewide agreement, summary chart, Agriculture Career Cluster & Major, Career Major Worksheet, Career Pathways/Core Courses 2014-15, Course Guidebook 2013-14,

DEMONSTRATOR D: NCHS Guidance -- ILP Snapshot -- student work, Agriculture Education -- Articulation Agreement report form, report cover, statewide agreement, summary chart, Agriculture Career Cluster & Major, Career Major Worksheet, Agriculture Education power point for Advisory Council

DEMONSTRATOR E: NCHS Guidance -- NCHS Grade Registration forms (9th, 10th, 11th, 12th), Picking Career Pathways Presentation to Freshman, Agriculture Education -- Articulation Agreement report form, report cover, statewide agreement, summary chart, Agriculture Career Cluster & Major, Career Major Worksheet, Program of Studies

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

Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. We have influences from AFJROTC, Agriculture Education, and English. Samples include, Lesson Plans, Curriculum Maps, Lessons, Power Points, Assessments, Student Work, Student/Staff Presentations to local/school entities, etc. Our guidance counselors met with each grade level to complete, monitor, and provide guidance for all students. Guidance counselors and teachers met with students one on one to discuss PLAN results and there potential impact on ILP's. Leadership also held PLAN and ACT summits on test results to review significance of results and to have the students create their own goals for improvement.

## 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.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
a)	To what extent are Kentucky Core Academic Standards, 21st Century Skills and Knowledge, and other applicable content standards used in the development of formative and summative assessments related to PL/CS	Kentucky Core Academic Standards, 21st Century Skills and Knowledge, and other applicable content standards are used in the development of formative and summative assessments related to PLCS.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
b)	To what extent are traditional PL/CS assessment measures responsive to a variety of learning styles and abilities?	Traditional PLCS assessment measures are responsive to a variety of learning styles and abilities.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
c)	To what extent do PL/CS 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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
d)	To what extent do PL/CS assessments support individual growth of all PL/CS 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

DEMONSTRATOR A: AFJROTC -- NEFE Learning Outcomes and Assessments, Agriculture Education -- Ag Ed Program of Studies, Career Majors, Career Major Worksheet, Agriscience Curriculum Alignment, Course Descriptions for all Ag Ed Courses for NCHS, Health & PE -- PE 1 Syllabus, Weekly Lesson Plans (2)

DEMONSTRATOR B: AFJROTC -- Talking Paper on Corrective Action on Unit Goals 2014, Consumerism Using a Checking Account, NEFE Mod 3 Test Earning Power -- student work, Consumer Econ Living Expenses - student work, NEFE Mod 1 Test Money Management -- student work, NEFE Money Mgt Activities & Challenges, Physical Training Program, Vision Board Evidence, Education & Career Plan Summary, Special Ed. Modified Geometry Assignment, Agriculture Education -- ACT Sleeping Giant, Ag Issues Rubric, Animal Science Digestion & Nutrition Test, Floral Design Corsage Writing Prompt, Intro to Vet Sci Clinical Exams, Marketing Plan Rubric, Nephron Research, Procedure Brochure, Protein Debate, The Jungle, Animal Rights & Welfare Position, Health/PE -- Archery Test, Basketball Pre-assessment, Drug Test, Final Exam, Health-Muscles Test, Mental Disorders test, Nutrition Test, Consumerism Test, Tennis Quiz, Volleyball pre-assessment, Volleyball Test

DEMONSTRATOR C: AFJROTC -- Investment Pre-assessment Instructional Plan, English -- English 3 Self-Assessment, NCHS Guidance --

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PLAN SUMMIT for 9th Graders, Practice ACT SUMMIT for NC 10th Graders, Mathematics -- ACT Growth Charts from Sept 13 - Feb 14, ACT Student example of self-analysis, 100,000 Pyramid review, Breeds of Livestock Quiz, Floral Design Plant ID Quiz, Genetic Key for Punnett Squares, KOSSA Tracker, Vet Science Team Competition Script, Health/PE -- Basketball & Volleyball Pre-Assessment, Data Analysis of Volleyball Unit Test

DEMONSTRATOR D: AFJROTC -- Consumerism Using A Checking Account -- student work, Investing Assessment -- student work, NEFE Mod 3 Test Earning Power -- student work, Consumer Econ Living Expenses -- student work, Education & Career Plan Summary -- student work, Physical Training Program, Vision Board Evidence, 2013-14 Goal Setting Process, Talking Paper on Corrective Action on Unit Goal, Goal Support Tracker, English -- English III Self Assessment, Mathematics -- ACT Growth Charts Sept 13 to Feb 14, ACT student example of self-analysis, Agriculture Education -- A Sleeping Giant -- ACT Like Assessment, Animal Science Digestion/Nutrition Test, Animal Science Meats/Byproducts Test, Atrophic Rhinitis power point -- student work, Breeds of Livestock quiz, Disease Project 2013, Dosage Calculations 2, Equine Reproduction Test 2013, Genetic Key for Punnett Square, Horse Evaluation QH Broodmares & Stallions, Vet Science Clinical Exams, Reproduction Test 2013, Temple Grandin reflection, Vet Science Terminology Test, Health/PE -- Archery Test, Drug Test, Final Exam, Health Muscles Test, Mental Disorders Test, Nutrition Test, STD Quiz, Tennis Quiz, The FITT Formula

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

Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance counselors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. We have influences from Health/PE, AFJROTC, Agriculture Education, Science, and English. Samples include, Lesson Plans, Curriculum Maps, Lessons, Power Points, Assessments, Student Work, Student/Staff Presentations to local/school entities, etc. Teachers meet in PLC's to discuss test scores, strategies, and goals for each grade level, student, and groups of students. We meet in our DATA room that includes each students test results on the wall divided by grade and benchmark level. Our leadership team also met with students to discuss their PLAN & ACT scores and students set goals to increase their scores for the next school year.

## Formative and Summative Assessment: Expectations for Student Learning

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

	Statement or Question	Response	Rating
a)	To what extent do PL/CS 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 PL/CS teachers provide consistent and timely feedback to students and parents on student's performance?	PLCS teachers provide consistent and timely feedback to students and parents on student's performance.	Proficient

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

DEMONSTRATOR A: AFJROTC -- Checking Account Model -- student work, Consumer Econ 4a Savings Decide -- student work, assignment, and rubric, Cooperative Learning Team Roles & Expectations -- student work, Value of Saving Investment Assessment -- student work, Consumer Econ Living Expenses -- student work, ID Theft Pamphlet -- student work, Physical Training Program, Health Substance Abuse Assessment -- student work, Vision Board Evidence, Agriculture Education -- Agriculture Issues Rubric, Career Presentation Rubric, Marketing Plan Rubric, Parliamentary Procedure Exam Rubric, Presentation Rubric, Speaking Contest Rubric, Health/PE -- Mental Health Jeopardy power point

DEMONSTRATOR B: AFJROTC -- Econ Activity Formative Assessment, Sample Parent Contact, Value of Saving Investment Assessment, Mathematics -- McGuffin Parent Teacher and Student Teacher Timely Correspondence Letter, Parent Contact Letter - Delaney, Parent Contact Note - Johnson, Parent Email -- Johnson (2), Parent Contact Email -- McGuffin, Science -- Electricity, Magnetism & Thermodynamics Re-test, Agriculture Education - Advisory Postcard, Agriculture Education Power Point Advisory Presentation, FFA Camp Letter, NCHS FFA Sponsors Thank You Letter

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

Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. We have influences from Health/PE, AFJROTC, Agriculture Education, Science, and English. Samples include, Lesson Plans, Curriculum Maps, Lessons, Power Points, Assessments, Student Work with rubrics and models, Student/Staff Presentations to local/school entities, etc

## Professional Development and Support Services: Opportunities

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the PL/CS disciplines?	The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports quality instruction in PLCS disciplines.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that job embedded professional development opportunities are available to PL/CS teachers to encourage continuous growth?	Job embedded professional development opportunities are available to PLCS teachers to encourage continuous growth.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that PL/CS professional development opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans?	PLCS professional development opportunities focus on research-based best practices that support teacher Professional Growth Plans.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for PL/CS and academic core 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

DEMONSTRATOR A: Administration -- NCHS CSIP

DEMONSTRATOR B: Agriculture Education -- Winter PD for Agriculture Education Agenda and Certificate

DEMONSTRATOR C: Agriculture Education -- Winter PD for Agriculture Education Agenda and Certificate, Administration -- Professional Development (Cross-Curricular) -- Copy of Commitment Cards, Ink, Think Pair for Microteach, Marzano's High Yield Instructional Strategies, Oct. 4th Brainstorm, Copy of the Microteach Protocol, SMART Goal Template

DEMONSTRATOR D: Administration -- Master Schedule

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

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Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. We have influences from Health/PE, AFJROTC, Agriculture Education, Science, and English. Samples include, the CSIP, master schedule and examples of job-embedded professional development as well as staff professional development/learning communities opportunities and collaboration with community and business organizations.

## Professional Development and Support Services: Participation

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
a)	To what extent do PL/CS teachers participate in content-specific professional development selected based on school, student and teacher data analysis?	PLCS teachers participate in content-specific professional development.	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
c)	To what extent are PL/CS teachers leaders in professional organizations and the school?	PLCS teachers are leaders in professional organizations and the school.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
d)	To what extent do PL/CS teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on the arts?	PLCS teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs, and community groups.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
e)	To what extent do most teachers in the school receive and implement professional development to enhance the integration of the PL/CS 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, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.**

DEMONSTRATOR A: AFJROTC -- Lucchese CPR Certification, Agriculture Education -- Winter PD for Ag Ed Agenda & Certificates for Ball & Glass

DEMONSTRATOR B: Administration -- Commitment Cards, Ink Think Pair for Microteach, Marzano's High-Yield Instructional Strategies, Protocol for Microteaching

DEMONSTRATOR C: Agriculture Education -- Professional Organizations -- Ball

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DEMONSTRATOR D: AFJROTC -- Daughters of the American Revolution Event, Agriculture Education -- Advisory Council List 2013, Alumni PC Supper Donation Letter, Board Presentation (State of the FFA NCHS), CROP Principal Support Letter, Letters for CROPS Grant, Food for America power point for Nelson County Farm Bureau, NCHS FFA Sponsors Thank You Letter, WKU Tour Agenda, Administration -- Operation Preparation Community Member Letter

DEMONSTRATOR E: Science -- Lab Safety Course Certificate -- (Shannon, Thomas, Seitz), Mathematics -- Unseld (AP Stats Certificate), McGuffin (AP Calculus Certificate)

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

Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. We have influences from Health/PE, AFJROTC, Agriculture Education, and Science.



### 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.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
a)	To what extent does the School Council/Leadership ensure that PL/CS 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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
d)	To what extent does school leadership ensure that PL/CS teachers are assigned manageable class loads based on course and facilities?	PLCS teachers are assigned manageable class loads based on course and facilities.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
e)	To what extent does school leadership ensure that PL/CS 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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
f)	To what extent do the principal and program teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the PL/CS programs?	School leadership and program teacher leaders collaborate to allocate time and resources to implement the PLCS programs.	Proficient

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

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

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

DEMONSTRATOR A: Administration -- NCHS Writing Plan, Agriculture Education -- 13-14 Perkins Federal Grant, 2013-14 Perkins Budget, Agriculture Articulation Agreement Report form, cover page, Statewide Agreement, Summary Chart

DEMONSTRATOR B: Administration -- Master Schedule

DEMONSTRATOR C: Administration -- SBDM minutes March Special Meeting

DEMONSTRATOR D: Administration -- Manageable Course Loads

DEMONSTRATOR E: Administration -- Master Schedule

DEMONSTRATOR F: Administration -- Operation Preparation Community Stations, Representative Agenda, Community Volunteers & Student Assignments, Student Assignments, Agriculture Education -- Advisory Council List 2013, Advisory Council Member Meeting Response List

DEMONSTRATOR G: Administration -- Course Requests drive our Schedule

DEMONSTRATOR H: Administration -- NCHS Coordinated Health Committee Ideas & Plan, Agriculture Education -- Advisory Council List 2013, Advisory Council Member Meeting Response List

DEMONSTRATOR I: Administration -- NCHS Coordinated Health Committee Ideas & Plan

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

Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. The master schedule shows that students have the opportunity to participate in PL-CS programs and that the scheduling includes manageable class loads and equitable planning time. Staff learning days and the entire program review process have supported collaboration to implement PL-CS programs across the curriculum.

## 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.

	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 PL/CS 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, Arts and 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 regarding the school's PL/CS 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 PL/CS programs?	The principal frequently provides communication with parents and community about PLCS programs.	Proficient

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

DEMONSTRATOR A: Administration -- Program Review Process (6Mar PD Exit Slips, Cheat Sheet PLCS March 2014, Cheat Sheet Writing March 2014, Initial Program Review Timelines Power Point, Program Review Quality Review Teams, Program Review Steps to Final Report, Thumbs), PLVS -- Copy of Commitment Cards, Ink Think Pair for Microteach, Marzano's High Yield Instructional Strategies, Oct. Brainstorm, Protocol for Microteaching, SMART Goal Template, Agriculture Education -- Advisory Council List 2013, Agriculture Education Power Point presentation for Advisory Council, Notes from Advisory Council

DEMONSTRATOR B: Administration -- College & Career Readiness with a Career Focus Meeting Agenda, Program Review Process (6Mar PD Exit Slips, Cheat Sheet PLCS March 2014, Cheat Sheet Writing March 2014, Initial Program Review Timelines Power Point, Program Review Quality Review Teams, Program Review Steps to Final Report, Thumbs), Agriculture Education -- KOSSA & Work Keys Assessment Data,

DEMONSTRATOR C: Administration -- Freshman Orientation Power Point, Future Freshman Orientation Power Point, Operation Preparation Community Stations, Representative Agenda, Community Volunteers & Student Assignments, Student Assignments), Senior Year 101 Power Point presentation

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

## **Program Review: Practical Living/Career Studies**

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Our team of PL/VS teachers, administrators, curriculum resource personnel, and guidance councilors, believe we have created a well balanced Proficient representation of materials to document our progress in the Program Review. The entire staff has been involved in the program review process to ensure program area leaders and other staff all collaborate, evaluate and reflect on the impact of all program areas on student achievement-this process has been ongoing and well-documented throughout the year. The principal has communicated with parents and community about PL-CS programs through such venues as Freshman Orientation, Open Houses, and Career Fairs.