



# Program Review: Writing

Nelson County High School

Nelson County School District

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## **Introduction**

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

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

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## 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.

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

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

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

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

The evidence for these demonstrators include: The school writing plan; and student work samples from AFROTC, English, Social Studies, and Science departments.

Examples of evidence from these departments include: European Union Research, Chemistry Lab write-ups, Summarization of differentiated strategies, analytical writing, personality masks, and New Deal work.

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

The evidence uploaded onto Google Drive clearly shows that students have access to writing and differentiation throughout the curricula of the school. There are samples of evidence showing writing expectations in classrooms which focus in science, AFROTC, English, Psychology, US History, and more subjects.

## Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
a)	To what extent is the curriculum aligned vertically and horizontally to the Kentucky Core Academic Standards for Language Arts?	Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards 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 curriculum provide opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information?	Curriculum provides opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information.	Proficient

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

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

Evidence includes: works samples from English, Math, Social Studies, Arts and Humanities, AFROTC, Leadership, and Science; Curriculum Maps and Pacing Guides for writing in English levels I, II, III, and IV; and The Nelson County High School Writing Plan.

Specific examples include: speech analysis, writing prompts, Math ferris wheel and deer stand prompts, open response from SSI, US History Common Assessments, Paper Mache prompt, Page to stage prompt, Plessy vs. Ferguson prompt, raising minimum wage prompt, Pacing

Guides, Writing plan. There are more samples on Google Drive.

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

The evidence given shows that the students are given writing tasks aligned to the curriculum provided by the state and district, as well as implementing these standards across the content-areas. There is a writing program in place to ensure that aligned and rigorous writing is happening throughout the building on a consistent basis.

## Curriculum and Instruction: Instructional Strategies

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

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

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

	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 and for various purposes?	Students use varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposes.	Proficient

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

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

Sample evidence from the following areas: English, Social Studies, Special Education, AFROTC, Science, and Math. Also have the School

writing plan that is in place, as well as a sample writing wall described in the writing plan.

Specific examples from departments include: Chemical Spill letter, Letter to Gov. on Coal, Gettysburg reading, concept circles, English lesson plans, Women's suffrage prompt, Climate change research, Beowulf work, Marketing plans, article reviews, use of Chromebooks for writing (all student evidence can be found on Google drive), Spanish-American war magazine, Multiple Intelligences webquest, Process papers, student choice of prompts, etc.

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

The evidence uploaded on the Google Drive clearly shows that technology and literacy are being integrated throughout the school. The writing plan serves as a guideline for teachers. Teachers are implementing the use of technology and promoting media literacy through projects and writing in multiple areas of interest.

## Curriculum and Instruction: Student Performance

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

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

	Statement or Question	Response	Rating
b)	To what extent do students respect cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face 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 and virtually) to build on and articulate their own ideas.	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 virtually to problem-solve and generate products/outcomes tied to curriculum and learning goals.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students reference works of quality and substance as models to inform their work?	Students refer to works of quality and substance as models to inform their work.	Proficient

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

The evidence supplied on the Google Drive include evidence from the following areas in the building: AFROTC, English, Math, Science, Social Studies, Spanish, and Agriculture.

Specific examples of the samples provided include: Mission briefing and goal setting, Writing wall, floral design writing prompts, getting to know you activities, analytical writings, quality work samples for students, Sports plots, Global Studies European Union, Small group instruction and goal setting, lab write-ups, visualizing history urban conditions, animal rights, mango street map, Day of the Dead writing prompts, college/narrative essay, Social Studies writing prompts, Spanish-American War Magazine, Student Reflections.

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

## **Program Review: Writing**

Nelson County High School

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Our students are creating products to communicate effectively in writing throughout the building. Due to the implementation of the writing plan and use of writing walls, the students have model work displayed at all times. There is also exemplars posted throughout the building of what good writing looks like. The students are writing for a variety of audiences and varying purposes throughout the building.

## 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.

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

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

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

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

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

Types of Evidence include: Writing prompts, rubrics, and student samples from multiple areas throughout the school, Writing PLC agendas, a copy of the high school writing plan, common assessment writing and formative quick-writes, analytical essays, Concept circles, procedure brochures, nephron research, no pass/no drive writing and reflections, lab write-ups.

There are student samples, rubrics, and prompts for the writing prompts. Areas included are: AFROTC, English, Agriculture, Spanish, Science, Social Studies.

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

The evidence shows that teachers throughout the building are giving students assessments, allowing students the opportunities to self-assess and reflect on work, and giving both formative and summative assessments with writing. There is feedback and student accountability for the writing and this consistently happens across the curricula.

## Formative and Summative Assessment: Expectations for Student Learning

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

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

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

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

Evidence given for this demonstrator includes: writing prompts and rubrics from multiple areas throughout the school, and a copy of the Nelson County High School Writing plan.

Specific samples of evidence include: Quick-writes with rubrics from Chemistry, European Union research from AFROTC, Marketing plans with rubric from Agriculture, No pass/No drive paper and rubric for English III, Math constructed Responses, On-demand writings and goal setting, US History Self-assessments, lab write-ups, and the Nelson County High School Writing Plan. Student samples, prompts, and rubrics.

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

## **Program Review: Writing**

Nelson County High School

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There is ample evidence to show student knowledge of expectations and student use and creation of models for exemplar writing pieces. There are opportunities for self-assessment throughout the content areas and with writing prompts, rubrics are included for student to know expectations and to be able to self assess.

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**Professional Learning and Support Services: Opportunity**

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>a)</b>	To what extent does the professional learning action plan link to the Comprehensive School Improvement Plan (CSIP) and support grade level appropriate instruction in writing?	The professional development action plan links to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in writing.	Proficient

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

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

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

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

Evidence includes: CSIP, PD Certificates (on-demand writing PD), PD Agendas/Powerpoints.

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

PD opportunities are given to teachers and implemented in the building for literacy based on the School's CSIP.

## Professional Learning and Support Services: Participation

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

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

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

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

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

	<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 learning related to the integration of literacy (reading, writing, speaking, listening and language) concepts?	All teachers in the school receive and implement professional development related to the integration of writing/literacy concepts (reading, writing, speaking, listening and language use).	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.**

Nelson County High School CSIP. Writing Professional development opportunities from across the curriculum. Full faculty PD agendas. There is a member of the faculty who serves and has been part of KCTE and NCTE, as well as Breadloaf School of English.

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

Through professional development identified by the CSIP, teachers have PD opportunities provided for them.

## Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

Evidence includes: Writing plan, professional development agendas, power points from professional developments implemented for the teachers, student evidence for admin to ensure writing plan is being implemented, Site Base Council Minutes, Master Schedule, Staffing policy.

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

Through the evidence, the administration provides ample support for writing to implemented across the building.

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## 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.

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>b)</b>	To what extent does the principal initiate and participate in professional learning related to the school's writing program?	The principal participates in, models and leads professional learning regarding the school's Writing Program through collaboration with staff and shared self-reflection.	Distinguished

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

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

Evidence includes: NCHS Writing Plan, Writing Wall and work hanging on walls, Site-Base minutes, School-wide PDs regarding literacy and writing strategies, and PLC agendas.

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

The principal and administrative team highly supports the writing program at NCHS. The implementation of writing walls and the hanging of student work on the walls throughout the building can attest to this. The principal also leads school-wide professional developments in order to ensure literacy is implemented throughout the building in all content areas. The principal leads PLCs to help ensure that standards are being met in the classrooms.