Bath County Writing/Communications Program

REPORT FORM

This report is to be shared with the SBDM and to be submitted to the district before or on October 15, January 15 and May 1.

Date: for Oct. 15_____   for Jan. 15___x___   for May 1_____

School: Bath County High School

Review Team Members: Leslie Workman (Chair), Sabrina Brandenburg, Donetta Tiller, Seth Thatcher

Aaron Baldwin, Georgiana Anderson, Patrick Johnson, Jeff Eaglin, Matt Vincent, Justin Smallwood, Chelsea Staton

Review of School Writing/Communication Program

Action	Feedback from Review Team

1. SBDM Policy Approved   __x___yes   _____no
   Date:
   SBDM Motion Number:
	The policy needs revised.

2. School Writing/Communication Team	
(a) Team established with members as listed in district document: ___x____Met _____Not Met	At the October PR Team meeting.
(b) Team Responsibilities completed as described: _____Satisfactory __x___Needs Improvement	We have not accomplished all of the duties assigned as of today.
3. Development of Students' Communication Skills	We have evidence from some teachers, but not all. This evidence will continue to be gathered throughout the semester.
(a) Principal's Responsibilities __x__Met ____Not Met	
(b) Teachers' Responsibilities – Evidence of using research based practices; lesson plans provide evidence of instruction that includes writing/communication skills ____Met __x__Not Met Provide where to find evidence and feedback in the column at right	
(c) Teachers' Responsibilities – Employ use of available technology ____Met __x___Not Met Provide where to find evidence and feedback in the column at right	We have very little evidence to support the use of technology. It is occurring, but it has not been documented.
(d) Students receive opportunities to engage in inquiry/research relevant to their study and/or interests	Evidence from some teachers, but not all.

__x___Yes _____No What evidence is available to determine this? Provide where to find evidence and feedback in the column at right	Argumentative Research Projects completed in English class. Located in the PR Folder (Workman Email)
(e) Students samples reveal that SOME writing has gone through stages of writing process __x__Met _____Not Met Provide where to find evidence and feedback in the column at right	Drafts found in the PR folders
(f) Students receive opportunities to integrate what is learned using technology with what they learn offline _____Yes _x___No What evidence is available to determine this? Provide where to find evidence and feedback in the column at right	No evidence at this time.
(g) Students receive opportunities to collaborate with teachers and peers in small group, needs-based writing instruction (formative and/or whole class) _____Yes __x__No (h) What evidence do you have to support this? Provide where to find evidence and feedback in the column at right	No evidence at this time.
(i) Teachers provide a variety of publishing opportunities through print and virtual means _____Yes _x___No What evidence do you have? Provide where to find evidence and feedback in the column at right	This may be occurring, but we have no evidence of it at this time.
(j) School offers advanced or accelerated learning or enrichment opportunities that enhance writing/communications in addition to classroom __x__Yes _____No If yes describe in a sentence or two and provide evidence in column at right. If no describe in a sentence or two how the writing/communication team is going to address this with the SBDM council in the column at right.	Honors Classes & English 100 & 200
(k) School is following district grade level charts/plan and state requirements to reveal progression of student work _____Yes __x__Developing _____No Provide where to find evidence and feedback in the column at right	Curriculum documents on K drive. Some departments need to revise Unit Plans to include writing standards and activities created this years.

(l) School has developed a system for ensuring ALL text types are taught at all grade levels and in different core content areas _____Yes _x___Developing _____No Provide where to find evidence and feedback in the column at right	English teachers have partnered with other departments to develop writing at all levels. The prompts have been developed and teachers are beginning to implement those this semester.
4. School Writing/Communication Classroom Folders (NOTE: The term Portfolio is used in the KDE Program Review)	
(a) Each school has devised a method to collect samples of students' writing/communications pieces (products) _____Yes __x__Developing _____No Provide where to find evidence and feedback in the column at right	We have used the student folders on the server in the past, but we are considering switching to CIITS.
(b) Each student's grade level folder contains writing/communication pieces as evidence of developing literacy skills appropriate to learning and communication at student's grade level (use Bath County's Writing Expectation Guide) _____Yes __x___Developing _____No Provide where to find evidence and feedback in the column at right	We have started the process of collecting student work. There has not be a definitive decision on how this will be accomplished, but it will be decided soon.
(c) Each student has completed (10 piece minimum) grade level writing folder (**completed on May 1 report**) ____Yes _x___No Provide where to find evidence and feedback in the column at right	Students are beginning the writing process in all of their classes, folders are not complete as of today.
(d) School has established procedures for students to review their writing/communication folder and determine pieces to retain and to eliminate from folder October ____Yes __x__No January ____Yes _x___No May ____Yes ____No End of Year Record Form completed Record From completed by student ____Yes ____No Provide where to find evidence and feedback in the column at right	We actually have a policy within the English department, but there is not an established process documented.
(e) School procedures are established for passing on writing folders (both hard copies and electronic) to next grade level within school and district	Will need to be added to school policy.

____Yes __x__No Provide where to find evidence and feedback in the column at right	
5. Writing: Formative/Summative Assessment and Feedback	
(a) Feedback occurs in a timely manner with dated notation ____Yes __x__No Provide feedback and evidence in the column at right	Feedback has not be dated.
(b) Feedback occurs in a variety of methods ___x_Yes ____No Provide where to find evidence and feedback in the column at right	Rubrics and teacher written feedback provided. In PR folders – Also, some peer feedback forms.
(c) Includes use of rubrics, scoring criteria….(with some teacher/student made rubrics/scoring criteria) _x___Yes ____No Provide where to find evidence and feedback in the column at right	Some from Math department and English department – more needed. In PR folders
(d) Samples of student self -assessments and peer assessments are evidenced in folders __x__Yes ____No Provide where to find evidence and feedback in the column at right	Few samples provided in PR folders, more is needed.
(e) Both formative and summative assessments are provided in student folders ____Yes _x___No Provide where to find evidence and feedback in the column at right	Student folders are in the process of being created.
6. Professional Development	
(a) Evidence of school writing/communication PD in the CSIP and/or PD Plan that is monitored for delivery _x___Yes ____No Provide where to find evidence and feedback in the column at right	CSIP found on School Website
(b) Evidence of school/district writing/communication PD __x__Yes ____No Provide where to find evidence and feedback in the column at right	Faculty Meeting Agendas, Team Alpha Agendas, Program Review Team Agendas, Email correspondence
(c) Evidence of teachers attendance at school/district writing/communication PD __x___Yes ____No Provide feedback and evidence in the column at right	Faculty Meeting attendance, Team Alpha attendance, Writing Committee Meeting Sign-in sheets, Program Review Team Sign-in sheets

(d) Evidence of teachers attending other writing/communication PD outside of school/district __x__Yes _____No Provide where to find evidence and feedback in the column at right	MWP Writing Retreat, WEKY conference, and RSPDI attendance. *Flexible PD forms filed at school.
(e) Evidence of school-based faculty providing PD on writing/communication skills and/or using technology for communication via PLC or faculty meetings _____Yes __x__No Provide where to find evidence and feedback in the column at right	No evidence at this time and needs to be gathered.
7. Administrative Support and Monitoring	
(a) Evidence of appropriate support from school principal, school leaders, school councils, for implementing school writing/communication policy and monitoring the policy for implementation. ___x__Yes _____No Provide where to find evidence and feedback in the column at right	Faculty Meeting Agendas & PR Team meeting Agendas
(b) Reports by school writing/communication team are completed and filed with the principal to meet district guidelines (3 check points are identified in district plan: Oct. 15, Jan. 15 and May 1. Oct. 15 _x_____Yes _____No Jan. 15 __x__Yes _____No May 1 _____Yes ____No Provide where to find evidence and feedback in the column at right	Team has meet once and will meet again Tuesday, November 17, 2015. At the first meeting they review Program Review data from last year. The team will be reviewing and revising the Writing Policy for the school at the next meeting along with the On-Demand data from the first district prompt. Team met and reviewed the information for the first On-Demand prompt. At the next meeting to be held January 19th, the team will review the data from the second on demand prompt and develop an action plan. The writing policy was not

	finished at the November meeting and will be finished at this meeting.
(c) Principal shares school writing/communication team's report with SBDM, faculty and staff, and provides district leaders with the report to meet district requirements. Oct. 15 _x___Yes _____No Jan. 15 __x__Yes _____No May 1 ____Yes _____No Provide where to find evidence and feedback in the column at right	November 10 SBDM meeting January 12 SBDM meeting. SBDM agenda and minutes.
(d) Principal enlists teacher leader(s) to collaborate in PLC's and faculty meeting activities to help support the school's writing policy and reflect on impact of the policy and program as well as showcasing internal/external examples of exemplary teacher implementation within the school _x___Yes _____No Provide where to find evidence and feedback in the column at right	Literacy Share Fair during the monthly faculty meetings. Evidenced by the faculty meeting agenda. Also, evidenced by monthly PLC notes and agendas.

Monitoring Report Summary Notes:

Circle which Monitoring Report

October 15   January 15   May 1

Doing Well:

Progressing: