



Program Review Report

Jane Glass Hite Elementary School

Jefferson County Public Schools

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Program Review: Writing

Introduction

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

Curriculum and Instruction: Student Access

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

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

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

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

ECE Collaboration Grant, PLC minutes and agendas, sub-release extended planning sessions agendas and products, common assessments, JCPS lesson seeds, SWAT planning template, anchor charts

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

All students are flexibly grouped across classrooms, and at some times, grade levels according to frequent data analysis performed during PLCs. Instructional strategies, groupings and materials are planned during PLCs and all supports available during literacy blocks are provided to the team to create small groups for focused and intentional learning. Our master schedule creates blocks of time for our SWAT (Support With A Target) intervention and enrichment framework to provide differentiated instruction to small groups of students in every classroom.

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 for Language Arts.	Proficient

	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 instruct and develop communication skills.	Needs Improvement

	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 utilize technology to communicate information.	Needs Improvement

	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, problem solving and communication skills.	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.

PLC agendas and minutes, Vertical Team agendas and minutes, revised Writing Plan, F-Day plans and activities, Science notebooks, research papers, morning message, student broadcast video and news reports, wax museum projects, brochures, writing folder table of contents, Writer's notebook entries, Project Magic, Social Studies debates, academic team and problem-solving team submissions.

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

PLCs are aligned vertically and horizontally and weekly discussions are focused on standards instruction, common assessments, and monitoring student progress (individually, in grade level groups, and school-wide). Once every 6 weeks teams are given release time in order to analyze data, plan instruction, and create common assessments in an uninterrupted setting. There are opportunities for integrating writing instruction into other content areas such as Social Studies, Math and Science as well as the Special Areas (Art, Music, Physical Education, Computer, Spanish and Library) through our 6 day rotation schedule.

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 around a topic of personal interest and demonstrate understanding.	Needs Improvement

	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 access and use technological tools, resources and applications in reading, writing, speaking, listening and language use to meet general communication goals.	Needs Improvement

	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.

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student produced broadcast, writing folder table of contents, letters to Veterans, classroom writing conference schedules, peer and teacher feedback on writing projects/presentations

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

Professional development opportunities and participation guides follow-up discussion and implementation of instructional strategies. Jan Chappius' Effective Feedback has led teachers to be more descriptive and involve students in self and peer assessments. Ruby Payne's Nine Systemic Processes for Raising Student Achievement and PLCs have been the primary focus this school year. We have implemented a 6 day rotating Special Area schedule which allows for more consistent and equitable instruction and cross-curricular integration in all content areas. Our student produced broadcast allows for rotating teams of students to manage the technology equipment, write the news reports and communicate school-wide the daily broadcast.

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 demonstrate an understanding of communication structures for specific disciplines and purposes.	Needs Improvement

	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 attempt to build on ideas of others and articulate their own ideas.	Needs Improvement

	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 and peers to problem-solve and generate products.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do students reference works of quality and substance as models to inform their work?	Students are indiscriminate in their reference of others work as models to inform their work.	Needs Improvement

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F day projects and writing pieces, Wax Museum projects, Latin American country project (Spanish), Project Magic, teacher's newsletters, Second Steps homework/activities, anchor charts, JCPS lesson seeds, student created rubrics/scoring guides

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

Students are given the opportunity to co-create rubrics to evaluate their projects and performances. They engage in peer assessment and self-assessment and are given feedback on their work to help push them towards proficiency. Special Area teachers provide enrichment opportunities in creating opportunities for students to engage in multi-cultural studies and present their learning in a variety of ways. We are in the process of revising our current writing plan to include more opportunities for using exemplars and models during instruction, self and

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peer assessment, and increase real-world writing experiences.

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.

	Statement or Question	Response	Rating
a)	To what extent do teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas?	Teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas.	Proficient

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

	Statement or Question	Response	Rating
c)	To what extent do teachers, peers and others provide regular feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications?	Teachers, peers, and others provide regular feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications.	Proficient

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

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grade level, Special Area and vertical team PLCs, rubrics and scoring guides from Reading Madess and other projects, SBDM writing plan, writing goals charts, writing checklist, writing conference schedules, descriptive feedback on student work, lesson plans and curriculum maps, classroom newsletters

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

Grade level PLCs work to develop/implement common formative assessments, collect student performance data and analyze the data to make future instructional decisions. PLCs meet weekly with administrator representation at each grade level. Our Resource Teacher helps

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to facilitate release time to focus discussion around standards, assessments and instructional implications. We are currently revising our Writing Plan to include increased integration, increased informational and real-world writing and communication experiences.

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 are beginning to engage in self-assessment to monitor progress toward meeting writing and communication goals.	Need Improvement

	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 only external scoring guides and rubrics to assess writing and communication.	Need 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.

posted learning targets, descriptive feedback on student work, anchor charts, student-teacher co-developed rubrics and scoring guides, writing checklists, self-assessment/scoring opportunities

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

Teachers send weekly/monthly newsletters home to communicate upcoming standards and activities to be taught. Administrators send weekly updates related to professional development and instructional strategies learned to parents with visual examples and student work samples demonstrating the strategies. Job-embedded professional development is focused on descriptive feedback based upon learning targets.

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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.

	Statement or Question	Response	Rating
a)	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?	A professional development action plan is developed.	Needs Improvement

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
c)	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

	Statement or Question	Response	Rating
d)	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.

CSIP, SBDM Writing Plan, PLC agendas and minutes, faculty meeting agendas and minutes, Professional Development history transcripts and sign-in sheets, walk-through data and feedback, grade-level team schedules including literacy blocks with SWAT support, KPREP and formative assessment data

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

Staff members are given the opportunity to communicate professional development needs in a needs assessment survey. Information from the survey drives the planning, scheduling and PD offerings for the Summer as well as follow-up training opportunities. A professional development plan is then drafted based upon the communicated needs and historical student performance data, CSIP goals, and staff and stakeholder feedback. Release days are provided consistently throughout the school year to deepen the understanding of

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concepts/strategies learned in professional development and administrative walk-throughs are focused upon sharing strategies and evidend of professional development.

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.

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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?	Most teachers in the school receive and implement professional development related to the integration of literacy concepts (reading, writing, speaking, listening and language).	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.

Professional development history transcripts and sign-in sheets, National Board Certified Teacher participation, post-graduate coursework participation, PLC agendas and minutes, faculty meeting and vertical team agendas and minutes, Project Magic proposal and timeline, field trip proposals, lesson plans

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

Staff members are given the opportunity to communicate professional development needs in a needs assessment survey. Information from the survey drives the planning, scheduling and PD offerings for the Summer as well as follow-up training opportunities. A professional development plan is then drafted based upon the communicated needs and historical student performance data, CSIP goals, and staff and stakeholder feedback. Release days are provided consistently throughout the school year to deepen the understanding of concepts/strategies learned in professional development and administrative walk-throughs are focused upon sharing strategies and evidend of professional development.

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 establishes policies to ensure that writing concepts are taught throughout the school and across the curriculum.	Needs Improvement

	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 select teachers are included in the planning of the annual school budget with some consideration of allocation of resources for writing.	Needs Improvement

	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 assignment of staff are made based on needs of students, teacher certification and other data (e.g., ILP) and teacher professional development experience (e.g., participation in National Writing Project).	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.

SBDM approved Writing Plan, PTA budget, Budget committee meeting minutes, student writing checklists, staff assignment surveys and memos, HQPD reports, certification reports, collaborative horizontal and vertical feeder card sorting process

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

Teachers submit curriculum materials requests to administration, and the budget committee reviews and approves the purchasing of such materials. The SBDM committee oversees the writing and implementation of the Writing Plan, which adheres to all district and state requirements and includes research-based practices. Our master schedule allows blocks of time for cohesive literacy instruction as well as common planning time for teachers to analyze results and plan for alignment and integration of writing instruction. Administrative staff members review staff surveys, preferences and certifications when considering the assignment of staff members and KPREP and formative

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assessment data are used when considered individual student placement.

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.

	Statement or Question	Response	Rating
a)	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

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

	Statement or Question	Response	Rating
c)	To what extent 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.

Vertical team, ILT and faculty meeting agendas and minutes, Professional Development proposals, sign-in sheets and evaluations, newsletters and electronic media (i.e. News You Can Use, Hiteline, Facebook, Twitter, school website

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

The Instructional Leadership Team (ILT) has representation from all faculty/staff role groups and works to analyze grade level and school-wide data to determine professional development needs. Administrative representation is on all PLCs (both horizontal and vertical) to help facilitate the professional learning process. School-based professional development is designed and scheduled as a result of staff needs and release time is given on a 6 week rotation to allow for deeper discussion and understanding of professional development topics learned.

Program Review: Practical Living/Career Studies

Introduction

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

Curriculum and Instruction: Health Education

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

	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?	The health 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 become health literate by practicing the skills embedded in the National Health Education Standards?	Health education curriculum provides limited opportunities for students to practice the skills embedded in the National Health Education Standards (NHES) that establish, promote and support health-enhancing behaviors for students in all grade levels.	Needs Improvement

	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 limited learning strategies and activities that ensure students receive instruction in some of the 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).	Needs Improvement

	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?	There is no Coordinated School Health Committee.	No Implementation

	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

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will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Rotating special area schedule to include "F day" program review enrichment days, Fire escape safety routes, instruction on proper handwashing, student created emergency evacuation routes and plans, nutrition lessons from F-day plans, Health Fair and Hike-a-thon, small group guidance lessons to include healthy choices and bullying, Second Steps curriculum

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

Our rotation special area schedule includes a 6th day rotation, on which all students are provided instruction in program review areas in an aligned curriculum with collaboration with classroom teachers. Extra-curricular and special programs provide instructional and motivational opportunities promoting healthy lifestyles and choices. Some examples include, Jumprope, fencing and Cross-Country teams, Hike-a-thon with the "Walk to the Moon" theme (organized and presented by our PTA). Classroom teachers integrate health education in classroom instruction primarily through the English and Language Arts content area. An area for growth includes implementation of a coordinated School Health Committee that oversees the implementation of a curriculum aligned with the National Health Education Standards. SBDM Wellness Policy includes requirements that insure daily physical activity, education activities around healthy choices in the lunch program, and assessment tools for monitoring individual student fitness.

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?	A comprehensive physical education curriculum is sequential and aligned to 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 to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt a physically active lifestyle as defined by the National Association for Sport and Physical Education (NASPE) National Physical Education Standards?	Physical education curriculum regularly provides opportunities for all students to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt a physically active lifestyle as defined by the National Association for Sport and Physical Education (NASPE) National Physical Education Standards.	Proficient

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Health Committee 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?	There is no Coordinated School Health Committee.	No Implementation

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

Weely physical education lessons, FITT program, Presidential Fitness, Design a dance unit, Jump rope unit, Field day/Hike-a-thon, Crusade walk, YMCA field trips, written responses to these opportunities, field trips to Berrytown YMCA.

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

Our rotation special area schedule includes a 6th day rotation, on which all students are provided instruction in program review areas in an aligned curriculum with collaboration with classroom teachers. Extra-curricular and special programs provide instructional and motivational opportunities promoting healthy physical fitness. Some examples include, Jumprope, fencing and Cross-Country teams, Hike-a-thon with the "Walk to the Moon" theme (organized and presented by our PTA). Classroom teachers integrate physical education in classroom instruction through the English and Language Arts content area as well as during our daily moderate to physical activity beyond physical education classes. In addition we have established an SBDM approved Wellness Policy that includes partnerships with community organizations such as the Berrytown YMCA. Our Climate Committee ensures that adults have opportunities to participate in healthy living activities sponsored at school and that there is an established assessment tool to measure physical fitness.

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, 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 real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information?	Students develop real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources (i.e. guest speakers, judges, etc.)?	Consumerism curriculum has limited connection to local business and industry.	Needs Improvement

	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

	Statement or Question	Response	Rating
g)	To what extent does the school ensure technology is integrated into the delivery of the consumerism curriculum?	Technology is integrated into the delivery of the consumerism curriculum.	Proficient

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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.

Technology utilized in all classrooms (Smart Exchange on Smart Board). Junior Achievement program is provided for limited audiences (5th grade) and includes culminating field trip at JA Biztown. Cooperative learning activities occur on a daily basis, classroom economy systems are in place, students participate in decision making at the PTA half-price book fair using vouchers earned in the Reading Madness program, and multiple other decision making opportunities with opportunity costs are implemented. Program Review components are analyzed in Vertical Team monthly meetings and Special Area team PLC weekly meetings to insure areas of need in Consumerism are addressed. Vocabulary, careers, and economics principles are a focus on plans, lessons design, and assessment.

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

At the beginning of the school year, all staff reviewed Program Review summary reports which indicated areas of strength and needs. The SBDM Council also reviewed the reports. Plans were put in place to address needs through the implementation of Vertical Teams and PLCs to communicate consumerism concepts to all staff and integrate content where possible. Intentional language and activities were put in place for a number of activities, including PTA programs. Connections to Common Core Standards and Core Content were made in various areas throughout the year. Community support is strong and includes many guests for "Growing Up Day," the school career day program, as well as other guest visits. Math classes lend themselves to natural opportunities for integration of consumerism, with teachers planning and implementing instruction that incorporates real world application of skills and concepts.

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?	Technology is integrated into the delivery of the career education curriculum.	Proficient

	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?	Students are encouraged to develop and practice career and leadership skills through service learning projects, extra/co-curricular organizations, and/or student organization activities. Recognition is provided to students for their efforts and accomplishments.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

Junior Achievement, Classroom stores, When I Grow Up Day, Guidance lessons, Newscast with College Dispositions and future career goals, SmartExchange and Smartboard lessons related to consumerism, Project Magic curriculum, Second Steps, Student Council,

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

Our rotation special area schedule includes a 6th day rotation, on which all students are provided instruction in program review areas in an aligned curriculum with collaboration with classroom teachers. Extra-curricular and special programs provide instructional and motivational opportunities promoting career education. Some examples include Newscast team, Junkyard Hawks, Robotics, and our Hawkie Talk student newspaper. Classroom teachers integrate career education in classroom instruction through the English and Language Arts content area as well as during our Growing Up Day program and activities. Parent and Community members visited our school to share about their career choices and spoke to students about setting goals and life decisions beyond high school. Our fifth grade students participated in Junior Achievement for a six week period to help provide real world examples of standards outlined in the PLCS curriculum and to include the fourteen Career Clusters.

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?	Not Applicable	N/A

	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?	Not Applicable	N/A

	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?	Not Applicable	N/A

	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?	Not Applicable	N/A

	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?	Not Applicable	N/A

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.

Not applicable

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

Not applicable

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.

	Statement or Question	Response	Rating
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 are inconsistently used in the development of formative and summative assessments related to PLCS.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent are traditional PL/CS assessment measures responsive to a variety of learning styles and abilities?	PLCS assessment measures have limited response to diverse learning styles.	Needs Improvement

	Statement or Question	Response	Rating
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 summative assessments to guide instruction and develop intervention plans.	Needs Improvement

	Statement or Question	Response	Rating
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.

Physical Education classroom assessments, FITT fitness assessments, body systems project assessment, report cards, "F" day Program Review plans and assessments, lesson plans, dance unit, exit slips, peer and self-assessments, Wax Museum response materials, presentation boards, props, costumes, and speeches, KCAS review in Special Area PLC work, national standards in PE, Health, Consumerism, and Career Studies, "Growing Up Day" writing tasks, and many classroom developed formative assessment samples provide evidence for this Demonstrator.

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

SBDM policy for assessment, Climate Committee reviews, Vertical Team discussions, and PLC work provide a focus on improvement. Outreach efforts to the community including Project Magic events for every grade level to include summative assessments and reflection

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entries. Special Area PLC meetings identify a theme for all teachers to implement for the grading period, with culminating activities for each. Teachers worked across content areas to develop common assessments, critique tools, and self-assessment tools for student use.

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.

Classroom rubrics on student performance, body system project, fitness tests, report cards, peer and self assessments.

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

Our rotation special area schedule includes a 6th day rotation, on which all students are provided instruction in program review areas in an aligned curriculum with collaboration with classroom teachers. Our district curriculum includes learning targets for the Practical Living/Career Studies Program and they are communicated to students daily. Formative assessments administered and scoring guides are provided to students to communicate expectations on projects and performances. We communicate with parents the expectations in the curriculum through our weekly News You Can Use, classroom newsletters and the Hiteline. Classroom teachers collaborate integrate instruction in PLCS in the classroom through the English and Language Arts content area as well as during our daily moderate to physical activity beyond physical education classes. Our Climate Committee ensures that adults have opportunities to participate in healthy living activities sponsored at school and that there is an established assessment tool to measure physical fitness.

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?	A professional development action plan is developed.	Needs Improvement

	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 during the school day, in professional learning communities and through professional development trainings.	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.

PD Central report of professional development hours, PLC agendas and minutes, team meetings and district PLC meetings, vertical team meeting agendas and minutes, SBDM policies, agendas, and minutes, and lesson design demonstrate progress in this area. While there is a PD plan, it does not currently incorporate specific PLCS components or link to the CSIP. Vertical Team meetings include opportunities for collaboration between all teachers.

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

PLCS staff are deeply involved in PD activities, implementing new knowledge, and sharing information with other staff. An area of need is

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evident due to the lack of systematic collaboration with regular education staff that focuses on PLCS components. Current Vertical Team work has made surface level impact on content integration and concept understanding for all staff. Plans are in progress to deepen this work and focus agenda items to insure proficient implementation, provide support and tools for regular education staff, and embed content integration in ongoing lesson design.

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.

	Statement or Question	Response	Rating
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 are provided opportunities for content-specific professional development, but do not participate.	Needs Improvement

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
c)	To what extent are PL/CS teachers leaders in professional organizations and the school?	PLCS teachers are leaders in professional organizations, the school and the community.	Distinguished

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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.

PD Central record of attendance, weekly PLC agendas and minutes, KAPHERD board membership, American Heart Association membership, Cross Country Coach of the Year, Jump Rope State Coordinator, JCPS Elementary Cross-Country Elementary Invitational Coordinator, Hite Invitational Director, Project Magic.

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

Our PLCS teacher participates on the district PLC which meets monthly to review and share ideas related to content specific instruction and shares that information with administrators and staff. Our PLCS teacher participates on school-based PLCs to analyze data and share strategies to integrate PLCS curriculum into classroom instruction in order to improve student achievement. Our PLCS teacher is the Hite Invitational Cross Country director and has been named the Cross-Country Coach of the Year, the coordinator of JCPS cluster track meet, the Academic Coordinator for our Quick Recall and Problem Solving team, Jump Rope for Heart sponsor and Hearthrobs coach, KAPHERD membership, and attended PECAT training on National Standards. Our Family Resource Coordinator, Classroom Teacher, and PTA representative developed a proposal for Project MAGIC (Making Accessible Generosity In Children) and implemented the program this year. The program was designed with the intent of providing students the opportunity to give back to the community through service rather than monetary means. Each grade level participates in the project and collaborates with local community organizations in order to elicit donations as well as to provide services to those organizations.

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.

	Statement or Question	Response	Rating
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 monitors and evaluates the teaching of PLCS concepts throughout the school and across the curriculum.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive all 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

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that all departments are invited to participate in planning the annual school budget?	PLCS teachers actively participate in and provide input in planning the annual school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

	Statement or Question	Response	Rating
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 equitable class loads based on course and facilities as compared to other teachers in the building.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that PL/CS teachers receive planning and travel time that is equitable with other content areas?	PLCS teachers receive equitable planning time and participate in cross-curricular planning.	Distinguished

	Statement or Question	Response	Rating
f)	To what extent do the principal and program teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the PL/CS programs?	School leadership collaborates with program teachers when planning for the allocation of time and resources to implement the PLCS programs, and acts upon the recommendations.	Distinguished

	Statement or Question	Response	Rating
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?	Advisory Committees are implemented but do not collaborate to ensure quality PLCS programming policies.	Needs Improvement

	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.

Master schedule, Budget Committee roster, agenda and minutes, eWalk by administrators, formal and informal evaluations, classrooms are compliant with state guidelines, class lists stay inside contract, Climate Committee agendas and minutes, lesson plans, class rosters, Special Area team PLC agendas and minutes, Vertical Team monthly meeting agendas and minutes, newsletters, and facility use plan. Family Resource Center advisory council meetings, Wellness Policy, and CSIP documentation provide evidence as well.

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

School teams, committees, and staff are organized in a manner to connect work in order to support improvement efforts. The administrative team is involved with all sub-groups in order to provide support, advise, and follow through on needs. Staff are invited to participate in SBDM committees, who actually complete the work and develop plans, budgets, and policies. Programs are developed and implemented based on survey results, district, state, and national guidelines and curriculum standards, Program Review rubric analysis, and community interest. A collaborative structure allows for feedback, input, and participation in decision making for all stakeholders provides for positive growth. The school will begin utilizing CIITS software next year for assessments and reorganize the work of teams to address the need for a coordinated health committee.

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 and program area teachers collaboratively evaluate, reflect on the impact of, and provide support for the PLCS, Arts and Writing instructional practices on overall student achievement.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the school's PL/CS programs?	The principal participates in, models and leads professional learning regarding the school's PLCS programs through collaboration with staff and shared self-reflection.	Distinguished

	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 regularly provides a variety of sources, including technology and media resources, when communicating with parents and community about PLCS programs.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

Program Review Vertical Team meeting schedules and agendas, Hiteline, News You Can Use, Facebook page, Twitter accounts and school website, teacher newsletters, school-wide flyers, SBDM meetings agendas and minutes, faculty meeting agendas and rubrics.

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

School leadership meets weekly to discuss instructional issues and develops plans to address gaps and concerns by creating and reviewing Instructional Leadership Team, Vertical Team, PLC and faculty meeting agenda items. School leadership collaborates with PTA members to help promote and develop initiatives related to PLCS. School leadership ensures the PLCS curriculum is taught consistently to all students by provided structured time in the schedule to meet the minimum requirement as well as offering enrichment and extra-curricular activities.

Program Review: Arts and Humanities

Introduction

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

Curriculum and Instruction: Student Access

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

	Statement or Question	Response	Rating
a)	To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines?	Access is provided for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines (dance, drama, music, visual arts)	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Core Academic Standards?	<p>Discipline-based instruction is not provided for each arts discipline as outlined in the Kentucky Core Academic Standards.</p> <ul style="list-style-type: none"> • Elementary: All students have scheduled discipline-based arts instruction providing for exploration three or less art forms outlined in the KCAS. • Middle School: All students have access to regularly scheduled discipline-based, arts courses in three or less art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. • High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in three or less art forms is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement. 	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.

Two arts discipline areas (music and art) are intentionally scheduled with at least 100 minutes of instruction per week. Rotation of special area days provides an additional 50 minutes every six days, with a thematic focus across all special classes to strengthen Arts and Humanities curriculum delivery. The master schedule, lesson plans, Special Area team PLC agendas, minutes, and work products serve as evidence, along with student work samples, performances, and demonstrations.

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

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All students are provided a broad arts experience through careful and intentional scheduling. Arts, other special area staff, administrators, and classroom teachers work together to integrate content and provide ongoing opportunities for students to create, perform, and respond to the arts. A new six day rotational schedule for special areas includes a "Program Review" day, where all special area staff plan common themed instruction to address areas of need in periodic rubric reviews. Lesson plans at all grade levels and special areas demonstrates a school wide effort for improvement. School-wide study of Program Review rubric found areas for improvement, which served as a guide for planning this year. Multiple activities occurred to provide a wider, more consistent, and purposeful arts experience for students.

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards?	Teachers responsible for teaching the arts regularly collaborate to ensure that curriculum is aligned vertically and horizontally with the Kentucky Core Academic Standards.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts?	The curriculum may be designed to develop some basic arts literacy skills in the arts, but does not support full literacy in the four arts disciplines.	Needs Improvement

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

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods?	The arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods.	Proficient

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

Formative and summative assessments have been developed and implemented by arts teachers AND regular education teachers for multiple activities. District curriculum guides, Arts Standards, Common Core Standards, Program Review rubric analysis three times per year, lesson plans, video and photo samples, student work products, and special events or performances demonstrate intentional focus on

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improvement and integration of content. Special Area PLC documents, "F" day Program Review thematic plans, common assessments, exit slips, and student self-assessment examples demonstrate progress in this demonstrator.

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

PLC's meet weekly to examine curriculum maps and KCAS standards to plan lessons, integrate content, and design assessments. Students provide peer feedback and focus on content vocabulary to support their work. Students create and perform in all four arts disciplines, with the greatest involvement in the areas of art and music, drama to a lesser extent, and dance at a lower level of implementation.

Teachers meet in Vertical Teams monthly to focus on integration of content, alignment of standards from Kindergarten through 5th grade, review progress and needs in Program Review implementation, and to support vocabulary development. Work samples demonstrate integration across content areas and guide teachers in creating additional opportunities for student growth.

Students participate in lessons that provide quality examples in all four arts disciplines. A wide range of cultural and historic periods, as required in curriculum guides and standards, are represented and evidenced by lesson plans, student work, models, assessments, and reflections.

Weekly special area (and grade level) PLC work is focused on examining the arts program and areas of need. Rotational scheduling includes the addition of a Program Review focus day (every six days) to provide themed instruction by every special area teacher for every student. Emphasis is placed on curriculum gaps and providing instruction based on needs, feedback, and assessment results.

Curriculum and Instruction: Instructional Strategies

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

	Statement or Question	Response	Rating
a)	To what extent do teachers systematically incorporate all three components of arts study: creating, performing and responding into the arts?	Teachers systematically incorporate all three components of arts study: creating, performing and responding to the arts.	Proficient

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

Arts Night agendas, performances, and artwalk displays, Wax Museum, curriculum guides and maps, "F" day plans and culminating events, student performances, reader's theater, History Alive! role play and simulations, lesson plans, field trips, 5 X 5 Fund for the Arts grant arts experiences, guest artist performances, library program literature character pumpkin decorating contest, poetry share on daily broadcast, professional performance experiences, self-assessment and peer assessment tools, content vocabulary emphasis in instructional delivery, Shakespeare Alive! performance and student involvement, Louisville Orchestra ensemble visit and orchestra concert, and best practice instruction provide rich experiences for our students.

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

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Teachers have implemented an intentional component of responding to arts instruction and experiences. Peer and self assessments, reflection samples, scoring rubrics, writing excerpts, exit slips, and formative assessments have increased student literacy in the arts and led to focused conversations among staff to improve instruction. Students have numerous opportunities to create and perform in various arts disciplines, designed to be appropriate and connected to student interest and overall curriculum delivery. Work has been focused on expanding opportunities for all students to create, perform, and respond to all four arts disciplines.

Professional arts organizations provide instruction and experiences for all students. Performances, small group demonstrations, question and answer sessions, and involvement provides our students with a range of experience to inspire, stimulate interest, and challenge thinking. Experiences and exemplary performances occur on site and at community arts centers, including Stage One, Shakespeare Alive!, University of Louisville, Kentucky Center for the Arts, and the Crane House.

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 are students actively engaged in creating, performing and responding to the arts?	Students are actively engaged in creating, performing and responding to the arts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance?	Students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance.	Proficient

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

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

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

	Statement or Question	Response	Rating
f)	To what extent are students supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels?}?	Students are supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels?}.	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.

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Music composition examples, PTA Reflections entries, lesson plans, Arts Night pieces, reader's theater demonstrations, response journals, assessment samples, student and teacher created rubrics, peer and self reflection tools and samples, performance documentation (photo and video), LVAA art classes, Young Rembrandt's art classes and work samples, community arts contests, All-County chorus, orchestra, and band performances, website postings, and social media sharing all provide evidence for this indicator.

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

Students create and perform throughout the year, and this year have increased dramatically their involvement in responding to the arts. Arts Night provides an opportunity for every student to display original and varied artwork for community review. Music performances are included, and reflections demonstrate student understanding of content, style, vocabulary, quality, and connections across content areas.

Students create and use rubrics for self and peer assessments. Teachers guide students in understanding key concepts and components of arts disciplines necessary for representative and quality work. Teacher lesson plans, the school calendar, observations, walk-through documentation, and work samples provide evidence of intentional instruction to meet demonstrators and indicators.

Choice and flexibility are key to development of creative and artistic potential in all students. Instruction is designed to provide for deep understanding of concepts in all four disciplines, with opportunity for creation and exploration among all students. Rubrics and scoring guides, exemplary samples, and vocabulary development provide for student growth and increased self-sufficiency.

At the elementary level, students do not participate in juried events. However, all students have opportunities to be involved in a wide array of exhibitions, contests and performances outside of the school day. Junkyard Hawks percussion ensemble, PTA Reflections, Derby postcards, field trips, All-County chorus, band, and orchestra concerts, and many other examples allow for students to extend their learning and experience.

Formative and Summative Assessment: Assessments

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

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

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

Lesson plans, observations, work samples, "I Can" statements and learning targets, formative assessment tools and templates, PLC agendas, minutes, and products, student created peer and self-assessments, teacher modeling, student work, Wax Museum exit slips, History Alive! and readers theater peer assessments, art class exit slips, and "F" day plans and vocabulary templates.

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

Special area staff meet weekly in PLC to plan six week instructional units based on themes. The focus is on areas of Program Review rubrics that were identified for improvement during the analysis process the previous year, along with adjustments based on implementation activities this year. Integration with academic content areas, and a focus on ELA skills, provides for a much deeper instructional delivery program this year. Arts assessments have been implemented this year in music, dance, drama and art within the content area and integrated in the regular classrooms.

Teachers have worked with students to model rubric design and focus on proficient standards. 5th graders represented historic American figures in a Wax Museum this year, using self and peer critique tools to provide specific feedback. Third grade students use self assessments to reflect on writing work as another example. Multiple other examples exist to show school-wide growth in implementation of student evaluation of work, including peer and self assessment.

Formative and Summative Assessment: Expectations for Student Learning

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

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Proficient

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

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

Student work samples that align with standards, rubrics created by students and by staff, peer and self assessment samples, Special Area PLC created six week plans, templates, common assessments, models used in instruction, lesson plans, and goals set in collaboration with staff and students. SMART goals process is an area for emphasis in system design for the next school year in order to improve work for Indicator (C).

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

Each arts classroom teacher, along with all special area staff, utilize quality models to guide students in understanding exemplary work, develop individual skills, and grow in their own creation and performance. Rigor is an area for schoolwide focus to insure greater understanding and achievement in the arts.

Work is ongoing to address this area. The special area PLC reviews concepts, vocabulary, areas of need based on rubric review, and develops common instruction, materials, tools, templates, and lessons to share with regular classroom teachers. Ongoing PLC work needs

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to be focused on backward planning, starting with the standard, designing common lessons, and then creating specific rubrics. Rubrics can then be shared with students prior to assessment, which over time will lead to greater student understanding of proficient expectations.

This is an area for professional development and growth among all staff in the school. Goal setting is occurring in some areas, but not across all grade levels and among all staff. Rigor is an extension of quality implementation across all grade levels and content areas and is an area for growth. Summer PD and ongoing PLC work next year will require an emphasis on SMART goal process in order to improve in this Demonstrator and specifically Indicator (C).

Formative and Summative Assessment: Assessment for Teaching

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

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

	Statement or Question	Response	Rating
b)	To what extent do students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate?	Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.	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.

Assessment examples, feedback templates, student created reflection rubrics, peer and self assessment tools and products, lesson plans, walk-through examples (eWalk), school-wide focus on effective feedback and work samples demonstrating implementation, and ARTS Night feedback.

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

Limited feedback was provided early in the school year. PLC's and Instructional Leadership Team discussions have focused on district "Super Six" topics including effective feedback this year. There has been ongoing growth in this area and PLC discussions have developed regular conversations around effective feedback, development of student rubrics and self/peer assessment tools, and models of critique tools.

Exit slips and writing templates have become much more common in classrooms and as part of ongoing instruction to support this indicator. Numerous examples of reflection and evaluation are occurring throughout all grade levels and across content areas. Special Area PLC work has provided significant support to all staff and students.

Professional Development: Opportunity

Professional learning 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 learning action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities?	A professional development action plan is developed.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that Job embedded professional learning opportunities are available to Arts and Humanities teachers to encourage continuous growth?	Job embedded professional development opportunities are available to Arts and Humanities teachers to encourage continuous growth.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that Arts and Humanities professional learning opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans?	Arts and Humanities professional development opportunities are limited and do not focus on research based best practices that will support teacher Professional Growth Plans.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas?	The school schedule allows for Arts and Humanities 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.

PD plan, CSIP, district PD offerings and evaluation reports, PLC schedule, Vertical Team monthly schedule, agendas, and minutes, teacher growth plans, ILT agendas, minutes, and work products, and Special Area PLC documentation, and the master schedule.

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

There are many citations in the CSIP related to Professional Development, including Program Review components. The current PD plan is focused on few areas related to the Arts. Summer sessions and future monthly Vertical Team meetings will include time to meet with regular classroom teachers to provide arts related training.

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There are limited opportunities for staff to participate in district level training, however when available staff members participate in needs based sessions. Due to limitations in the daily instructional schedule, outside opportunities are rarely accessed. PLC work allows for arts staff to share ideas, review student work, create common assessments, and design templates for regular classroom teachers. PD and PLC work are focused on standards and best practice, research based strategies (Marzano, Payne, Lemov, Saphier, Chappuis). School formative assessment data, district assessments, and statewide accountability measures are used to guide planning and provide direction for staff growth plans.

Monthly Vertical Team meetings are held with representation from all grade levels and content areas. Program Review components, needs, and activities for improvement are addressed in these meetings, as well as focus on Common Core Standards and vocabulary development. Integration opportunities are planned.

Professional Development: Participation

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

	Statement or Question	Response	Rating
a)	To what extent do Arts and Humanities teachers participate in arts content-specific professional learning selected based on school, student and teacher data analysis?	Arts and Humanities teachers participate in arts content-specific professional development selected based on school, student and teacher data analysis.	Proficient

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

	Statement or Question	Response	Rating
c)	To what extent are Arts and Humanities teachers leaders in professional organizations and the school?	Arts and Humanities teachers are leaders in professional organizations and the school.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do Arts and Humanities 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?	Arts and Humanities 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.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do most teachers in the school receive and implement professional learning to enhance the integration of the Arts and Humanities content into school curricula?	Some teachers in the school receive professional learning opportunities to enhance the integration of the Arts and Humanities content.	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.

PD offerings and attendance records, lesson plans, communications between special area and regular education staff, PLC minutes and products, arts organizations and involvement with Hite staff, LVAA collaboration, Young Rembrandt's art classes, dance units, student teachers, Shakespeare Alive!, Louisville Orchestra education program materials, student work samples, data reports, exit slips and teacher analysis of results, and organization memberships.

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

Arts staff participate in limited professional development activities due to calendar restrictions. School wide assessment data reports are used in all aspects of work to inform instructional planning, organize intervention groups, and coordinate common "F" day activities.

Weekly PLC meetings are held to design instruction, review data results, plan six week instructional units focused on a theme, integrate content, and support regular classroom teachers. Monthly Vertical Teams review Program Review progress and needs.

Staff members lead PLC work, school based activities, after school programs, and school wide performances. Teachers serve as a resource for local and state arts organizations, and access arts partners to provide rich experiences for all students. Relationships include work with the University of Louisville, Morehead State, Bellarmine, Louisville Orchestra, Shakespeare Alive!, Stage One Theater, Crane House, Frazier History Museum, Locust Grove, and many more.

There are few opportunities and minimal time for regular classroom teachers to receive arts related professional development. Summer PD and site based Vertical Teams, PLC's, and other offerings will be the only practical method to provide for this indicator. Currently, this is an area of need.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

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

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

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

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that arts teachers are invited to participate in planning the annual school budget?	Arts teachers participate in and provide input into the school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

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

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

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

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

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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.

Master schedule, class lists, weekly rotation schedule to incorporate special "F" day lessons focused on Program Review goals, SBDM policies for curriculum, assignment of staff time, staffing, budget, and use of space, Special Area PLC agendas and minutes, school budget, PTA budget, Vertical Team rosters, agendas, and minutes.

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

SBDM policies meet state and district guidelines for required components, along with all recommended options. Policies for curriculum, instruction, scheduling, staffing, protection of time, and more insure that all students receive a well rounded experience in the arts.

The master schedule, attendance audit reports, and rotating special area schedule provide evidence that this indicator is met. SBDM policy for Protected Time was established this year.

Budget committee minutes and rosters demonstrate full inclusion of special area and arts staff in particular. Funds are allocated to support all arts program offerings, with many examples of community support as well.

Class rosters, LEAD reports, and facility use documents show that this indicator is met.

District contract requirements and the master schedule provide evidence that this indicator is met. Teacher schedules provide appropriate time for transition and preparation and are equal to all other special area staff schedules.

Administrators, Instructional leadership team members, and special area arts staff work together to develop an effective and appropriate schedule, budget allocations, and space assignments to meet expectations of this standard.

Comprehensive School Surveys, community interest, and parent feedback demonstrate a desire for a full, quality program in the arts. The principal, having formerly been a music teacher, provides full support for a rich, varied, and quality arts education program.

Administrative/Leadership Support and Monitoring: Principal Leadership

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

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist Arts and Humanities teacher leaders to collaborate, evaluate and reflect on the impact of the arts instructional practices on overall student achievement in the school?	The principal enlists Arts and Humanities teacher leaders to collaborate, evaluate and reflect on the impact of the arts 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 arts programs?	The principal initiates professional learning regarding the school's arts programs.	Needs Improvement

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

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, 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.

Team meetings, PLC agendas and minutes, school and PTA newsletters, school Twitter and Facebook postings, website entries, student newspaper, daily broadcast, data collection and assessment analysis, PD attendance records, programs and assemblies, events and performances.

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

Conferences with arts staff, special area PLC discussions, and team meetings provide multiple opportunities for staff to share ideas, needs, and strategies to develop the most effective program possible. Data drives the focus of these discussions. The principal is responsive to staff, student, and community interests in the arts.

This indicator has little evidence due to limited time and opportunity for the principal to pursue professional learning in the arts personally. However, the principal is a former music teacher and has a lengthy background in arts related work. This experience provides an understanding of needs and interest in supporting arts implementation at Hite.

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The monthly parent newsletter, monthly PTA news, weekly email "News You Can Use," staff weekly memos, Twitter entries, school facebook page, community newsletters, district publications, local news media outlets, and school website provide examples of regular, ongoing communication regarding arts programming at Hite. Communications include announcements, details of events, invitations to attend performances or exhibitions, recognitions, and opportunities.

Program Review: K-3

Introduction

This report contains Program Review results for K-3. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students have equitable access to highly effective curriculum and instruction.

	Statement or Question	Response	Rating
a)	To what extent do teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum?	Teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students have access to a variety of equipment and materials that are relevant and necessary to support their needs? To what extent is instruction continually revised and students are guided in how to use the feedback to improve their work?	Students have access to a variety of equipment and materials that are relevant and necessary to support their needs. Instruction is continually revised and students are instructed in how to use the feedback to improve 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.

Collaboration grant, IEP accommodations, Support With A Target (SWAT) schedule (Intervention and Enrichment Framework)

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

ALL Students are flexibly grouped across classrooms, and at some times, grade levels according to frequent data analysis performed during PLCs. Instructional strategies and groupings are planned during the PLCs and all supports available during the literacy and math blocks are provided to the team to create small groups for focused and intentional learning. (See SWAT schedule for further explanation)

Curriculum and Instruction: Aligned and Rigorous Curriculum

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

	Statement or Question	Response	Rating
a)	To what extent is the curriculum vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations?	The curriculum is vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations.	Proficient

	Statement or Question	Response	Rating
b)	To what extent is instructional time adequately provided for teachers to plan and fully enact the curriculum?	Adequate instructional time is provided for teachers to plan and fully enact the curriculum.	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

Vertical Team and PLC agendas and minutes, Vertical Team schedules, Master schedule, sub-release day schedules, agendas and products

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

PLCs are aligned vertically and horizontally and weekly discussions are focused on standards instruction, common assessments, and monitoring student progress (individually, in grade groups and school-wide). Once every 6 weeks teams are given release time in order to analyze data, plan instruction, and create common assessments in an uninterrupted setting.

Curriculum and Instruction: Instructional Strategies

All teachers implement research-based instructional strategies that include characteristics of highly effective teaching and learning for all students.

	Statement or Question	Response	Rating
a)	To what extent do teachers routinely use student-centered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills? To what extent does scaffolding of instruction occur? To what extent do students work in flexible, collaborative groups based on student needs and learning styles?	Teachers routinely use studentcentered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills. Teachers scaffold instruction. Students work in flexible, collaborative groups based on student needs and learning styles.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers consistently involve students in defining and/or writing learning targets (using clear and precise language) that are essential to standard attainment? To what extent can students describe what it takes to achieve the target (the success criteria)? To what extent is instruction planned to directly ensure that students meet the targets and ultimately have opportunities to demonstrate understanding of the standard as a whole?	Teachers may share a learning target but do not necessarily ensure the target is connected to intended standards and/or that success criteria for meeting the target is understood by all students.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent are students engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands-on, authentic and applied learning experiences?	Students are not regularly engaged in cross-curricular instruction. Integration happens occasionally and doesn't appear to be intentional.	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.

STEPS sheets, Ruby Payne mental models, rubrics/scoring guides, posted learning targets, folder reports, F day integrations activities

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

Professional Development opportunities and participation guides follow-up discussion and implementation of instructional strategies. Ruby Payne's Nine Systemic Processes for Raising Student Achievement and PLCs have been the primary focus this school year. We have implemented a 6 day rotating Special Area schedule which allows for more consistent and equitable instruction in all Special Areas and

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allows for cross-curricular integration as well as vertical alignment of standards.

Curriculum and Instruction: Kentucky Systems of Intervention (KSI) /Response to Intervention (RtI)

A school establishes and uses a systematic, comprehensive system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. A school provides a seamless framework, using state and federal funding, that addresses academic and behavioral needs, that is accessible to all students.

	Statement or Question	Response	Rating
a)	To what extent is a KSI/RtI decision making protocol established and used to make decisions based on student needs (as required in HB 69)? What specific interventions or types of interventions are implemented for reading and writing, mathematics, and behavior supports within the school's KSI/RtI model?	A KSI/ RtI decision making protocol has been established and is used to make decisions based on student needs.	Proficient

	Statement or Question	Response	Rating
b)	To what extent is universal screening used to determine students for intervention and the data is used to determine intervention services?	Universal screening is used to determine students for intervention and the data is used to determine intervention services.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does highly effective instruction include tiered services/supports that provide intervention to increase student achievement, is research-based, aligned to standards as well as across tiers, and accessible to all students?	Highly effective instruction includes tiered services that provide intervention to increase student achievement, is research based, aligned to standards as well as across tiers, and accessible to all students.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do intervention team members meet to discuss academic and behavioral needs of students and adequately address those needs?	Intervention team members meet and discuss programmatic and behavioral needs, but the follow through is ineffective or inconsistent.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent does progress monitoring data (as required in SB 1 2009, including specifically diagnostic data) inform decisions about instruction and individual student learning? To what extent is instruction adjusted based on the progress monitoring data?	Progress monitoring occurs on a routine schedule. Data collected informs decisions about instruction and individual student learning. Instruction is adjusted based on the progress monitoring data.	Distinguished

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	Statement or Question	Response	Rating
f)	To what extent does the school revisit and modify KSI/Rtl programmatic protocols and improvements based on assessment data?	The school has very limited communication regarding interventions with the families of those students identified for intervention. The family is only notified of intervention services.	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.

Rtl framework, ECE referral protocols, Rtl enrollment form, SWAT schedules, PLC minutes, Progress Monitoring memo and schedule, Report card and conference schedules, News You Can Use (parent/school weekly newsletter).

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

We follow best practice and district protocol for data collection and monitoring progress prior to submitting multi-disciplinary referrals. A schedule of progress monitoring data due dates is communicated to staff. When a teacher has a specific concern regarding a student's lack of progress a parent conference is scheduled and academic/behavioral supports are put in place to help the teacher provide interventions, develop progress monitoring tools and collect data to support future decisions.

Formative and Summative Assessment: Assessments

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

	Statement or Question	Response	Rating
a)	To what extent do teachers embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's SBDM policies and practices)?	Teachers embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's systemic plan/policy).	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers use multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to instruction?	Teachers use multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to instruction.	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.

exit slips, common assessments, JCPS assessment calendar/samples, sub release schedules, PLC minutes and agendas

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

Grade level PLCs work to develop/implement common formative assessments, collect student performance data and analyze the data to make future instructional decisions. PLCs meet weekly with administrator representation at each grade level. Our Goal Clarity Coach helps to facilitate release time to focus discussion around standards, assessments and instructional implications.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in K-3.

	Statement or Question	Response	Rating
a)	To what extent are students and families provided with clear models and descriptions of the intended targets to be mastered?	Students and families are rarely given models and descriptions of intended learning targets. Descriptions may be unclear and/or incomplete.	Need Improvement

	Statement or Question	Response	Rating
b)	To what extent are teachers providing timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work?	Teachers provide primarily evaluative feedback (e.g., grades, scores, generic comments such as 'well done' or 'try harder') rather than descriptive and focused feedback that can actually assist the student in improving their work.	Need 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.

News You Can Use, teacher weekly newsletter, teacher instruction video of no opt out, effective feedback examples on student work, Super Six district implementation

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

Teachers send weekly newsletters home to communicate upcoming standards and activities to be taught. Administrators send weekly updates related to professional development and instructional strategies learned to parents with visual examples and student work samples demonstrating the strategy. Job-embedded professional development is focused on descriptive feedback based upon learning targets.

Professional Development: Opportunities

Professional learning 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 professional learning is linked to the Comprehensive School Improvement Plan (CSIP), teacher professional growth plans and is designed for improving early learning outcomes for instruction in the K-3 program?	A professional development action plan is developed but not fully implemented and/or appropriate for K-3 instruction.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that teachers have access to and participate in job-embedded professional learning that supports research-based K-3 practices?	Teachers have access to and participate in job-embedded professional development (e.g., distance learning, conferences, workshops) that supports research-based K-3 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.

CSIP, PD plan and schedule, sub-release day agendas and minutes, walk-through data and conferences, PLC meeting schedule, Administrative Team meeting agendas and schedules/notes

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

At the start of the school year a professional development plan is mapped and communicated to staff based upon historical student performance data, CSIP goals, and staff and stakeholder feedback. Release days are provided to teachers to deepend the understanding of concepts learned in professional development and administrative walk-throughs are focused upon sharing strategies and evidence of professional development.

Professional Development: Participation

Teachers are leaders in their professional community, and guide/lead professional learning that meets the needs of the professional learning community.

	Statement or Question	Response	Rating
a)	To what extent do teachers and administrators actively participate as members of professional learning communities that focus on research-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance?	Teachers and administrators actively participate as members of professional learning communities that focus on research-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do K-3 teachers and administrators regularly collaborate with the community, local business partners, as well as early learning communities and secondary partners?	K-3 teachers and administrators regularly collaborate with the community, local business partners, as well as early learning communities and secondary partners.	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.

PLC meeting schedules, Administrative Team meeting agendas and notes, Project Magic proposal and outline, Veterans Day program, PTA literacy minutes

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

At the start of the school year a professional development plan is mapped and communicated to staff based upon historical student performance data, CSIP goals, and staff and stakeholder feedback. Release days are provided to teachers to deepend the understanding of concepts learned in professional development and administrative walk-throughs are focused upon sharing strategies and evidence of professional development.

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 K-3 instructional programs.

	Statement or Question	Response	Rating
a)	To what extent does the School leadership/SBDM committee continually monitor the availability of resources in effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program?	School leadership/SBDM committee continually monitors the availability of resources in effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the SBDM committee establish and enact a process to at least annually analyze data related to the implementation and impact of policies and practices specifically for the K-3 program?	SBDM committee establishes policies for the K-3 program, however the policies are not data driven and are not routinely monitored or reassessed.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership communicate with parents and community frequently about the K-3 program?	School council/leadership communicates with parents and community frequently about the K-3 program.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does School leadership/SBDM establish and maintain policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multiage and multiability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement)?	School leadership/SBDM establishes and maintains policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multiage and multiability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement).	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.

SBDM minutes, Primary Program policy, budget committee minutes, News You Can Use, Hitline, PTA meeting minutes, team schedules

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

Teachers submit curriculum materials requests to administration and the budget committee approves the purchasing of such materials. The SBDM committee oversees the writing and implementation of the Primary Program policy, which adheres to all district and state requirements and includes best practices for primary program. The PTA board meets monthly to help develop school supports specific to literacy. Administrators communicate weekly with parents regarding classroom instruction and tips for helping their children at home with current strategies/standards.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all K-3 program efforts and support teacher leadership through shared leadership strategies and actions.

	Statement or Question	Response	Rating
a)	To what extent does the principal work collaboratively with teachers to define, support, and continuously improve the K-3 program? To what extent does the principal regularly facilitates K-3 team meetings in order to monitor and support all K-3 program efforts?	The principal intentionally creates a structure to promote and empower teacher leaders to define and continuously improve the K-3 program. The principal collaborates with the teachers/teacher leaders regularly to analyze program and student data, providing feedback and support for ongoing improvements that promote the success of every K-3 student and all K-3 program efforts.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the principal participate fully in and facilitate research-based professional learning in relation to the K-3 program?	The principal participates fully in and facilitates research-based professional learning in relation to the K-3 program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the principal make decisions related to staff assignment based on student needs determined by student trend data?	The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.	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.

Instructional Leadership Team (ILT) agenda and notes, faculty meeting agenda with data analysis, PLC and Administrative Team agendas, school-based Professional Development proposals and sign-in sheets, staff assignment requests and surveys, new teacher interview questions

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

The Instructional Leadership Team (ILT) has representation from all faculty/staff role groups and works to analyze grade level and school-wide data in order to make future instructional and professional development decisions. Administrative representation is on all PLCs, both vertical and horizontal to help facilitate the professional learning process. School-based professional development is designed and scheduled as a result of staff needs and release time is given on a 6 week rotation to allow for deeper discussion and understanding of professional development topics learned. Towards the closing of the school year, teachers submit recommendations for each student for

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the following year, which is combined with student performance data, faculty strengths and qualifications, and staff requests when making student and staff assignment decisions.

Program Review Next Step Diagnostic

Introduction

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, and the K-3. This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program.

In-Depth Review

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

Response:

- Arts and Humanities
- Practical Living/Career Studies
- Writing
- K-3

Arts and Humanities Program Review

What areas have been identified as strengths in the Arts & Humanities Program? What is being done to sustain these strengths?

Strengths include the following:

Consistent Music and Art instruction meets standards for a majority of the indicators. Multiple opportunities for all grade levels to create, perform and respond to the arts. Our Master schedule include a Program Review enrichment rotation every sixth day and thematic focus for instruction in all Special Area classes. Our staff meets in Vertical Teams monthly to review progress, evidence and needs of the Program Review areas and works to integrate instruction and create formative assessments in those areas.

We have strong community partnerships that help support our Arts offerings, including: Junkyard Hawks percussion ensemble, instrumental music, tuition for private music lessons for underprivileged students, participation in community Arts programs and organizations, partner with Fund for the Arts 5 x 5 Grant to provide Arts experiences for every student at every grade level. We invite parents to attend an annual Arts Night to view student work and performances on display.

We communicate weekly with parents about Program Review components and progress and provide opportunities for feedback.

What areas have been identified that need to be improved in the Arts & Humanities Program?

An area of improvement is to establish full-time instructor for dance and drama and funds are not foreseeable in the future to do so. We continue to work to integrate art instruction into comprehensive program through PLC and Vertical team work. We are also working to establish a common enrichment block in our master schedule and offer more opportunities for students to participate in the Arts during the school day.

What steps need to be taken to improve the Arts & Humanities program?

We have revised our Master schedule to include enrichment periods for students to participate in Arts instruction during the school day. Vertical Team agendas will focus on integration and coordination between Arts staff and comprehensive classroom teachers. More opportunities will be sought to address needs in dance and drama.

Practical Living/Career Studies Program Review

What areas have been identified as strengths in the Practical Living/Career Studies Program? What is being done to sustain these strengths?

Strengths include the following:

Consistent Practical Living/Career Studies instruction meets standards for a majority of the indicators. Multiple opportunities for all grade levels to create, perform and respond to Practical Living/Career Studies instruction. Our Master schedule includes a Program Review enrichment rotation every sixth day and thematic focus for instruction in all Special Area classes. Our staff meets in Vertical Teams monthly to review progress, evidence and needs of the Program Review areas and works to integrate instruction and create formative assessments in those areas.

We have strong community partnerships that help support our Practical Living/Career Studies, including: Cross-Country, Hite Heartrobs Jump Rope Team, basketball enrichment, fencing, participation in community programs and organizations, partner with Berrytown YMCA to provide Practical Living experiences. We invite parents and community members to attend an annual Growing Up Day to share experiences with career choices and goal setting.

Students are invited to participate on the Newscast team, which produces, writes and shares the student-led broadcast daily. In addition, every student has the opportunity to share on the broadcast the year in which they will graduate college and his/her career goals.

We communicate weekly with parents about Program Review components and progress and provide opportunities for feedback.

What areas have been identified that need to be improved in the Practical Living/Career Studies Program?

We continue to work to integrate Practical Living/Career Studies instruction into the comprehensive program through PLC and Vertical team work. We are also working to establish a common enrichment block in our master schedule and offer more opportunities for students to participate in the Practical Living/Career Studies during the school day.

What steps need to be taken to improve the Practical Living/Career Studies program?

We have revised our Master schedule to include enrichment periods for students to participate in Practical Living/Career Studies instruction during the school day. Vertical Team agendas will focus on integration and coordination between Practical Living staff and comprehensive classroom teachers.

Writing Program Review

What areas have been identified as strengths in the Writing program? What is being done to sustain these strengths?

This year, Vertical Teams worked to update our Writing plan to include vertical alignment, standards-based instruction, program review and content integration and this work is continued weekly during PLCs. During PLCs teachers work to create common assessments, peer and self-assessments and plan for instruction on real-world writing.

Our staff embeds research-based strategies learned during our Ruby Payne training in writing instruction. Strategies include, folder reports, sentence frames and windowpanes.

What areas have been identified that need to be improved in the Writing program?

There is a need to continue to update our Writing plan, review progress in Vertical Teams and PLCs and integrate content in Practical Living and Arts and Humanities.

What steps need to be taken to improve the Writing program?

We will continue to revise and update our Writing plan and strengthen writing alignment and standards-based instruction through PLC and Vertical Team work. Our master schedule and professional development plan include time for staff to work collaboratively to increase opportunities for students to respond to the arts and integrate content areas into writing, as well as student-created rubrics and scoring guides.

K-3 Program Review

What areas have been identified as strengths in the K-3 program? What is being done to sustain these strengths?

Our strengths include multi-age groupings, common planning time across grade levels, PLC and Vertical Team work for articulation and alignment in standards-based instruction. PLCs develop lessons, rubrics and common formative assessments based on data analysis. Master schedule allows for large blocks of time for literacy and math instruction, content integration, small group intervention and enrichment which flexible grouping strategies across grade levels and classroom.

What areas have been identified that need to be improved in the K-3 program?

There is a need for increased and systematic communication to parents and intervention team members on standards instruction and intervention progress, involving students in the development of learning targets and rubrics, and intentional integration of content and Program Review areas into the Primary Program curriculum. We also need to provide Professional Development specific to the needs in our Primary Program.

What steps need to be taken to improve the K-3 program?

Our Master schedule will be adjusted to streamline SWAT implementation in order to improve communication, monitoring and effectiveness. Within that scheduled block we will provide opportunities for training for instructional staff on intervention strategies. Our summer PD plan includes times for curriculum mapping, development of common assessments and communication tools for parents related to learning targets, models, and standards proficiency. We will continue to provide administrative support on effective feedback to staff and parents.