



## Program Review: K-3

Jane Glass Hite Elementary School

Jefferson County Public Schools

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## 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.

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## 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)

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## 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.

|           | <b>Statement or Question</b>  | <b>Response</b>  | <b>Rating</b> |
|-----------|---|--|---------------|
| <b>a)</b> | 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    |

|           | <b>Statement or Question</b>  | <b>Response</b>  | <b>Rating</b> |
|-----------|---|--|---------------|
| <b>b)</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

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

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## 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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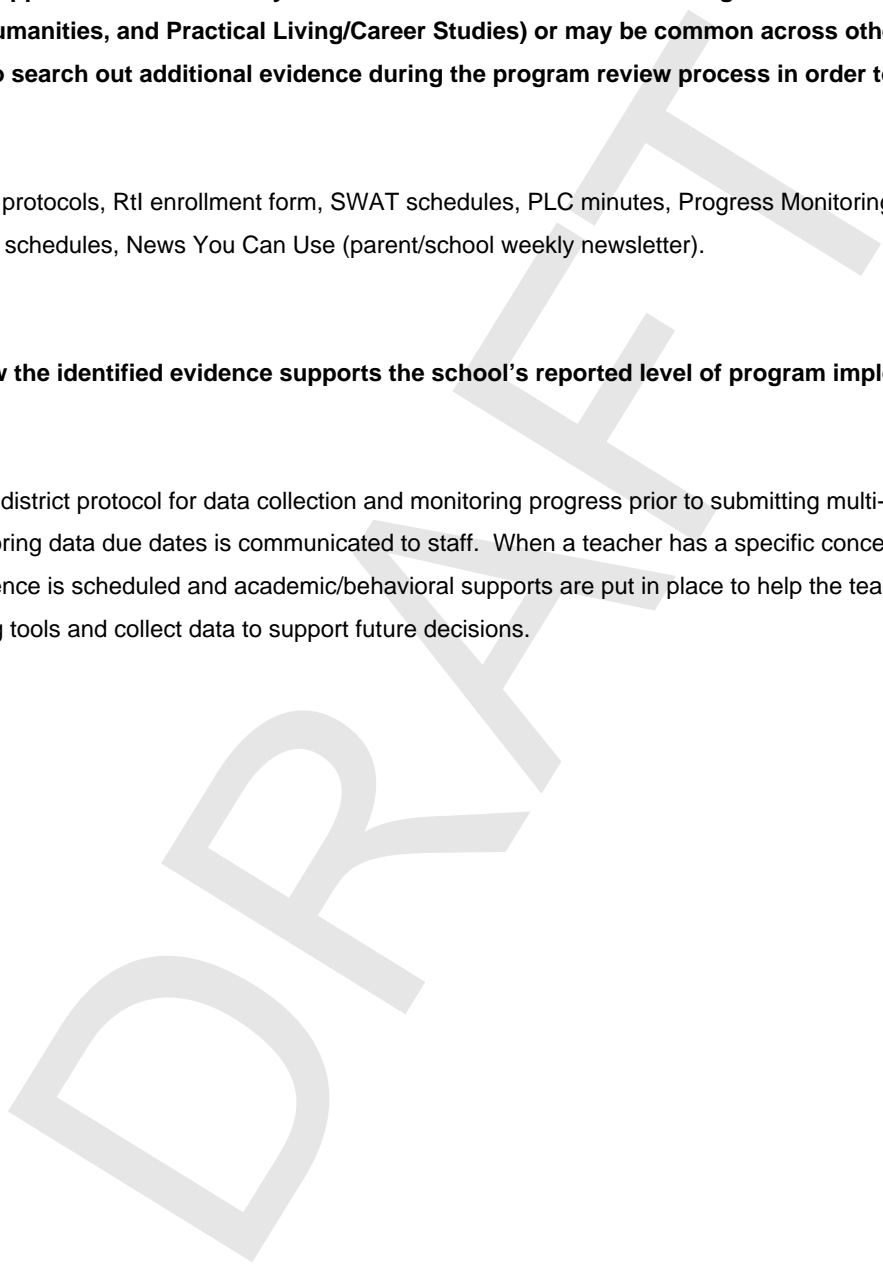
|    | <b>Statement or Question</b>  | <b>Response</b>  | <b>Rating</b>     |
|----|---|--|-------------------|
| f) | To what extent does the school revisit and modify KSI/Rtl programmatic protocols and improvements based on assessment data? | The school has very limited communication regarding interventions 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 |

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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 |

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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.

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## 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 |

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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



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

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