



Program Review: Arts and Humanities

Jane Glass Hite Elementary School

Jefferson County Public Schools

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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.

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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.

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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 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.

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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.

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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).

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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.

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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.

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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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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.

Program Review: Arts and Humanities

Jane Glass Hite Elementary School

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.

DRAFT