EVERY CHILD

**PROFICIENT & PREPARED FOR
S U C C E S S**

KENTUCKY DEPARTMENT OF EDUCATION

Program Review: Practical

Living/Career Studies

Jane Glass Hite Elementary School

Jefferson County Public Schools

Mr. Timothy C Hagan
12408 Old Shelbyville Road
Louisville, KY 40243

TABLE OF CONTENTS

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 Heath 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

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 Heath 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

Program Review: Practical Living/Career Studies
Jane Glass Hite Elementary School

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

weekly 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

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.

Page 5
© 2013 AdvancED   www.advanc-ed.org

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

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.

www.advanc-ed.org

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

	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 educationin 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 Achievment 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

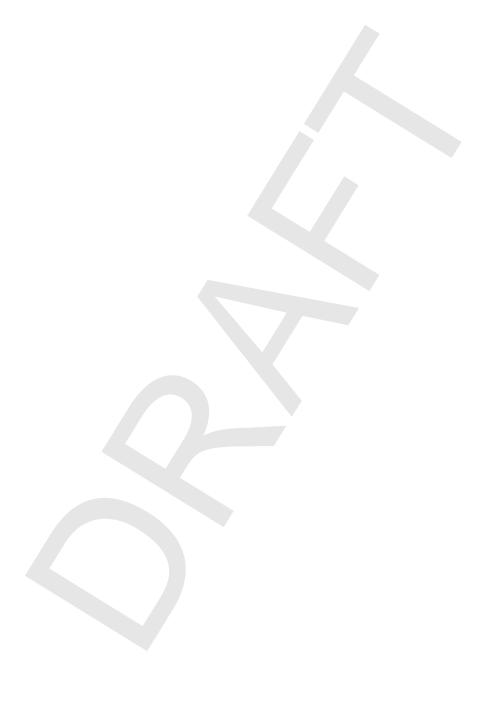|	Statement or Question	Response	Rating
e)	To what extent does the school ensure at the high school level, all students select and note in their ILP at least 4 courses related to their career major and one of the state's 14 Career Clusters?	Not Applicable	N/A

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

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

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

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 expecations on projects and 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

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

www.advanc-ed.org

	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 Committe 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 Leadershop 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.