



K-3 Program Review Assurances – School Level

Southgate Public School
Southgate Independent

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Southgate, KY 41071

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Introduction

By signing this assurance statement, schools including principals and SBDM Council members are documenting that these foundational elements have been reviewed by school staff and are either in place or have been identified as areas of growth for the 2016-17 school year. This statement further ensures that review and approval prior to submission in ASSIST will be completed on or before the close of business on June 15 understanding that if this date is not met a score of zero will be assigned.

A strong program for the youngest learners is essential to assuring that all students have a solid foundation upon which both future and deeper learning is built. The K-3 program must provide a solid core instructional foundation that provides equitable access for all students to demonstrate learning of the standards for primary students in each area described in Kentucky's Academic Standards (arts, English language arts, mathematics, practical living/career studies, science, social studies and technology).

In addition to a strong core instructional program, supports should be established and implemented that assure students' needs are addressed through interventions or acceleration to progress when appropriate.

K-3 Program Review Assurances – School Level

Statement or Question:Based on the descriptors of strong K-3 programs included in the K-3 Program Review Rubric, the following are in place (check all that exist):

Response:

- 1.) A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.
- 2.) A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1 (2009) including specifically diagnostic data)
- 2a.)Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.
- 2b.)Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.
- 2c.) Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.
- 2d.) Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.
- 2e.) Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.
- 2f.) Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing; the student's behavior and any other intervention plans and services being delivered.
- 3a.) In order to fulfill compliance with KRS 158.305 (10) this school will provide data to the local district office that details:The total number of students receiving targeted or intensive academic and/or behavioral interventions.
- 3b.) In order to fulfill compliance with KRS 158.305 (10) this school will provide data to the local district office that details:The total number of students who exited targeted or intensive academic and/or behavioral interventions.
- 3c.) In order to fulfill compliance with KRS 158.305 (10) this school will provide data to the local district office that details:The types of scientifically based research interventions utilized in the school, including particular programs, strategies and resources used for their implementation.

A continuous improvement process is in place for the K-3 program.The focus area/goal for program improvement is:

Southgate School has placed an emphasis on literacy and early childhood readiness, along with targeting all students for continued growth in the academic areas.

K-3 Program Review Assurances – School Level

Southgate Public School

Label	Assurance	Response	Comment	Attachment
	Please provide an explanation for any unchecked items. (Evidence may be requested to justify the explanation.)	I certify that our institution reviewed the foundational elements of K-3 Program Assurances and our institution checked all of the requirements. PLEASE MAKE SURE YOU CHECKED ALL OF THE ASSURANCES.	All checked.	

Signature

Label	Assurance	Response	Comment	Attachment
	I certify that a copy of these Assurances with SBDM members' and principal's signatures is on file at the school and can be produced upon KDE request in the event of an audit. List SBDM members' and principal's names in the textbox below.	I Certify	SBDM signatures will be available May of 2017.	