



# **SB 1 - Program Review Report**

Southgate Public School

Southgate Independent

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Southgate, KY 41071

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## **Introduction**

The signing of SB1 and the immediate effective date means that a school may choose not to report their results for Visual and Performing Arts and PLCS in ASSIST. However, if the work on these Program Reviews is essentially complete, you may choose to honor that hard work from your educators by reporting through the questions and Assurances in ASSIST. For schools choosing to follow through, those results will be reported in the school report card. Districts will not be penalized for failure to report these results

Assurances for K3 programs (not addressed in SB 1) are still due by June 15, 2017 to satisfy RTI reporting requirements in House Bill 69 (2012).

Additionally, SB 1 does require quality writing programs approved by school councils or the principal if no council exists. For this reason, the Assurance for Writing will still need to be completed by June 15, 2017.

Finally, in order to transition to the requirement in SB 1 regarding foreign language programs for middle and high schools, all middle and high schools will need to complete the Assurance for Global Competency/World Languages by June 15, 2017.

## **Program Review Assurances – School Level**

## **Introduction**

By signing this assurance statement, schools including principals and SBDM Council members are documenting that 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.

Writing Program Assurances

Statement or Question:Writing Program Assurances

Response:

- All students will be recipients of writing instruction/experiences throughout the school year.
- When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.
- Students will write for a variety of audiences and purposes throughout the school year.
- Consistent and timely feedback is provided to improve and guide students' writing skills.

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 Writing Program Assurances and our institution checked all of the requirements.PLEASE MAKE SURE YOU CHECKED ALL OF THE ASSURANCES.	All boxes checked.	

Visual and Performing Arts Program Assurances

Statement or Question:Visual and Performing Arts Program Assurances

Response:

- Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).
- Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.
- Schools address all five areas of the visual and performing arts: music, dance, drama, media art and visual art.
- Arts teachers have access to equitable resources and space to implement successful programs.

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 Visual and Performing Arts Program Assurances and our institution did not check all of the requirements. Please see explanation below:	No High School	

Practical Living and Career Studies (PLCS) Program Assurances

Statement or Question:Practical Living and Career Studies (PLCS) Program Assurances

Response:

- Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).
- Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.
- Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.
- PLCS teachers have access to equitable resources and space to implement successful programs.

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 Practical Living and Career Studies (PLCS) Program Assurances and our institution did not check all of the requirements. Please see explanation below:	No high school.	



Global Competency/World Languages Program Assurances

Statement or Question:Global Competency/World Languages Program Assurances

Response:

- Schools uphold the KBE’s commitment to making global readiness an explicit part of existing college-and-career ready agenda by: ensuring all students are globally prepared to support communities and companies
- Schools uphold the KBE’s commitment to making global readiness an explicit part of existing college-and-career ready agenda by:ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

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 Global Competency /World Languages Program Assurances and our institution did not check all of the requirements. Please see explanation below:	We are a K-8 District. The high school assurances do not apply to our district since we do not have a high school.	

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	Karan Hackman Melissa Herald Shelley Hamberg Jenny Muller Kendra Abner Tonia Schwegman Eddie Franke	

## **K-3 Program Review Assurances – School Level**

## **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.

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.	