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Program Assurance Document

Southgate Public School
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Southgate, Kentucky, 41071
United States of America

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Status: Open

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Program Assurance Document

Assurances must be completed, submitted and approved by midnight February 28, 2018.

Program Assurances Document

By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

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Writing Program Assurances

(*Required by all schools, elementary, middle and high*)

1. All students will be recipients of writing instruction/experiences throughout the school year.

   - **Yes**
   - ○ No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

   - **Yes**
   - ○ No

3. Students will write for a variety of audiences and purposes throughout the school year.

   - **Yes**
   - ○ No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

   - **Yes**
   - ○ No

Writing Program Assurances

Global Competency/World Languages Program Assurances

*(Required for **middle and high schools only**. Elementary schools should respond with N/A.)*

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028 (1). (Required for High Schools only)

- ○ Yes
- ○ No
- ● **N/A**

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- ● **Yes**
- ○ No

3. 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.

- ● **Yes**
- ○ No

4. 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.

- ● **Yes**
- ○ No

Global Competency/World Languages Program Assurances

*(Required for **middle and high schools only**. Elementary schools should respond with N/A.)*

Visual and Performing Arts Program Assurances

(Required by all schools, elementary, middle and high)

1. 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).

   - ● **Yes**
   - ○ No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

   - ○ Yes
   - ○ No
   - ● **N/A**

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

   - ● **Yes**
   - ○ No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

   - ● **Yes**
   - ○ No

5. Arts teachers have access to equitable resources and space to implement successful programs.

   - ● **Yes**
   - ○ No

Practical Living and Career Studies (PLCS) Program Assurances

(*Required by all schools, elementary, middle and high*)

1. 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).

- **Yes**
- ○ No

2. At the high school level, a variety of courses are offered that to fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ○ Yes
- ○ No
- **N/A**

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- **Yes**
- ○ No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- **Yes**
- ○ No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- **Yes**
- ○ No

Practical Living and Career Studies (PLCS) Program Assurances

(*Required by all schools, elementary, middle and high*)

K-3 Assurances

(*Required by all schools housing any, or all of these grade levels*)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- **Yes**
- ○ No
- ○ N/A

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, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- **Yes**
- ○ No
- ○ N/A

3. 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, including specifically diagnostic data): 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.

- **Yes**
- ○ No
- ○ N/A

4. 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, including specifically diagnostic data): 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.

- **Yes**
- ○ No
- ○ N/A

5. 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, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- **Yes**
- ○ No
- ○ N/A

K-3 Assurances

6. 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, including specifically diagnostic data): 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.

- **Yes**
- ○ No
- ○ N/A

7. 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, including specifically diagnostic data): 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.

- **Yes**
- ○ No
- ○ N/A

8. A continuous improvement process is in place for the K-3 program.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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