

SCAPA BLUEGRASS

SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2010-2011

Beth Randolph

Chairperson, School Council

12-14-10

Date

Plan Approved by the School Council:

12-14-10

School Council Members:

Beth Randolph – Principal	Alberta Labrillazo - Teacher
Ashlie Beals – Teacher	Sebree Rizzo – Teacher
Karen Stayton - Teacher	Rita Polzin – Parent
Johnathon Davis – Parent	Jeff Walther - Parent

Action Component: Academic Achievement

District Name: Fayette County Public Schools

Component Manager: Beth Randolph and Susan Watson

School Name: SCAPA Bluegrass

Date: December 2010

Priority Need	Goal (Addresses the Priority Need)
<p>According to 2010 KCCT Data results, all academic subject areas reached their goal of 100 or more. However, 24 out of 275 students tested (8.72%) received a score of below proficient in one or more tested areas.</p> <p>According to 2010 KCCT Data, SCAPA Students' average open response question (ORQ) score was proficient or above on only 12 of 43 tested sub-domains.</p>	<p>By May, 2011, every SCAPA Bluegrass Student will score proficient or above the proficient level on the KCCT test in every tested content area.</p> <p>By May of 2011, SCAPA students will achieve an average score of proficient or above on 60% of tested sub-domains for their open response questions.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>SCAPA students receive a wide range of academic experiences prior to enrolling in SCAPA.</p> <p>SCAPA students have a wide range of interest levels regarding academics.</p> <p>Giftedness and involvement in one or more arts areas can leave little time for academics.</p> <p>There is a presence of highly differentiated learning styles (auditory, tactile, kinesthetic, visual, etc...) in each classroom. Students have limited or ineffective organizational skills</p> <p>Students have limited or ineffective study skills.</p> <p>There is no school wide structure to provide continuous review of previously taught concepts.</p>	<p>Objective A: We will implement a systematic approach to insure each student receives additional instruction necessary for them to achieve a score of proficient in each tested subject area. Differentiated instruction will be implemented to assist students in reaching their potential and proficiency.</p> <p>Educational Enhancement Classes will be offered to those struggling in their core academic classes.</p> <p>ESS will be offered to those struggling in their academic classes and for those who are behind academically.</p> <p>Objective B: By the beginning of the 2010 school year, each Language Arts teacher will have a plan to use other core content material for their reading assignments.</p>

(after school, before school, and day-time waiver) for students scoring below proficiency in any tested content area.	scores of students who attend ESS	Coordinator, SCAPA Teachers		going		
6. SCAPA Bluegrass students, grades 4-8, will receive testing to determine proficiency levels in Reading.	Test scores	Literacy Coach, Literacy Specialist	8/10	On-going	N/A	N/A
7. SCAPA Bluegrass students, grades 4-8, who score below grade level on Reading will be provided instruction from the Literacy Coach.	Increase in grade levels for reading	Literacy Coach, Literacy Specialist	8/10	On-going	N/A	N/A
8. All SCAPA Bluegrass teachers will receive professional development on including technology in their classroom instruction.	Teacher lesson plans (1 per month)	Technology Teacher, C&I Coach, PD Chair	8/10	On-going		RFP Grant
9. All SCAPA Bluegrass teachers will receive professional development regarding differentiation strategies and RTI strategies.	Use of differentiation (lesson plans)	G/T Facilitator Principal	8/10	5/11	N/A	N/A
10. All SCAPA Bluegrass teachers will integrate arts and academics in an instructional unit a minimum of 1 time per school year.	Teacher lesson plans, increase in test scores	Team Leaders, SCAPA Teachers	8/10	On-going	N/A	N/A
11. SCAPA Bluegrass students who score below proficiency on the Math MAP test will be provided instruction from the C&I Coach.	Scores of identified students	C&I Coach, Math Teachers	1/11	On-going	N/A	N/A

Objective B: By the beginning of the 2008 school year, each Language Arts teacher will have a plan to use other core content material for their reading assignments.						
Activity	Measure	Responsible	Start	End	Cost	Fund

<ul style="list-style-type: none"> • Males – 50%; Females – 50% • Caucasian – 59.1%; Black – 23.2%; Other Minority – 17.7% • Low SES – 34% 	
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Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • The percentages of males, blacks and low SES students who audition for SCAPA does not mirror the demographics of the district. • Arts teachers in other schools are wary of recommending SCAPA to their best students. • There is a perception in the community that SCAPA is an elitist school. • Lack of training and preparation (both in school and out of school) for those students auditioning for SCAPA. • The maturity level of boys at 3rd grade may preclude them from being interested in auditioning for SCAPA. • Many families want their children going to the school closest to their home – proximity, transportation issues, etc. • Sports are not offered at SCAPA. • The 4th grade is not a natural school transition year. Many families do not want to change schools until middle school. 	<ul style="list-style-type: none"> A. By the end of the 2012-2013 school year, all arts teachers at SCAPA will develop collegial relationships with arts teachers in Fayette County schools, with arts professionals outside of Fayette County schools, and with community organizations to assist with the identification of artistically talented and potentially talented students in under-represented populations. B. By the end of the 2012-2013 school year, SCAPA arts staff will develop and provide arts workshops to students in under-represented populations during the month of June and throughout the school year. C. By the end of the 2012-2013 school year, SCAPA arts staff and the SCAPA Equity committee will develop a systemic plan to address issues that deter parents of students in under-represented populations from applying to the SCAPA program.

Objective A: By the end of the 2012-2013 school year, all arts teachers at SCAPA will develop collegial relationships with arts teachers in Fayette County schools, with arts professionals outside of Fayette County schools, and with community organizations to assist with the identification of artistically talented and potentially talented students in under-represented

		Person	Date	Date		Source
1. Arts teachers will provide an arts summer workshop for 2 weeks each June to students in under-represented populations ages 6 – 9 (Camp ArtSmart).	Number of students who attend and then decide to audition for SCAPA.	G/T Facilitator	9/99	N/A	\$5000 per year	Grants and private donations
2. Arts teachers will provide audition preparation workshops a minimum of once per month during the application/audition period each school year (September, October, November). All current 3 rd graders in Fayette County Schools will receive an invitation to attend these workshops.	Schedule of workshops, number of students who attend and then decide to audition for SCAPA.	G/T Facilitator	8/10	N/A	\$300 per session	Grants and private donations.
3. Arts teachers will provide arts enrichment workshops a minimum of once per month during the spring semester of each school year (January, February, March, April and May). All current 2 nd graders in Fayette County Schools will receive an invitation to attend these workshops.	Schedule of workshops, number of students who attend and then decide to audition for SCAPA.	G/T Facilitator, Arts Team Leader	8/10	N/A	\$300 per session	Grants and private donations

Objective C: By the end of the 2012-2013 school year, SCAPA arts staff and the SCAPA Equity committee will develop a systemic plan to address issues that deter parents of students in under-represented populations from applying to the SCAPA program.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. The Equity Committee create and administer a survey to current SCAPA parents of African-American and low SES students. This survey will focus on	Survey results, utilization of survey results in communications with	Equity Committee Chair	3/11	8/11	N/A	SCIF

means of artistic support and resources will be given as well in case their child is not accepted.						
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