

# SCAPA BLUEGRASS

## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

### SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2007-2008

The SCAPA Bluegrass school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2005) prior to approval of our plan.

Marilynn Cunningham \_\_\_\_\_  
Chairperson, School Council

\_\_\_March 25, 2008\_\_\_\_\_  
Date

\_\_\_Carla Pleasant\_\_\_\_\_ \_\_\_\_\_  
Chairperson, School Planning Committee

\_\_\_March 25, 2008\_\_\_\_\_  
Date

**Plan Approved by the School Council:  
March 25, 2008  
Date**

#### School Council Members:

<b>Marilynn Cunningham – Principal</b>	<b>Robert Love - Teacher</b>
<b>Fariba Atlaschi – Teacher</b>	<b>Benjamin Karp – Parent</b>
<b>Karen Joly - Teacher</b>	<b>Tracy Lovan - Parent</b>

**COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

## **EXECUTIVE SUMMARY:**

### **SCAPA Bluegrass Mission Statement:**

We believe that young people with an excitement for the arts should have the opportunity and encouragement to develop not only a variety of artistic skills, but also their creativity, self-expression, academic potential, intellectual insight, moral character, and sense of community responsibility.

### **Plan Summary:**

The staff of SCAPA Bluegrass has determined that the academic focus of the 2008-2010 Comprehensive School Improvement Plan will be two-fold. First, we will focus on helping each student achieve proficiency in every tested content area. It is alarming to us as a staff to note that nearly 20% of our students score below proficiency in at least one tested content area. Although SCAPA students excel in many activities, they may have an area of academic weakness which needs to be addressed instead of overlooked. Second, we will focus on achieving proficiency on open response questions for every tested sub-domain. Although SCAPA's content area scores are outstanding, SCAPA students' average open response question scores were below proficiency on 32 of 50 tested sub-domains. This does not meet our instructional standards. Therefore, our goals at SCAPA are for all students to achieve proficiency across all tested areas and to increase SCAPA students ORQ scores to an average of proficient or above on at least 30 or 50 tested sub-domains. We hope to achieve these goals by addressing them through professional development for teachers and increased instructional activities for students.

The Arts and Equity Component will focus on community outreach and disseminating information regarding the program offerings at SCAPA. The main purpose of this component is increasing the diversity of our school population with the ultimate goal of mirroring the gender, ethnic and socio-economic diversity of the district. To that end, strategies and activities have been developed to address the following areas: 1. Developing Relationships with arts and community professionals, both within Fayette County Schools and within the Fayette County community, to assist in the identification of artistic giftedness and potential within underserved populations; 2. Creating a series of Arts Workshops to assist students with their preparation for the audition process and to provide instruction in the arts to underserved populations outside of the school day; and 3. Working with our current parents and families to aid SCAPA in reaching out to the parents of students in underserved populations to raise awareness of the offerings at SCAPA.

The Parent/Family Communication and Involvement Component will focus on providing parents and families more effective school-to-home communications. In addition, this component features a parent education initiative aimed at giving parents tools and tips on how they can supplement at home the lessons taking place in the classroom. A parent orientation at the beginning of

the year will focus on writing assignment tips for parents, organization and time management issues, and other ways that parents can become more involved with the educational process.

### **Process Summary:**

1. When and how did your school develop its mission statement? When and how did your school community last review it? *The SCAPA Bluegrass mission statement was developed prior to 1998. It has not undergone any revisions since that time.*
2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? *The SCAPA staff and council used various needs assessments that focused on the Standards and Indicators for School Improvement.*
3. When did the council complete each step of its Needs Assessment Work? *The SCAPA SBDM Council completed the Needs Assessment in January 2008.*
4. When did the council decide on Priority Needs, Causes, Goals, and Objectives? *The SCAPA SBDM Council allowed the SCAPA instructional staff to decide on these elements of the Comprehensive School Improvement Plan. The Council oversaw all phases of the development of the CSIP and provided guidance and ultimate approval over all aspects of the plan. The development of the actual plan was facilitated by the CSIP Steering Committee comprised of parents, teachers, administrators and support staff.*
5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps? *The SCAPA SBDM Council identified the substantive achievement gaps in November 2007, set gap targets in January 2008 and adopted its time schedule for closing the gaps in March 2008.*
6. When did the council review drafts of the components? *The SCAPA SBDM Council reviewed drafts of the components at their March 11, 2008 regularly scheduled meeting. In addition, the SCAPA Curriculum Committee reviewed the entire plan on March 10, 2008.*
7. When did the council review estimates for costs and drafts of Section 7 requests? *SCAPA has not made any Section 7 requests as part of the Comprehensive School Improvement Plan.*
8. When was the public meeting held to present the Plan to the community and who attended? *The 2008-2010 SCAPA Bluegrass Comprehensive School Improvement Plan was presented to the public on March 25, 2008.*
9. When did the council officially adopt your revised plan? *The SCAPA SBDM Council officially adopted the revised plan on March 25, 2008.*
10. When did the council officially adopt any Section 7 requests? *This is non-applicable.*
11. When and why has the Plan been revised since that date? *The draft plan was submitted to Jack Hayes, Director of Student Achievement for Fayette County Public Schools, on March 26, 2008. Central office personnel in the area of student achievement used a Technical Review Rubric to evaluate the draft plan. The Technical Review Rubric consisted*

*of 6 sections: 1. Needs Assessment, 2. Components, 3. Budget, 4. Evaluation, 5. Major Plan Characteristics, and 6. Closing the Gap. Based upon feedback stated on the review rubric, alterations to the plan were discussed and approved.*

12. How will you evaluate your Plan, and when? *The 2008-2010 SCAPA CSIP will be evaluated a minimum of three times per year using an Implementation/Impact check format. The Implementation/Impact checks will be presented to the SCAPA SBDM Council prior to submission of the checks to the Director of Student Achievement.*

13. For each step listed above, what other stakeholders were involved?

- a. SCAPA Bluegrass SBDM Council Members (Review and adoption of plan)
  - i. Marilynn Cunningham – Principal
  - ii. Fariba Atlaschi – Teacher
  - iii. Robert Love – Teacher
  - iv. Karen Joly – Teacher
  - v. Benjamin Karp – Parent
  - vi. Tracy Lovan - Parent
- b. SCAPA Bluegrass Parent/Family Involvement Committee (Creation of Parent/Family Involvement Component)
  - i. Marilynn Cunningham – Principal
  - ii. Carla Pleasant – Gifted/Talent Facilitator, Curriculum Committee Chair and Internal Facilitator for Comprehensive Improvement Planning
  - iii. Kathy Padgett – SCAPA and FCPS Social Worker
  - iv. Bob Price – Parent
- c. SCAPA Bluegrass Curriculum Committee (Review and recommendation of adoption of plan)
  - i. Carla Pleasant – Curriculum Committee Chair
  - ii. Yvonne Erbe – Counselor
  - iii. Mary Hardy-Pitts – 6<sup>th</sup> Grade Language Arts/Social Studies Teacher
  - iv. Beth Lee – 6<sup>th</sup> Grade Math Teacher, Curriculum Instructional Coach
- d. SCAPA Bluegrass Equity Committee (Creation of Arts/Equity Component)
  - i. Charlotte Sebastian – Equity Committee Chair
  - ii. Fariba Atlaschi – French Teacher
  - iii. Kim Carnes – Creative Writing Teacher
  - iv. Brenda Holmes – 4<sup>th</sup> Grade Teacher
  - v. Maquel Sarantakos – Librarian
- e. SCAPA Bluegrass Instructional Staff
  - i. Elementary Team: (Creation of Academic Achievement Component)
    1. Brenda Holmes – 4<sup>th</sup> Grade Teacher and Team Leader
    2. Jim Beers – 4<sup>th</sup> Grade Teacher
    3. Paula Garr – Gifted/Talented Resource Teacher

4. Andrea Klein – 5<sup>th</sup> Grade Teacher
  5. Beth Randolph – 5<sup>th</sup> Grade Teacher
  6. Elizabeth Sergent – Elementary/Middle School Science Teacher
  7. Susan Watson – Literacy Coach
- ii. Middle School Team: (Creation of Academic Achievement Component)
1. Ashlie Beals – 6/7/8 Science Teacher and Team Leader
  2. Eva Aldridge – 7/8 Grade Language Arts
  3. Fariba Atlaschi – French Teacher
  4. Kim Carnes – 6<sup>th</sup> Grade Reading/Language Arts Teacher
  5. Sherrie Graham-Greene – Special Education Teacher, ESS Coordinator, PD Chair
  6. Mary Hardy-Pitts – 6<sup>th</sup> Grade Language Arts/Social Studies Teacher
  7. Karen Joly – 6/7/8 Spanish Teacher
  8. Kathy McLaughlin – 7/8 Grade Math Teacher
  9. Gloria Parrish – 6<sup>th</sup> Grade Math Teacher
  10. Maquel Sarantakos – Librarian
  11. Elizabeth Sergent – 6<sup>th</sup> Grade Science Teacher
  12. Karen Stayton – Health/PE Teacher
  13. Kay Swain – 6/7/8 Social Studies Teacher
- iii. Arts Team: (Creation of Arts/Equity Component)
1. Kim Carnes – Creative Writing Teacher and Team Leader
  2. Robin Barker – Band Teacher
  3. Patti Bingham – Ballet Teacher
  4. Nancy Campbell – Strings Teacher
  5. Bonnie Conaway – Art Core Content Teacher
  6. Millie Fields – Vocal Music Teacher, Team Leader
  7. Dave Gillespie – Piano Teacher
  8. Alberta Labrillazo – Drama Teacher
  9. Robert Love – Art Teacher
  10. Charlotte Sebastian – Art Teacher
  11. Rebecca Stephenson – Contemporary Dance Teacher
  12. Paul Thomas – Drama Teacher

**Action Component: Academic Achievement**

District Name: Fayette County Public Schools

Component Manager: Marilynn Cunningham, Beth Lee

School Name: SCAPA Bluegrass

Date: March 25, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>According to 2007 KCCT Data results, all academic subject areas reached their goal of 100 or more. However, 54 out of 272 students tested (19.8 %) received a score of below proficient in one or more tested areas.</p> <p>According to 2007 KCCT Data, SCAPA Students' average open response question (ORQ) score was proficient or above on only 18 of 50 tested sub-domains.</p>	<p>By May, 2010, every SCAPA Bluegrass Student will score or above the proficient level on the KCCT test in every tested content area.</p> <p>By May of 2010, SCAPA students will achieve an average score of proficient or above on 30 of 50 tested sub-domains.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<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>Objective A: We will implement a systematic approach to insure each student receives any additional instruction necessary for them to achieve a score of proficient in each tested subject area.</p> <p>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.</p> <p>Objective C: By the end of the 2008-2010 school year SCAPA Staff will develop and implement a systematic approach to collect student data on ORQ scores to monitor progress in regards to the 32 non-proficient sub-domains.</p>

<p>There is no school wide structure to provide continuous review of previously taught concepts.</p> <p>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>Inadequate student content vocabulary knowledge and/or recollection.</p> <p>Inadequate student content knowledge and/or recollection.</p> <p>Lack of systematic procedure to collect data regarding student performance on ORQ's across all subject areas.</p>	
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Objective A: We will implement a systematic approach to insure each student receives any additional instruction necessary for them to achieve a score of proficient in each tested subject area.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. SCAPA staff will identify incoming 4 <sup>th</sup> graders in need of additional instruction by September 15 <sup>th</sup> of each school year using PAS, MST, and other anecdotal evidence.	"Watch List" provided to elementary teachers	Elementary Team, C& I Coach	8/08	On-going	N/A	N/A
2. Elementary teachers will collaborate with a school coach or specialist on a regular basis.	Schedule for collaboration, implemented and submitted to principal	Elementary Team, C&I Coach, Literacy Specialist, Literacy Coach	8/08	On-going	N/A	N/A

3. Reinstate 6 <sup>th</sup> grade "Math Lab" rotation class for students who score below proficient in math on the PAS test in May 2008.	Scores of students who are enrolled in class	C&I Coach, 6 <sup>th</sup> Grade Math Teacher	8/08	On-going	N/A	N/A
4. Reinstate 6 <sup>th</sup> grade year-long reading class for students scoring below proficiency on the PAS test in May 2008 or scoring below grade level on Reading Plus	Scores of students who are enrolled in class	Literacy Coach	8/08	On-going	N/A	N/A
5. SCAPA Bluegrass will provide ESS services (after school, before school, and day-time waiver) for students scoring below proficiency in any tested content area.	ESS rolls, scores of students who attend ESS	ESS Coordinator, SCAPA Teachers	10/08	On-going	\$5000	N/A
6. SCAPA Bluegrass students, grades 4 – 8, will receive testing using Reading Plus to determine proficiency levels in Reading.	Test scores	Literacy Coach, Literacy Specialist	8/08	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 using Reading Plus.	Increase in grade levels for reading	Literacy Coach, Literacy Specialist	8/08	On-going	\$3500	SCIF, FOAS Grant
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	8/08	On-going	N/A	RFP Grant
9. All SCAPA Bluegrass teachers will receive professional development regarding differentiation strategies.	Use of differentiation (lesson plans)	G/T Teacher	8/08	5/09	N/A	N/A
10. All SCAPA Bluegrass teachers will integrate arts and academics in an instructional unit a minimum of 2 times per school year.	Teacher lesson plans, increase in test scores	Team Leaders, SCAPA Teachers	8/08	On-going	N/A	N/A
11. SCAPA Bluegrass students who score below proficiency on the Math PAS test will be provided instruction from the C&I Coach.	Scores of identified students	C&I Coach, Math Teachers	8/08	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.

<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Fund Source</b>
1. Language Arts teachers will meet with the C&I Coach each quarter to align reading assignments to other core content areas to reinforce previously taught concepts and vocabulary.	Lesson Plans	Language Arts Teachers, Literacy Coach, Librarian	8/08	On-going	N/A	N/A

Objective C: By the end of the 2008-2010 school year SCAPA Staff will develop and implement a systematic approach to collect student data on ORQ scores to monitor progress in regards to the 32 non-proficient sub-domains.

<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Fund Source</b>
1. Each teacher will locate and use one (1) Open Response Question (“ORQ”) per 9 weeks which relates to one of the non-proficient sub-domains in their content area.	Student scores on ORQs (goal is minimum of “3”)	SCAPA Teachers	8/08	On-going	N/A	N/A
2. Each teacher will provide a systematic way to collect student responses on ORQs that will be kept in the classroom and be available for data collection by the C&I Coach.	Teacher records, C&I Coach data collection	SCAPA Teachers, C&I Coach	8/08	On-going	N/A	N/A

**Action Component: Arts and Equity**

District Name: Fayette County Public Schools

Component Manager: Marilynn Cunningham, Carla Pleasant

School Name: SCAPA Bluegrass

Date: March 25, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>1. The incoming 4<sup>th</sup> grade class for the 2007-2008 school year consisted of the following demographics:</p> <ul style="list-style-type: none"><li>• Males – 33%; Females – 67%</li><li>• Caucasian – 74%; Black – 3%; Other Minority – 23%</li><li>• Low SES – 9%</li></ul> <p>2. The student population of SCAPA Bluegrass during 2007-2008 consisted of the following demographics:</p> <ul style="list-style-type: none"><li>• Males – 28%; Females – 72%</li><li>• Caucasian – 80%; Black – 8%; Other Minority – 12%</li><li>• Low SES – 8%</li></ul> <p>3. The student population of Fayette County Schools during the 2007-2008 school year consisted of the following demographics:</p> <ul style="list-style-type: none"><li>• Males – 52%; Females – 48%</li><li>• Caucasian – 61%; Black – 24%; Other Minority – 15%</li><li>• Low SES – 37%</li></ul>	<p>By the 2010-2011 school year, the incoming 4<sup>th</sup> grade class will have the following demographics:</p> <ul style="list-style-type: none"><li>• Males – 40%; Females – 60%</li><li>• Caucasian – 50%; Black – 25%; Other Minority – 25%</li><li>• Low SES – 20%</li></ul> <p>By the 2010-2011 school year, the student population of SCAPA Bluegrass will have the following demographics:</p> <ul style="list-style-type: none"><li>• Males – 40%; Females – 60%</li><li>• Caucasian – 60%; Black – 18%; Other Minority – 22%</li><li>• Low SES – 15%</li></ul>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> <li>• The percentages of males, blacks and low SES students who audition for SCAPA does not mirror the demographics of the district.</li> <li>• Arts teachers in other schools are wary of recommending SCAPA to their best students.</li> <li>• There is a perception in the community that SCAPA is an elitist school.</li> <li>• Lack of training and preparation (both in school and out of school) for those students auditioning for SCAPA.</li> <li>• The maturity level of boys at 3<sup>rd</sup> grade may preclude them from being interested in auditioning for SCAPA.</li> <li>• Many families want their children going to the school closest to their home – proximity, transportation issues, etc.</li> <li>• Sports are not offered at SCAPA.</li> <li>• The 4<sup>th</sup> grade is not a natural school transition year. Many families do not want to change schools until middle school.</li> </ul>	<p>A. By the end of the 2009-2010 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.</p> <p>B. By the end of the 2009-2010 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.</p> <p>C. By the end of the 2009-2010 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.</p>

Objective A: By the end of the 2009-2010 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.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Arts teachers will ask to be placed on the agendas of district arts meetings to discuss SCAPA and the audition/identification process.	Log of meeting attendance, Agendas from meetings	Arts Staff	3/08	N/A	N/A	N/A

2. Arts teachers will meet individually with arts teachers from other schools and arts teachers in the community to view and discuss students who could be potential candidates for SCAPA. SCAPA arts teachers will offer assistance to teachers with the identification of their students.	Log of meetings, lists of potential students visited	Arts Staff	3/08	N/A	N/A	N/A
3. Arts teachers will develop contacts with churches and other community organizations that cater to under-represented populations to assist with the identification of talented and potentially talented students.	List of contacts, meeting dates	Arts Staff	3/08	N/A	N/A	N/A

Objective B: By the end of the 2009-2010 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.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund 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 <sup>rd</sup> 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	8/08	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 <sup>nd</sup> 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	8/08	N/A	\$300 per session	Grants and private donations
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Objective C: By the end of the 2009-2010 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 issues regarding possible barriers to applying, reasons that students may not choose to audition, ideas on reaching under-served populations, etc.	Survey results, utilization of survey results in communications with parents of prospective students	Equity Committee Chair	8/08	12/08	\$50	SCIF
2. Offer shadow days in the spring and fall to any student who is interested in attending SCAPA. Students will be able to spend part or all of a school day at SCAPA. Parents will be able to attend as well.	Sign-in sheets; numbers of students who attended who then choose to audition	Arts Team Leader, G/T Facilitator	8/08	N/A	N/A	N/A

<p>3. Provide informational presentations to parents at other elementary schools regarding the application/audition process and addressing how to identify and encourage artistic talent.</p>	<p>Sign-in sheets, numbers of schools who schedule these presentations, number of students whose parents attend who actually apply.</p>	<p>Arts Team Leader, G/T Facilitator, Arts Facilitator</p>	<p>8/08</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>4. SCAPA Arts teachers will assist arts teachers at other elementary schools with contacting parents of artistically talented and potentially talented students to inform them about SCAPA and the audition/application process.</p>	<p>List of students' parents who are contacted, list of arts teachers contacted, numbers of students who then audition for SCAPA</p>	<p>Arts Team Leader, Arts Teachers</p>	<p>8/08</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>5. Provide a parent question/answer panel during each arts enrichment workshop in order to provide parents with additional information regarding SCAPA and the audition/application process and information regarding how to identify and encourage artistic talent in their children.</p>	<p>Numbers of parents who attend these panel discussions, numbers of students who then choose to audition for SCAPA</p>	<p>G/T Facilitator, Principal</p>	<p>8/08</p>	<p>N/A</p>	<p>\$50</p>	<p>SCIF</p>

**Action Component: Parent/Family Communication and Involvement**

District Name: Fayette County Public Schools

Component Manager: Marilynn Cunningham

School Name: SCAPA Bluegrass

Date March 25, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>According to teacher, parent, and student surveys:</p> <ul style="list-style-type: none"> <li>A. Communication within the SCAPA community needs improvement, and</li> <li>B. All members of the SCAPA community need to feel safe, welcome and respected at SCAPA.</li> </ul> <p>Senate Bill 168 requires all schools to evaluate parent/family involvement and communication issues and address these issues as part of the Comprehensive School Improvement Planning Process.</p>	<p>By May 2010, the overall percentage of SCAPA parents who are strongly satisfied with communication within the SCAPA community will be at least 75% on the Foundations Survey.</p> <p>By May 2010, the overall percentage of SCAPA students who are aware of communication about school events and functions will be at least 90% on the Foundations Survey.</p> <p>By May 2010, the overall percentage of SCAPA community members who feel satisfied with the issues of welcomeness, safety and respect will approach 100% on the Foundations Survey.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>Parent dissatisfaction with communication from school to home. Parents report that notes sent home do not always make it to the home.</p> <p>Students' lack of awareness concerning communication about school events and functions.</p> <p>As many as 10% of parents and 17% of students feel dissatisfied with the issues of welcomeness, safety and respect.</p>	<ul style="list-style-type: none"> <li>A. Implement a systemic approach to improve communications and involvement between SCAPA Bluegrass and <b><i>all</i></b> SCAPA Bluegrass families by May 2010.</li> <li>B. Implement a systemic approach to providing students, parents, and community members a sense of welcomeness, safety and respect while at SCAPA by May 2010.</li> </ul>

As reported via volunteer records, SCAPA has had the majority of volunteer hours performed by a relatively small number of parents/guardians.

C. Implement a systemic approach to providing parents/guardians information on how they can become more involved in the educational process in the school and in SBDM Council/Committee activities.

Objective A: Implement a systemic approach to improve communications and involvement between SCAPA Bluegrass and ***all*** SCAPA Bluegrass families by May 2010.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Principal or designee will make daily morning announcements over the in-house communication system including the pledge, upcoming events, celebrations, etc.	Announcement records	Principal	On-going	On-going	N/A	N/A
2. Morning announcements and teacher absence/substitute lists will be sent to all SCAPA staff via email each day.	Email records	Principal or Principal Designee	8/08	On-going	N/A	N/A
3. Written copies of upcoming events, SBDM minutes/agendas, and other items of interest will be placed weekly in locations accessible to students, staff, parents and community members.	Weekly review of posted materials	Principal	On-going	On-going	N/A	N/A
4. Compile and distribute a "SCAPA Update" newsletter to every SCAPA family, in both hard copy and e-mail format, providing timely information regarding upcoming school events. This update will be written at an intermediate comprehension level, posted on the SCAPA website, and distributed to SCAPA families based upon the middle school reporting period schedule.	Record of completed "SCAPA Update" newsletters	Principal or Principal Designee	8/08	On-going	\$12 per 1000 pages	SCIF

5. The SCAPA website will be updated on a weekly basis and will include a section of upcoming events, celebrations, performances, etc.	Weekly review of posted materials	Technology Resource Teacher, STLP students	On-going	On-going	N/A	N/A
6. The counselor will work with administration, staff and families to identify students and families requiring home visits or off-site conferences.	Records of home or off-site visits	Counselor, Principal	On-going	On-going	N/A	N/A
7. The Equity Committee will use survey data to determine ways to elicit more minority and special needs family participation in the educational processes of the school.	Survey data	Equity Committee Chair, Principal, SBDM Council	8/08	12/08	\$110	SCIF

Objective B: Implement a systemic approach to providing students, parents, and community members a sense of welcomeness, safety and respect while at SCAPA by May 2010.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. By November 1 of each school year, every parent/guardian of a SCAPA student will be personally contacted by at least one of his/her child's teachers.	Phone and mailings records	All Teachers	On-going	On-going	N/A	N/A
2. A survey will be conducted to determine welcomeness issues faced by SCAPA parents and families in order to determine professional development needs for teachers, administration and staff to address working effectively with all families.	Survey data	Climate Committee	8/08	12/08	\$110	SCIF

3. A survey will be conducted by SCAPA's social worker to identify and resolve issues regarding student behaviors and needs. This survey will be conducted twice per school year	Survey data	Principal, Social Worker	8/08	5/09	N/A	N/A
4. Create new directional signs and welcoming instructions that are easily visible from the front door.	Installation of new signs and instructions	Principal, Office Staff	8/08	5/09	N/A	N/A

Objective C: Implement a systemic approach to providing parents/guardians information on how they can become more involved in the educational process in the school and in SBDM Council/Committee activities.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Implement a yearly beginning of school orientation for parents/guardians to provide them with strategies and activities they can pursue at home to support the learning that takes place at school.	Calendar records	Principal, Counselor, Team Leaders	8/08	On-going	N/A	N/A
2. The SBDM Council will prepare a document listing charges and purposes for each standing committee, detailing assignments that need to be accomplished during the school year. This document will also include ways that parents can become more involved in SBDM activities and a description of the role of the SBDM Council in school governance. This document will be distributed to parents with the opening of school packet of information.	SBDM Council Minutes	SBDM Council, Principal, Committee Chairs	6/08	On-going	\$12 per 1000 copies	SCIF