Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Scapa At Bluegrass
Beth Randolph
400 Lafayette Pkwy
Lexington, Kentucky, 40503
United States of America

Last Modified: 05/17/2019
Status: Open
Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See Attached Document SCAPA is a small school with only one subgroup identified at both the elementary and middle school levels. Our student numbers are small in the other subgroup categories and therefore we do not receive data by those categories at each grade level.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

SCAPA has a wonderful climate and culture throughout the school, including its gap group population. All the students work together in heterogeneously grouped classes in every subject area except for math. SCAPA’s math classes are ability grouped beginning in the sixth grade in the following ways: Sixth Grade – there is one accelerated math class for students who take the Accelerated Math 7 class or pre-algebra class. The other math classes are small, but heterogeneously grouped. Seventh Grade – there is one accelerated math class for students and it is Algebra I. The other math classes are heterogeneously grouped. Eighth Grade – there is one definite accelerated math class for students each year and it is Geometry. Depending on the needs of the students, SCAPA may have two Algebra I classes or one Algebra I class and one Math 8 class. These classes are geared toward specific student needs identified through years of working with the students, MAP data, and K-PREP data. The Consolidated Student Group at SCAPA participate in all arts activities at the same high level as every student in the building. All our Consolidated Student Group students are identified gifted and talented in an arts area.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Using specific data from the past two years to analyze the gap trends, SCAPA has closed the reading gap at the middle school level. At the middle school, there is only a 2.1 percentage point difference between our Consolidated Student Group and our Non Consolidated Student Group. 92.9 percent of the students in SCAPA’s Consolidated Student Group are reading at a proficient and/or distinguished level by the eighth grade. SCAPA is proud of this progress, but will continue to work until we have 100% reading at the proficient and/or distinguished level throughout our school. Our gaps in mathematics persist, but they are closing. The longer the students remain with us, the gap lessens. At the elementary level, there was a 24.8 point difference between the Consolidated Student Group, but at the middle school level, there was only a 12.2 point difference in the two groups. Our reading gap grew larger this past school year at the elementary level. In 2016-2017, 84.2 percent of our gap students were reading at the proficient and/or distinguished level whereas in 2017-2018, only 76.9 percent were reading at the proficient and/or distinguished level.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Based upon the analysis of the gap data, SCAPA’s Consolidated Student Group has shown improvement in reading at the middle school level, improving from 84.6 percent to 92.9 percent. Additionally, the gap is closing in mathematics at both the elementary and middle school levels. In 2017, the elementary gap students were proficient and/or distinguished only 52.6 percent of the time. By 2018, 61.5 percent of the gap students were proficient and/or distinguished. Similarly, in 2017, 57.7 percent of middle school gap students were proficient and/or distinguished, but by 2018 78.6 percent of the gap students were proficient and/or distinguished. This data clearly shows improvement in both reading and mathematics.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

SCAPA has not show improvement in its reading progress at the elementary level with gap students.
E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

SCAPA’s professional development plan focuses on several broad goals as related to its achievement gaps. First, the school is working diligently to incorporate the Multi-Tiered Support Services (MTSS) process into problem solving and improving student achievement. Our leadership and MTSS teams are designing the best way to put data into the teachers’ hands so they have as much knowledge and information about the gap students as possible to most effectively and individually design instruction for them. Secondly, our professional development plan is giving the teachers more time to hone their own content pedagogy by supporting and encouraging them to attend workshops and conferences in their content areas. Third, our professional development plan is assisting teachers with differentiation strategies and arts integration lessons. We've had some PD workshops on differentiation but we are also working on differentiation in our faculty meetings so teachers have these strategies at their command. The strategies discussed, introduced, and reviewed are based on walk-through and observation data. SCAPA's extended school services (ESS) plan targets the Consolidated Student Group students and other struggling students as we work to help all students meet proficiency. With the limited ESS funds our school receives, our ESS program will be offered during the third quarter. Our ESS program gives individual and small group attention to students needing assistance in mathematics and science.

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

SCAPA truly works hard to close the achievement gaps. We work individually and in small groups with students needing assistance to reach proficiency. In reading, we have transitioned to different curricular materials (Wonders ad Collections). The Wonders materials at the elementary level have been easier for our students than prior curriculum materials. This may have contributed to our students not making the gains as anticipated. At the middle school level, the Collections materials have been challenging and engaging for our students. The materials and well constructed lessons have contributed to our student gains. In math, we have been in transition with the materials we use to teach our students. Three years ago, we purchased Everyday Math for our elementary students and the Connected Math Program 3 for our middle school. Both of these programs are significantly different in the way the students are taught when compared with the enVision materials. Instructional changes require time for them to get maximum effect. I believe the enVision materials have helped our school make the math gains shown.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

SCAPA involves teachers, leaders, and other stakeholders in the continuous improvement and planning process as we strive to assist all students, especially our Consolidated Student Group, in reaching proficiency. Our MTSS, PBIS, and leadership teams meet monthly to discuss progress and potential changes in instructional assistance for our students. Additionally, our SPS team meets weekly to monitor progress of students needing additional support. Student progress is discussed at all PLC meetings at the elementary, sixth grade, seventh and eighth grade, and arts meetings. Partner Names Roles Macy Reed Sixth Grade PLC Leader Robin Barker Arts PLC
Leader Alberta Labrillazo Arts PLC Leader Marilyn Cunningham Administrative Dean Mike Spaeth Seventh and Eighth PLC Leader Jo Luxon MTSS Chairperson and Guidance Counselor Carla Pleasant Gifted and Talented Facilitator Beth Randolph Principal Macy Reed Mathematics Teacher and MTSS Support Teacher Rebekah Reeves Literacy Coach, MTSS Support Teacher, Language Arts Teacher Mike Embury PBIS Leader Rebecca Stephenson TPGES Coach Andrea Klein Elementary PLC Leader
Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attached document.

**ATTACHMENTS**
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Closing the Gap
Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached document.

**ATTACHMENTS**
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### ATTACHMENT SUMMARY

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Item(s)</th>
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<tbody>
<tr>
<td>Achievement Gap Group Identification 2018-2019</td>
<td>SCAPA's Gap Group and the Percentage of Students in the Group</td>
<td>I</td>
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<tr>
<td>Closing the Achievement Gap Summary for 2018-2019</td>
<td>Description of the Achievement Gap Goals, Objectives, Activities, and the Timeline</td>
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<tr>
<td>Gap Group/Total Number of Students</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Elementary - Consolidated Student Group/26 Students</td>
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<tr>
<td>Middle - Consolidated Student Group/28 Students</td>
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<td>Percentage of Total School Population</td>
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<tr>
<td>Elementary - 26/106 = 24.5%</td>
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<td>Middle - 28/169 = 16.6%</td>
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Goal 3: (State your gap goal): 2018-2019 GAP Goal
Increase the scores of below grade level elementary and middle school students to grade level or above on the MAP reading and math spring test 2019.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)
- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.
- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
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<tbody>
<tr>
<td>Objective 1: Increase the norm grade level to 41 percentile or above for SCAPA’s students below grade level in both reading and mathematics on the MAP test by June 1, 2019.</td>
<td>KCWP 5: Design, Align, and Deliver Support</td>
<td>All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.</td>
<td>By the end of the 2018-2019 school year, SCAPA teachers will receive professional development training at faculty and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms from a high of 87.5% of the time to 90% of the time as evidenced through walk-through data.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
<td>School Funds</td>
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<td>Tier II students will be regularly monitored by the Systematic Problem Solving (SPS) team and when needed, adjustments made to ensure the best delivery of programs and assistance.</td>
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<td>Responsible Person(s): Principal, Admin Dean, TPGES Coach</td>
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<td>By the end of the 2018-2019 school year, Tier II students will be monitored and evaluated for quality of services in</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
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<td>MTSS and SPS meetings. Each child receiving Tier II instruction will be evaluated for growth progress on MAP tests three times per year as measured by their fall, winter, and spring MAP tests, striving to meet growth in the students reading and math scores 100% of the time.</td>
<td>Responsible Person: SPS Chair, Principal, Admin Dean, TPGES Coach</td>
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<td>Use the laptops and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as First in Math and Khan Academy.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
<td>School Funds</td>
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<td>Identified deficit skills will be addressed, concentrated on, and worked until mastery is achieved with all Tier II and Tier III students. SCAPA students in this group falling below the 25th percentile will be progress monitored using the appropriate tools.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
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<td>Study sessions outside of class periods (before school, after school, during ESS, and during lunch) are options for students in all three tiers, but special encouragement is given to Tier II and III students to attend these sessions. These sessions give students a chance to work in small groups on concepts</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
<td>School Funds and District Funds (for ESS)</td>
</tr>
</tbody>
</table>

Responsible Person(s): MTSS Chair, Principal, Math Interventionist, Reading Interventionist, Admin Dean, PBIS Chair, TPGES Coach, and Teachers
<table>
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<tr>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>Integrate the arts in academic instruction when and where appropriate.</td>
<td>SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, the ESS teachers, the gifted and talented teachers, and the special education teacher. Collaborative sessions will occur during team meetings, PLC meetings, planning periods, and faculty meetings. These meetings will be used to discuss student strengths, areas for improvement, progress, and appropriate and best ways to deliver instruction. Student/teacher collaborations will occur during whole class periods and in small group sessions.</td>
<td>By the end of the 2018-2019 school year, SCAPA teachers will collaboratively work together to improve student progress and growth. Collaboration meetings will occur 90% of the school year weeks as measured by PLC agendas and minutes.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019 Responsible Person(s): MTSS Chair, Principal, Math Interventionist, Reading Interventionist, Admin Dean, TPGES Coach, PBIS Chair, and Teachers</td>
<td>School Funds</td>
</tr>
</tbody>
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**KCWP 2: Design and Deliver Instruction**

**Train teachers in the use of Collections, Wonders, and enVisions curriculum and resources.**

How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?

ELA and math teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections, Wonders, and enVisions curriculum.

By the end of the 2018-2019 school year, SCAPA will see a decrease in the number of students qualifying for Tier II services as evidenced by the 2019 spring MAP test results.

Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019 Responsible Person(s): MTSS Chair, Principal, Math Interventionist, Reading Interventionist, Admin Dean, TPGES Coach, and Teachers

<p>| KCWP 1: Design and Deploy Standards | | | | | District Funds |</p>
<table>
<thead>
<tr>
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<tr>
<td>Train teachers in the use of Collections, Wonders, and enVisions curriculum and resources.</td>
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<tr>
<td>Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</td>
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Objective 2
Phase One: Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

Scapa At Bluegrass
Beth Randolph
400 Lafayette Pkwy
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/13/2019
Status: Open
Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

**Part I:**

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

After looking at The Missing Piece Survey, SCAPA wishes to improve in the areas of learning opportunities, communication, and community partners. SCAPA always strives to be high achieving in every area possible and these areas, while not low performing, could use some improvement as they were the lowest scoring on the survey for our school. The first two areas of improvement build upon one another. SCAPA wants to afford its parents/families the highest quality of information that can be given regarding each child's learning. To convey this information, it is important for there to be excellent modes of communication available. The school must be able to disseminate reliable information quickly, effectively, and efficiently and parents must be able to respond and communicate with the school in the same manner. Teachers use email, the telephone, text messaging, and parent conferences to address student successes and concerns. Likewise, parents communicate in the same manner with teachers. As a school, we disseminate information through these same modes but we also have our website which we keep up-to-date, social media for our big productions (musicals and Dance SCAPA), and a school newsletter. Although these methods work well, we will improve our communication by delving more deeply into social media and creating and publishing our school newsletter more frequently. Our Action Team for Partners or ATP is an important communication tool and it is also our method of increasing learning opportunities for parents. Typically, our ATP holds five to seven evenings of information for our parents annually. These evenings center on topics of interest generated by our teachers, parents or situations. During the 2018-2019 school year, to increase the parent participation on these nights, we will be broadcasting the events through a platform that allows remote access to the meetings. Additionally, we will post videos on our website of the meetings so that parents can access the information even after they have occurred. Typically, these parent/family evenings center on topics such as academic, artistic, and behavior expectations (PBIS/EOS, Khan Academy, Cruise Into SCAPA), student opportunities (musical and dance participation information, speech team), and current and/or relevant areas of concern (wellness, mindfulness, cell phone/technology management, student anxiety, and harassment and bullying). Depending on the topic, SCAPA tries to have experts lead the meetings. Thus, some meetings are led by SCAPA staff members and others are led by experts in our community. At the end of our ATP evenings, a survey will be conducted to analyze the effectiveness of the meeting and give suggestions for improvements and possible future topics for meetings. Finally, SCAPA will work to improve and broaden its community partnerships. Currently, SCAPA's community partnerships center mostly in the arts. We work closely with the Lexington Opera House and Downtown Arts Center to secure performance venue space. Our grant with the Lexington Opera House Fund provides us the
subsidy to be able to afford to use the Lexington Opera House for three productions annually. In addition to the Lexington Opera House, SCAPA also works with the Pam Miller Downtown Arts Center for our straight dramatic play. These two community spaces give SCAPA the chance to interact and get to know community theatre people and in turn, the community artists gets to know SCAPA students and our faculty better. In addition to these venues for our dramatic productions, SCAPA also uses community churches for piano recitals. Typically, our spring piano recital is held at either Central Christian Church, Christ Church Cathedral, or Crestwood Christian Church. In 2018-2019, SCAPA is forging a new relationship with Tates Creek Presbyterian Church as this will be the site for the May piano recital. Like piano, vocal majors need a performance venue that has excellent acoustics and a quality piano. For the past couple of years, our spring solo vocal recital has been held at Beaumont Presbyterian Church. We appreciate the community partnerships that have resulted from our association with these entities. Similarly, our literary arts majors like to showcase their talents in the community. Frequently, they perform in local bookstores, the Lexington Public Library, and at the Carnegie Center. Local writers work with our students to help them become even better writers and readers of their work. Our dance majors build strong community partnerships with local dance professionals and once or twice a year, they get the opportunity to work with a guest artist that is nationally known. Working with these professionals expands our students’ awareness in dance and gives them some unique and skill-building opportunities. SCAPA in turn gives back to the community by performing for numerous nursing homes, the Senior Citizens Center, Cardinal Hill, the Bob Brown House, numerous elementary schools, and various events throughout the community. SCAPA enjoys building these partnerships and looks forward to new connections that can be made within the community. SCAPA’s arts community partnerships are strong. As the school year progresses, SCAPA will work to build more partnerships geared toward supporting academic connections. Traditionally, SCAPA has been closely affiliated with the University of Kentucky’s College of Education. A couple of years ago, SCAPA received the "Friend of the College Award" because of the numerous performances that had been done to support various college functions. This school year, SCAPA will focus on building connections with the University of Kentucky and select businesses geared toward supporting our academic programs. Enhancing SCAPA’s academic community partnerships will make our school stronger, better able to assist struggling and gifted students, and make our school an even more well-rounded place of learning.

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**Part II:**

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

SCAPA's ATP committee has become the vehicle for many projects and much stakeholder engagement. Using this committee to further new ideas and address concerns and suggestions defines a process that is truly ongoing and continuous. The ATP committee acts as a hub where offshoot committees can form for specific purposes or needs that must be met. SCAPA engages its stakeholders by requesting volunteers committed to the work needing to be accomplished. SCAPA's parent/family base is a group of talented and educated professionals who are willing to assist the school in whatever ways deemed necessary to further student and school success. To secure stakeholders, SCAPA explains what is needed in its newsletter, the Penguin Pride. Volunteers are requested and parents, family, and community members sign up on a Google document. Once this list is compiled, the committee meets to determine member roles and determine the most convenient date and times for future meetings. SCAPA leadership recruits
committee members until a variety of stakeholders is formed. To monitor the effectiveness of the process, SCAPA will conduct surveys of the committee members at year's end and for any functions or events the committees sponsor.

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Phase Two: The Needs Assessment for Schools 2018-2019

Phase Two: The Needs Assessment for Schools

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United States of America

Last Modified: 01/13/2019
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the *current state* and formulating a plan to move to the *desired state*. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the *current state* of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

SCAPA reviews and analyzes, and applies the state testing data and MAP data results. The teachers are given individual scores sheets of their previous year students as well as the current year students showing their test performance. The data is reviewed and analyzed in faculty meetings and during smaller Professional Learning Committees based on grade level and content area (i.e. our arts team, elementary team, sixth grade team, seventh and eighth grade team). Additionally, our MTSS and PBIS Professional Learning Committees review and analyze the data and make recommendations for how we can assist students needing to reach proficiency. SCAPA’s MTSS and PBIS PLCs meet monthly at a minimum and the grade level PLCs meet weekly to review student progress and make recommendations if changes are needed. MTSS meeting minutes are recorded by the principal. They are shared with the team members and school through email.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-32% of gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

SCAPA continues to do well on the spring K-PREP testing in all subject areas. • Reading: 87.7 percent of all of our elementary students scored proficient or distinguished • Reading: 94.7 percent of all of our middle school students scored proficient or distinguished • Mathematics: 80.2 percent of all of our elementary students scored proficient or distinguished • Mathematics: 88.8 percent of all of our middle school students scored proficient or distinguished • Social Studies: 86.8 percent of our fifth graders scored proficient or distinguished • Social Studies: 98.2 percent of our eighth graders scored proficient or distinguished • Writing: 86.8 percent of our fifth graders scored proficient or distinguished • Writing: 85.7 percent of our eighth graders scored proficient or distinguished • Science: 73.6 percent of our fourth graders scored proficient or distinguished • Science: 80.4 percent of our seventh graders scored proficient or distinguished

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Areas of weakness are our priorities or areas of concern. Our school has small numbers of the various subgroups listed and thus our data is not broken down into these categories at each grade level. SCAPA does get a breakdown by elementary and middle school for Consolidated Student Group (CSG) so this is our area of concern. o Elementary Reading 76.9 percent of the Consolidated Student Group scored proficient or distinguished 91.3 percent of the Non-Consolidated Student Group scored proficient or distinguished o Elementary Math 61.5 percent of the Consolidated Student Group scored proficient or distinguished 86.3 percent of the Non-Consolidated Student Group scored proficient or distinguished o Middle School Reading 92.9 percent of the Consolidated Student Group scored proficient or distinguished 95.0 percent of the Non-Consolidated Student Group scored proficient or distinguished o Middle School Math 78.6 percent of the Consolidated Student Group scored proficient or distinguished 90.8 percent of the Non-Consolidated Student Group scored proficient or distinguished

**ATTACHMENTS**

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Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

In looking at our data for the past few years, improving the reading and math scores of our Consolidated Student Group continues to be a trend we need to improve. In both reading and math the Consolidated Student Group continues to score below the Non Consolidated Student Group. In reading at the elementary level, the difference between these two groups is significant, a 14.4 difference. In math at the elementary level the difference is even larger, a 24.8 point difference. In reading at the middle school, there is very little difference in the two scores, only 2.1 points difference. Whereas middle school math is greater with a difference of 12.2 points. Our goal will be to lessen or eliminate the gap between the Consolidated Student Group and the Non Consolidated Student Group at both the elementary and middle school levels in both reading and math.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

SCAPA will focus its resources and efforts in designing, aligning, and delivering support processes with our Consolidated Student Group in both reading and math. We have worked on our schedule so that the students not scoring proficient and/or distinguished will receive additional instruction to help with deficit skills. We have a communications class for seventh and eighth grade students where we assist students in small groups or individually. We also use Khan Academy, an online program, to assist students requiring more work with various subskills and/or help mastering concepts and skills they lack. Additionally, the fourth and fifth graders get classroom assistance on a regular basis from a support person in mathematics. The online program, along with specially designed instruction in communications and with support staff, will assist students in making the necessary gains to help them reach proficiency or beyond.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

SCAPA has many strengths. We are fortunate to have many areas of celebration as we believe our school’s focus on the arts helps our students learn discipline through their artistic training. This discipline and rigor carries over into their academic studies, helping them achieve academically at high levels. Our most impressive areas of strength include:

- Reading: no novice readers in the elementary school
- Reading: one novice reader in the middle school
- Mathematics: 96.2 percent of our fifth grade scored proficient or distinguished; no fifth grade novice students
- Mathematics: 87.7 percent of our sixth grade scored proficient or distinguished; no sixth grade novice students
- Mathematics: 92.9 percent of our seventh grade scored proficient or distinguished; no seventh grade novice students
- Mathematics: 85.7 percent of our eighth grade scored proficient or distinguished
- Mathematics: 96.2 percent of our fifth grade scored proficient or distinguished; no fifth grade novice students
- Social Studies: 86.8 percent of our fifth grade scored proficient or distinguished
- Social Studies: 98.2 percent of our eighth grade scored proficient or distinguished
- Writing: No novice writers in the fifth grade
- Writing: No novice writers in the eighth grade
- Writing: No novice writers in the school
- Science: No novice science students in the seventh grade

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.
Phase Two: School Assurances 2018-2019

Phase Two: School Assurances

Scapa At Bluegrass
Beth Randolph
400 Lafayette Pkwy
Lexington, Kentucky, 40503
United States of America

Last Modified: 12/12/2018
Status: Open
Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.
School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
   - Yes
   - No
   - N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
   - Yes
   - No
   - N/A

COMMENTS

ATTACHMENTS
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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
   - Yes
   - No
   - N/A

COMMENTS

ATTACHMENTS
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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
   - Yes
   - No
5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.
   - Yes
   - No
   - N/A

COMMENTS

ATTACHMENTS
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Instructional Strategies

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.
   - Yes
   - No
   - N/A

COMMENTS

ATTACHMENTS
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Targeted Assistance Activities

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.
   - Yes
   - No
   - N/A

COMMENTS

ATTACHMENTS
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Parent and Family Engagement
8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
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Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.
### 1: Proficiency Goal

#### Goal 1: (State your proficiency goal)

**Increase/maintain the proficiency rating in SCAPA’s elementary school from 103.9 to no less than 103.9 by 2021.**

**Increase/maintain the proficiency rating in SCAPA’s middle school from 110.8 to no less than 110.8 by 2021.**

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

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<tr>
<td>READING:</td>
<td>KCWP 5: Design, Align, and Deliver Support</td>
<td>All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.</td>
<td>By the end of the 2018-2019 school year, SCAPA teachers will receive professional development training at faculty and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms from a high of 87.5% of the time to 90% of the time as evidenced through walk-through data.</td>
<td>Monthly MTSS and PBI meetings and weekly SPS meetings completed by June 2019</td>
<td>School Funds</td>
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<td>MATH:</td>
<td>Tier II students will be regularly monitored by the Systematic Problem Solving (SPS) team and when needed, adjustments made to ensure the best delivery of programs and assistance.</td>
<td>By the end of the 2018-2019 school year, Tier II students will be monitored and evaluated for quality of services in MTSS and SPS meetings.</td>
<td>Monthly MTSS and PBI meetings and weekly SPS meetings completed by June 2019</td>
<td>$0</td>
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**Objectives 1-4:**

- **READING:** To collaborate to maintain or increase the overall elementary reading achievement for SCAPA @ Bluegrass from 87.7% Proficient and Distinguished to 89.7% Proficient and Distinguished by June 1, 2019.
- To collaborate to maintain or increase the overall middle school reading achievement for SCAPA @ Bluegrass from 94.7% Proficient and Distinguished to 95.7% Proficient and Distinguished by June 1, 2019.

- **MATH:**
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<td>To collaborate to maintain or increase the overall <strong>elementary math</strong> achievement for SCAPA @ Bluegrass from 80.2% Proficient and Distinguished to 83.2% Proficient and Distinguished by June 1, 2019.</td>
<td>Use the laptops and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as First in Math and Khan Academy</td>
<td>Each child receiving Tier II instruction will be evaluated for growth progress on MAP tests three times per year as measured by their fall, winter, and spring MAP tests, striving to meet growth in the students reading and math scores 100% of the time.</td>
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<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
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<td>To collaborate to maintain or increase the overall <strong>middle school math</strong> achievement for SCAPA @ Bluegrass from 88.8% Proficient and Distinguished to 90.8% Proficient and Distinguished by June 1, 2019.</td>
<td>Identified deficit skills will be addressed, concentrated on, and worked until mastery is achieved with all Tier II and Tier III students. SCAPA students in this group falling below the 25th percentile will be progress monitored using the appropriate tools</td>
<td>By the end of the 2018-2019 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by documentation logs.</td>
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<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
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<td>Study sessions outside of class periods (before school, after school, during ESS, and during lunch) are options for students in all three tiers, but special encouragement is given to Tier II and III students to attend these sessions. These sessions give students a chance to work in small groups on concepts and skills that are creating difficulties.</td>
<td>By the end of the 2018-2019 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% as measured by attendance logs.</td>
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<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
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<td>KCWP 2: Design and Deliver Instruction</td>
<td>Integrate the arts in academic instruction when and where appropriate. What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?</td>
<td>SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, the ESS teachers, the gifted and talented teachers, and the special education teacher. Collaborative sessions will occur during team meetings, PLC meetings, planning periods, and faculty meetings. These meetings will be used to discuss student strengths, areas for improvement, progress, and appropriate and best ways to deliver instruction. Student/teacher collaborations will occur during whole class periods and in small group sessions.</td>
<td>By the end of the 2018-2019 school year, SCAPA teachers will collaboratively work together to improve student progress and growth. Collaboration meetings will occur 90% of the school year weeks as measured by PLC agendas and minutes.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
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<td>KCWP 2: Design and Deliver Instruction</td>
<td>Train teachers in the use of Collections, Wonders, and enVisions curriculum and resources. How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</td>
<td>ELA and math teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections, Wonders, and enVisions curriculum.</td>
<td>By the end of the 2018-2019 school year, SCAPA will see a decrease in the number of students qualifying for Tier II services as evidenced by the 2019 spring MAP test results.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
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<td>KCWP 1: Design and Deploy Standards</td>
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<td>Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</td>
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**Goal 2:** (State your separate academic indicator goal: 2018-2019 Separate Academic Indicator Goal)

Increase the separate academic indicator rating in SCAPA’s elementary school from 97.1 to 99.1 by 2021.
Increase/maintain the separate academic indicator rating in SCAPA’s middle school from 105.4 to no less than 105.4 by 2021.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the strategy.)

- KCWP1: Design and Deploy Standards Classroom Activities
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<td>Objective 1 &amp; 2: Increase the separate academic indicator rating in SCAPA’s <strong>elementary</strong> from 97.1 to 97.77 by June 1, 2019. Increase/maintain the separate academic indicator rating in SCAPA’s <strong>middle school</strong> from 105.4 to no less than 105.4 by June 1, 2019.</td>
<td><strong>KCWP 5: Design, Align, and Deliver Support</strong> Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.</td>
<td>By the end of the 2018-2019 school year, SCAPA teachers will receive professional development training at faculty and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms from a high of 87.5% of the time to 90% of the time as evidenced through walk-through data.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 2019</td>
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<td>Use the laptops and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as First in Math and Khan Academy</td>
<td>Use the laptops and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as First in Math and Khan Academy</td>
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<td>By the end of the 2018-2019 school year, progress monitoring will be done using the appropriate and approved tools with Tier II and Tier III students falling below the 25th percentile as measured by the progress monitoring reports.</td>
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</table>
Goal 3: *State your gap goal*: **2018-2019 GAP Goal**
Increase the scores of below grade level elementary and middle school students to grade level or above on the MAP reading and math spring test 2019.

### Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

### Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
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### In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

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<tbody>
<tr>
<td>Objective 1: Increase the norm grade level to 41 percentile or above for SCAPA’s students below grade level in both reading and mathematics on the MAP test by June 1, 2019.</td>
<td>KCWP 5: Design, Align, and Deliver Support</td>
<td>Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? Implement Student Instructional Differentiation – This strategy will work by focusing on helping students gain skills they lack.</td>
<td>All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies. By the end of the 2018-2019 school year, SCAPA teachers will receive professional development training at faculty and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms from a high of 87.5% of the time to 90% of the time as evidenced through walk-through data.</td>
<td>Tier II students will be regularly monitored by the Systematic Problem Solving (SPS) team and when needed, adjustments made to ensure the best delivery of programs and assistance. By the end of the 2018-2019 school year, Tier II students will be monitored and evaluated for quality of services in MTSS and SPS meetings.</td>
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<td>Each child receiving Tier II instruction will be evaluated for growth progress on MAP tests three times per year as measured by their fall, winter, and spring MAP tests, striving to meet growth in the students reading and math scores 100% of the time.</td>
<td>Use the laptops and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as First in Math and Khan Academy.</td>
<td>By the end of the 2018-2019 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by documentation logs.</td>
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<td>Study sessions outside of class periods (before school, after school, during ESS, and during lunch) are options for students in all three tiers, but special encouragement is given to Tier II and III students to attend these sessions. These sessions give students a chance to work in small groups on concepts and skills that are creating difficulties.</td>
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<td>Integrate the arts in academic instruction when and where appropriate. What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?</td>
<td>SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, the ESS teachers, the gifted and talented teachers, and the special education teacher. Collaborative sessions will occur during team meetings, PLC meetings, planning periods, and faculty meetings. These meetings will be used to discuss student strengths, areas for improvement, progress, and appropriate and best ways to deliver instruction. Student/teacher collaborations will occur during whole class periods and in small group sessions.</td>
<td>By the end of the 2018-2019 school year, SCAPA teachers will collaboratively work together to improve student progress and growth. Collaboration meetings will occur 90% of the school year weeks as measured by PLC agendas and minutes.</td>
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<td>ELA and math teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections, Wonders, and enVisions curriculum.</td>
<td>By the end of the 2018-2019 school year, SCAPA will see a decrease in the number of students qualifying for Tier II services as evidenced by the 2019 spring MAP test results.</td>
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Students also have a chance to ask questions and get one-on-one and small group assistance.
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4: Graduation rate

Goal 4: (State your graduation rate goal): Not Applicable- middle and elementary school

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<th>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen,)</th>
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Goal 5: **State your growth goal**: 2018-2019 Growth Goal

Increase the elementary growth rating from 20.7% to 26.8% by the spring of 2021.

Increase the middle school growth rating from 18.7% to 21.0% by the spring of 2021.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
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- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

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<td>Each child receiving Tier II instruction will be evaluated for growth progress on MAP tests three times per year as measured by their fall, winter, and spring MAP tests, striving to meet growth in the students reading and math scores 100% of the time</td>
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6: Transition Readiness

Goal 6: (State your transition readiness goal): 2018-2019 Transition Readiness Goal
Increase the percent of fifth grade students who are transition ready from 83.3 percent to 89.3 percent by the spring of 2021.
Increase the percent of eighth grade students who are transition ready from 92.9 percent to 95.9 percent by the spring of 2021.

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<td>Increase the percent of fifth grade students who are transition ready from 83.3 percent to 89.3 percent by June 1, 2019.</td>
<td>KCWP 5: Design, Align, and Deliver Support</td>
<td>Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? Implement Student Instructional Differentiation – This strategy will work by focusing on helping students gain skills they lack.</td>
<td>All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.</td>
<td>By the end of the 2018-2019 school year, SCAPA teachers will receive professional development training at faculty and PD meetings in successful differentiation strategies and high-yield instructional strategies. These strategies will be implemented in classrooms from a high of 87.5% of the time to 90% of the time as evidenced through walk-through data.</td>
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<td>Increase the percent of eighth grade students who are transition ready from 92.9 percent to 95.9 percent by June 1, 2019.</td>
<td>Tier II students will be regularly monitored by the Systematic Problem Solving (SPS) team and when needed, adjustments made to ensure the best delivery of programs and assistance.</td>
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Students also have a chance to ask questions and get one-on-one and small group assistance.

What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?

By the end of the 2018-2019 school year, SCAPA will see a decrease in the number of students qualifying for Tier II services as evidenced by the 2019 spring MAP test results.
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Objective 2
### Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- KCWP 1: Design and Deploy Standards
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- KCWP 3: Design and Deliver Assessment Literacy
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- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

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Phase Three: Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

Scapa At Bluegrass
Beth Randolph
400 Lafayette Pkwy
Lexington, Kentucky, 40503
United States of America

Last Modified: 12/18/2018
Status: Open
Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The School for the Creative and Performing Arts (SCAPA), Bluegrass is a gifted and talented school for the arts located in the heart of Lexington, Kentucky, adjacent to Lafayette High School (where the high school component of our school attends). Drawing a diverse group of students from across Fayette County, the school is in its thirty-second year of existence. Known for its fabulous dramatic and musical performances, outstanding visual art exhibits, creative writing readings, and dance recitals; exceptional academic accomplishments and test scores; as well as its award-winning speech team. The school is home to 279 fourth through eighth grade students who have been identified as gifted in one of nine arts areas: ballet, band, contemporary dance, literary arts, drama, piano, strings, visual art, and vocal music. Location and Current Initiative

The School for the Creative and Performing Arts at Bluegrass, more commonly known as SCAPA at Bluegrass has been in its present location for eighteen years. When the school moved to 400 Lafayette Parkway, it was a dream come true. Many classrooms were specifically designed to most appropriately teach an arts area. Additionally, all the academic classroom spaces were a vast improvement over our previous building. Despite these enhancements, our building does not contain a stage or any place that accommodates our performance needs. Therefore, our entire school has been focused on a capital campaign to finance the building of a performing arts center for all our performance and display needs. In the fall of 2012, SCAPA with the assistance of the Fayette County Board of Education matched a Lucille Little Grant of $450,000 giving the school a little over a million dollars toward this endeavor. These efforts have fallen to the background due to budget cuts and superintendent changes in Fayette County over the last few years. However, it remains a school initiative, as it is a much-needed addition for our students. Gifted and Talented School Admission

Students audition for admission into SCAPA at Bluegrass in one of the nine arts areas. Most of the students are admitted in the fourth grade, when 54 vacancies exist. Open spots in the fifth, seventh, and eighth grades require that a student leave for a new student to enter. Two additional students are admitted in the sixth grade every year. Each area has specific qualifications (see http://www.scapa.fcps.net/media/3808300/audition%20requirements%20-%20scapa%20bluegrass.pdf under the tab, “Audition Information.” Surprising to most, there is no academic component to the audition. Students are admitted strictly on their arts’ abilities. The audition determines a student’s giftedness in the area of audition and that alone determines eligibility. The top six fourth grade students in each arts area are selected based on their giftedness score. The competition to get into the school is intense with approximately four hundred students applying for some fifty-six definite vacancies (fifty-four spots in the fourth grade and two in the sixth grade) each year.

School Population by Sub-Groups

The 2018-2019 breakdown of our 279 students shows that we struggle with ethnic and socio-economic status diversity. Sub-Categories of Students Percentages of the Whole Population

- White: 69.18%
- African-American: 7.17%
- Asian: 11.83%
- Hispanic: 3.95%
- Indian: 0.36%
- Other: 7.52%
- Male: 31.54%
- Female: 68.46%
- Free & Reduced: 8.6%

Efforts in conjunction with the district are underway to improve these numbers to mirror the district percentages more closely. Although the school is located in the Picadome neighborhood, the entire Lexington area is really the community the school serves. For instance, all of the public schools at both the elementary and middle school level send students to SCAPA at Bluegrass. In addition, the school draws students from all the private schools in town and many home school
students attend public school for the very first time when they enter SCAPA. Parent Involvement

SCAPA’s parent involvement is amazingly high. Parents are active partners in every phase of the school. The main areas of involvement include: • Serving on SCAPA’s SBDM Council and committees • Serving on Friends of the Arts School • Assisting with academic and arts classes • Chaperoning field trips and productions • Constructing sets and props • Designing and sewing costumes • Managing our costume, prop, and set inventories • Driving, chaperoning, and judging speech team tournaments. SCAPA is a thriving, vibrant school. Our parents are huge partners in the work we do each day, especially in the area of productions. Couple this with a fabulous faculty and staff and you have a school that strives to be the best in every endeavor. As one of our school’s sayings declares, “Everything you do is a self-portrait. Autograph your work with excellence.” At SCAPA we try to reflect this mantra.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

SCAPA’s purpose is clear and well accepted throughout the school’s community. SCAPA will assist all students in learning to his/her greatest potential, both academically and artistically. The school expects to foster good citizenship and a love and appreciation for the arts, while preparing the students to become valued and contributing members in our society. Much goes into the accomplishment of this purpose and our belief statements and mission explain the school’s purpose in greater detail. 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. WE BELIEVE that sound artistic training, discipline and exposure to the arts help build the qualities of character, judgment, insight and sensitivity so important to good citizenship and to a rewarding life in any vocation the student might choose. THE MISSION of the School for the Creative and Performing Arts is to provide an education for students who are especially talented or interested in the arts. SCAPA provides all students the opportunity to develop to their fullest potential within a fine arts setting. A solid academic foundation is provided and respect for cultural diversity is instilled. The community will gain artists, advocates of the arts, and valued contributors to society as these students make their career and life choices. SCAPA’s Program Offerings and Rationale SCAPA educators understand the unbelievable responsibility and task before them in accomplishing these goals. The commitment level of the entire staff ensures that our school is constantly working diligently to achieve them. Our schedule is tailor-made to give the students large amounts of time in the arts areas. All elementary students have an arts major class, either ballet, band, contemporary dance, literary arts, drama, piano, strings, visual art, or vocal music, that meets three times per week. In addition, the elementary students have general arts classes in creative movement, literary arts, drama, visual art, and vocal music. Like the elementary students, the middle school students also have one of the same arts majors. The middle schools students attend their major class five times per week for 55 minutes. The middle school students also have an art minor, meeting three times per week, and an elective arts class meeting two times per week. These arts-specific classes enrich our students’ daily educational experience and for many give them motivation to attend school. Of course the standard academic classes are also offered: math, language arts (reading, English, writing, spelling), science, and social studies. At SCAPA, the arts are regularly integrated into the academic classes to ensure concept understanding and retention along with student engagement. Focused and intentional arts and academic instruction, coupled with arts-academic integration has fostered successful student
learning for years. The University of California at Los Angeles (UCLA) backs up the benefits of arts education in its research. UCLA has documented students who participate in the arts for at least three hours on three days each week for a year will certainly reap the benefits academically. The study found that students engaged in the arts will be: • 4 times more likely to be recognized for academic achievement • 3 times more likely to be elected to a class office in school • 4 times more likely to participate in a math and/or science fair • 3 times more likely to win a school attendance award • 4 times more likely to win an award for writing an essay or poem • read for pleasure nearly twice as often as non-arts students • perform community service more than four times as often as non-arts students. These findings make studying some form of art very noteworthy and enticing. Students learn the discipline that comes with studying and perfecting an art and it carries over into the academic classrooms. At SCAPA, we expect our students to give their best in both their academic and arts classrooms, but we teach them how to give their most valiant effort.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

SCAPA is a distinguished school in many ways. We are extremely proud of our accomplishments and our student and teacher work that accompanies those achievements. Some of the more notable achievements include: Overall • 2015 United States Education Department National Blue Ribbon Schools Award • 2015 Grand Prize Winner of the 2015 National C-SPAN StudentCam Video Contest Band • 2018 Music in the Parks Festival Middle School Concert Band First Place Division 1A • 2018 Music in the Parks Festival Middle/Junior High Concert Band Best Overall • 2018 Tri-State Honor Band (100% acceptance rate for SCAPA band students) • 2018 KMEA District 7 Honor Band (94% acceptance rate for SCAPA band students) • 2018 KMEA Solo & Ensemble Festival (100% participation rate for SCAPA band students); every student received at least two distinguished ratings; 92% received all distinguished ratings • 2018 Kentucky state winner in the Mark of Excellence National Wind Band Honors competition sponsored by the Foundation for Music Education • 2018 KMEA Concert Band Assessment - all distinguished • 2018 Lafayette High School Summer Band Camp (Grades 5-8) - 60% participation rate from the SCAPA band program • 2017 Music in the Parks Festival Middle School Concert Band First Place Division 1A • 2017 Music in the Parks Festival Middle/Junior High Concert Band Best Overall • 2016 Music in the Parks Festival Middle School Concert Band First Place Division 1A • 2016 Music in the Parks Festival Middle/Junior High Concert Band Best Overall • 2016 Tri-State Honor Band (91% acceptance of those that auditioned) • 2016-2017 District 7 Honor Band (93% acceptance of those that auditioned) • 2015 Music in the Parks Festival Middle School Concert Band First Place Division 1A • 2015 Music in the Parks Festival Middle/Junior High Concert Band Best Overall • 2015 KMEA District 7 Honor Band (88% acceptance of those that auditioned) • 2015 All County Honor Band (75% of the entire SCAPA Band was accepted) • 2015 Tri-State Band (100% acceptance of those that auditioned) • 2014 Music in the Parks Festival Middle School Concert Band First Place Division 1A • 2014 Music in the Parks Festival Middle/Junior High Concert Band Best Overall • 2014 KMEA Solo and Ensemble Festival (78.3% Distinguished Rating/ 21.7% Proficient) • 2014 KMEA Middle School Concert Band Assessment (All Distinguished Plus ratings) • 2014 KMEA District 7 Honor Band (83% acceptance of those that auditioned) • 2013 Tri-State Honor Band (100% acceptance of those that auditioned) • 2013 Class A Best Overall Band in the Music in the Parks Festival • 2013 KMEA District 7 Honor Band (100% acceptance of those that auditioned) • 2012 KMEA Large Ensemble Band Assessment (100% Distinguished Ratings) • 2012 KMEA Statewide Convention’s Featured Band • 2012 Commended Winner in the Foundation for
Music Education’s Mark of Excellence National Wind Band Honor Competition • 2012 International Magna Cum Laude Award (middle school concert bands of particular musical excellence) • 2012 Tri-State Honor Band (100% acceptance of those that auditioned) Strings • 2018 KMEA Solo & Ensemble Festival (100% distinguished ratings) • 2018 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano) • 2017 KMEA Large Ensemble Strings Assessment (Distinguished Rating) • 2017 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano) • 2016 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano) • 2015 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, and piano) • 2015 KMEA Solo and Ensemble Festival (all proficient and distinguished ratings) • 2014 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal, and literary arts) • 2014 KMEA Solo & Ensemble Assessments (100% Proficient and Distinguished) • 2014 KMEA Large Ensemble Strings Assessment (Distinguished Rating) • 2013 Benefit Concert for Newtown Peace Park (collaborative effort involving visual art, dance, and strings) • 2013 KMEA Solo & Ensemble Assessments (100% Proficient and Distinguished) • 2012 KMEA Large Ensemble Strings Assessment (100% Distinguished Ratings) • 2012 KMEA Orchestra Exemplary Performance Status • 2012KMEA Orchestra Program of Excellence Gold Level Vocal Music • 2018 KMEA Junior High Chorus (14 students) • 2018 KMEA Children's Chorus (14 students) • 2016 KMEA Junior High Chorus (8 students) • 2016 KMEA Children’s Chorus (14 students) • 2014 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal, and literary arts) • 2015 KMEA Junior High Chorus (12 students) • 2015 KMEA Children’s Chorus (9 students) • 2015 ACADA (2 students) • 2013 ACDA Honor's Choir (6 students) • 2013 Vocal Music Recital Celebrating Benjamin Britten’s 100th Birthday • 2013 KMEA Kentucky Children’s Chorus (13 students) • 2013 KMEA Kentucky Junior High Chorus (3 students) • 2013 KMEA Vocal Large Ensemble Assessments (100% Distinguished) • 2012 KMEA Vocal Large Ensemble Assessments (100% Distinguished) Drama • Annual Musical Involving the Majority of the School for Public and School Performances • Annual Dramatic Show for Public Performance • Annual Dramatic Presentations for Other Schools (taken to the other school buildings) Dance • 2018 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano) • 2017 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano) • 2016 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano) • 2015 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, and piano) • Annual Dance SCAPA Concert Involving Grades 4-12 for Public and School Performances • 2014 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal, and literary arts) • 2013 Benefit Concert for Newtown Peace Park (collaborative effort involving visual art, dance, and strings) • Annual Community Outreach to Local Nursing Homes • Annual Performances at the Kentucky Association of Health, Physical Education, Recreation, and Dance • Annual Dance Exchange Afterschool Dance Program that Takes Performances to the Community and Other Schools • Annual Ten-Day Dance Residency Bringing in Nationally Known Dance Artists to Teach Master Classes and Set Choreography on our Students • Annual Guest Artist/Master Class Series Bringing in International, Regional, and Local Renowned Artists to Teach the Students Master Classes and to Perform • Annual Dance Field Trips to See, Learn, and Write Reviews about Dance Artists Observed • Annual Kaleidoscope Multi-Disciplinary Arts Show Where Dance Performances Frequently are Performed to Music Played Live by the Student Orchestra • Annual Thriller Performance Involving Halloween Themes and Performed at School and in Downtown Lexington Visual Art • 2018 Chitty Chitty Bang Bang, Jr. Prop Creation and Construction • 2018 Piggy Bank Creation and Construction for a Local Bank and Sold throughout Lexington; Featured on the Local News • 2018 Benefit Concert for Peace (collaborative effort involving visual art, dance strings, band, literary arts, and piano) - creating doves • 2017 Benefit
Concert for Peace (collaborative effort involving visual art, dance strings, band, literary arts, and piano) • 2016 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano) • 2017-2018 Fayette County Public Schools Calendar Art Contest Winner • 2016-2017 Fayette County Public Schools Calendar Art Contest Winner • 2015 Two Gold Key Scholastic Visual Arts Awards • 2015 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, and piano) • 2014 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal, and literary arts) • 2013 Benefit Concert for Newtown Peace Park (collaborative effort involving visual art, dance, and strings) • Annual Lexington-Fayette Urban County Government Environmental Awards Creation • Two 2013 Scholastic Art and Writing Gold Key Awards • 2013-2014 Fayette County Public Schools Calendar Art Contest Winner • 2012-2013 Fayette County Public Schools Calendar Art Contest Winner Literary Arts • 2017-2018 Spoken Word Program • 2017-2018 KET Short Story Contest State Winner • 2016-2017 The American Library of Poetry National Poetry Competition, Participation • 2016-2017 Spoken Word/Slam Poetry Competition, Participation • 2016-2017 Community Service: Students Teaching Poetry • 2015-2016 KET Short Story Contest State Winner • 2015 Three Silver Key Scholastic Writing Awards • Annually the Students Write a 10,000-50,000 Word Novel in the Month of November (NanoWriMo) – yearly several of these novels are published • Annually the Students Publish a Collaborative Poetry/Prose Anthology • Student Work Regularly Published in the Student-Run SCAPA Literature and Art Magazine • Students Regularly Participate in Public Poetry/Prose Readings in the Community • Creative Non-Fiction Articles are Regularly Featured in Local Publications • Writing is Published on the Web on a Regular Basis (Blogs, School Website, Online Publications) • In Collaboration with the Visual Art Program, Students Write and Create Original Children’s Books for Sale in the Community at Local Bookstores • 2012-2013 A Celebration of Poets (published works of 13 students) KPREP • 2018 K-PREP Highest Performing Middle School in the State • 2018 K-PREP Third Highest Performing Elementary School in the State • 2017 K-PREP High Performing School • 2016 Kentucky School of Distinction for the Middle School (top 5% in the state) • 2016 Kentucky Distinguished School for the Elementary School • 2016 Second Highest Scoring School in the State at the Middle School Level • 2015 Third Highest Scoring School in the State at the Middle School Level • 2014 Third Highest Scoring School in the State at the Middle School Level • 2013 Highest Scoring School in the State at the Middle School Level • 2013 4th Highest Scoring School in the State at the Elementary School Level • 2013 Kentucky School of Distinction at the Elementary School Level (top 5% in the state) • 2012 2nd Highest Scoring School in the State at the Middle School Level • 2012 15th Highest Scoring School in the State at the Elementary School Level • 2012 Kentucky Core Content Test Tenth Performing Elementary School in the State Social Studies • 2016 Best Documentary Video at the Student Technology Leadership Program (STLP) • 2013 Kentucky Youth Assembly (presented a bill on the Senate floor; Delegation of Excellence; Outstanding Speaker Award; Outstanding Delegate Award) • 2012 Kentucky Youth Assembly (Outstanding Premier Bill) • Annual Participant in the National Geographic Geography Bee • 2016 National Geography Bee Statewide Qualifier • 2015 National Geography Bee Statewide Qualifier • 2014 National Geography Bee Statewide Qualifier • 2013 National Geography Bee Statewide Qualifier • 2012 National Geography Bee Statewide Qualifier Science • 2018 One Lexus Eco Challenge Regional Winner moving on to the next level of competition • 2017 Kentucky NEED Award Winner and Representative at the National Conference in Washington, D.C. • 2017 One Lexus Eco Challenge National First Place Winner • 2016 Two Lexus Eco Challenge National First Place Winners • 2016 Two Lexus Eco Challenge Air/Climate Division Regional Winners • 2016 Five District and Five Regional Science Fair Winners • 2015 Kentucky Science Teacher Association Middle School Science Teacher of the Year Award • 2015 One Lexus Eco Challenge National First Place Winner • 2015 Two Lexus Eco Challenge National Air/Climate Division Winners • 2015 Four District and Four Regional Science Fair Winners • 2014 Four District and
Three Regional Science Fair Winners • 2013 Environmental Education Grant ($5,000) • 2013 Two Lexus Eco Challenge Air/Climate Division Regional Winners • 2013 Four District, Two Regional, and One State Science Fair Winners • 2012 National Grand Prize Lexus Eco Challenge and Air/Climate Division Winner • 2012 District and Regional Science Fair Winners (4 student recipients) Math • 2013 MathCounts Third Place in the Chapter-Level Contest • 2013 MathCounts Seventh Place in the Statewide Competition • 2012 MathCounts Fifth Place in the Chapter-Level Contest • 2013 100% Pass Rate on the Geometry High School Placement Exam • 2013 96% Pass Rate on the Algebra I High School Placement Exam Leadership • 2012 Nicholas Green Distinguished Student Award (statewide award and first Fayette County student recipient) Physical Education/Health • 2016-2017 Middle School Physical Education Teacher of the Year (KAHPERD) • 2016-2017 KAHPERD Distinguished Service Award • 2014 World Fit National Placement 2nd Place • 2012 World Fit National Placement 20th Place Speech Team • 2018 Kentucky High School Speech League Junior State Speech Champion (21st consecutive state championship) • 2018 Kentucky High School Speech League Junior Bluegrass Regional Champion (23rd consecutive championship) • 2017 Kentucky High School Speech League Junior State Speech Champion (20th consecutive state championship) • 2017 Kentucky High School Speech League Junior Bluegrass Regional Champion (22nd consecutive championship) • 2016 Kentucky High School Speech League Junior State Speech Champion (19th consecutive state championship) • 2016 Kentucky High School Speech League Junior Bluegrass Regional Champion (21st consecutive championship) • 2015 Kentucky High School Speech League Junior State Speech Champion (18th consecutive state championship) • 2015 Kentucky High School Speech League Junior Bluegrass Regional Champion (20th consecutive championship) • 2014 Kentucky High School Speech League Junior State Speech Champion (17th consecutive state championship) • 2014 Kentucky High School Speech League Junior Bluegrass Regional Champion (19th consecutive championship) • 2013 Kentucky High School Speech League Junior State Speech Champion (20th consecutive state championship) • 2013 Kentucky High School Speech League Junior Bluegrass Regional Champion (21st consecutive state championship) • 2012 Kentucky High School Speech League Junior State Speech Champion (16th consecutive state championship) • 2012 Kentucky High School Speech League Junior Bluegrass Regional Champion (18th consecutive state championship) • 2011 Governor’s Education Award for Excellence in the Arts (Highest state award for arts education) Other • 2018 PBIS Full Implementation of Tier I SCAPA has much to celebrate. We also have places to improve. Improvements we hope to accomplish in the next three years include: • Assist all students in reaching the proficiency mark in both reading and mathematics. Another area for improvement centers around our school’s need for adequate performance space. Our capital campaign will continue to raise money to build a performing arts center for our dance and drama productions, musical concerts and recitals, readings, and visual art display needs. Presently, we know we need approximately seven million more dollars to build the space we need. Additional Information SCAPA continued its membership in the Arts School Network (ASN). Being a member of this organization allows us to network and create associations with other schools and organizations that promote the arts. ASN’s mission is to promote arts education excellence. They accomplish this by supporting and recognizing schools, students, educators, institutions, and organizations. ASN is a wonderful resource for arts schools for many reasons. First, they support best practices in arts education by providing professional development opportunities. Second, they are a resource to our students for college and career questions regarding the arts. Finally, ASN is a valuable source of information when arts are involved regarding facilities planning, financing and fundraising, admissions and recruitment, and teacher training. SCAPA is thrilled to be a member of this worthy organization. Five years ago, SCAPA
become a member of the National Network for Partnership Schools (NNPS) an organization affiliated with Johns Hopkins University. This organization provides researched-based assistance and direction to our parent/family and community involvement strategies and initiatives. Helping all parents feel comfortable with their child’s school is tremendously important and can be difficult to accomplish. Yet, because the stakes are so high, the time and effort on the school’s part must be expended to try. Once schools have engaged parents, the best way to keep them involved and active is to have a wide array of ways for them to connect with the school. Renowned educator and researcher Dr. Joyce L. Epstein’s (1995) six types of involvement for a comprehensive program of school, family, and community partnerships emerge. These incredibly well researched strategies and a brief explanation are: 1.) Parenting - assisting parents in their understanding of child through teenage development and making sure they have the necessary resources and concepts for creating a home environment conducive for learning. 2.) Communicating - constructing and managing a system of communications that is two-way in nature so that teachers, parents/family, and community effectively and efficiently communicate so that information and concerns are disseminated and received. 3.) Volunteering - enlisting, arranging, and managing adequate assistance for tasks supporting school initiatives and student learning. These tasks occur both in the school and outside the school. 4.) Learning at Home - developing and organizing information and ideas on parent assistance with homework and curriculum-related activities. With the proper teacher leadership, all parents can become involved with their children through this involvement strategy. It is undoubtedly the most educationally significant way parents can impact their children’s learning. Unfortunately, it is also the one teachers usually implement last because of the difficulties in putting it into practice. 5.) Decision Making – giving all parents the opportunity to serve in leadership capacities. These positions might be on the school-based decision-making councils or committees connected with that governing body. Other places needing parent leadership would be on the parent boards and associated committees. Finally, it is imperative that schools make it clear that parent input and voice is desired and requested in a true partnership school. 6.) Collaborating with the Community – identifying, securing, and utilizing the community’s resources to support student achievement and family well-being. Likewise, finding ways the school and its resources can benefit and support the community. It is essential that schools have all of these involvement types in place so that many different ways for parents to be partners with their child’s school exist. This gives them choice and lets them begin their journey of connection at a level where they can feel comfortable. As that ease increases, parents will branch out and link with the school in even greater and more varied ways.

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**Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are proud of our strengths, but we will never be happy until we reach 100% proficiency for all SCAPA students, something we see as a real possibility. SCAPA is a community extremely committed to reducing its achievement gap. Our school is a family of devoted students, parents, and educators. We settle only for the best with all that we do. Harry Firestone once said, “You get the best out of others when you give the best of yourself.” SCAPA teachers do just that, showing and instilling the virtues of hard work and dedication in our students. In turn, the students give their best right back to the teachers and the school. This kind of atmosphere breeds success and continues to motivate those associated with the school to push even harder to constantly improve. The next steps in addressing our areas of concern will be to teach all the students to set reasonable and reachable goals that progress toward an accomplishment they desire. Once goals
are set, and plans laid for reaching those goals, the students will begin implementing their success plan. As educators, our job will be to monitor each student’s progress toward their goals, ensure that students feel empowered to reach their goals and ultimately their dreams. When we see students getting off the success pathway, it will be our duty to help them “re-find” their way. Additionally, this school year we are working toward 100% parent/family involvement through the National Network for Partnership Schools (NNPS). Although we know it will take several years to completely implement this initiative, we believe it will ultimately help us reach our goal of 100% proficiency with our students. We have started our Action Team for Partnerships (ATP) and begun to establish the six types of parent/family and community involvement strategies (i.e. parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community). We look forward to reaching that 100% mark both with parent involvement and student academic proficiency.

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