2019-20 SCAPA's Executive Summary

2019-20 Phase Three: Executive Summary for Schools

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

Last Modified: 12/16/2019
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-third 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 278 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, 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. Currently, SCAPA is on Fayette County Public Schools' Long-Range Plan for expansion and the addition of a performing arts center.

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 https://www.fcps.net/Page/5823 ) and they are listed on SCAPA’s webpage. 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).

School Population by Sub-Groups

The 2019-2020 breakdown of our 278 students shows that we struggle with ethnic and socio-economic status diversity. • White 69% • African American 7.2% • Asian 12.6% • Hispanic 2.5% • Indian 0.4% • Other 8.3% • Male 32.9% • Female 67.1% • Free and Reduced Lunch 10.1% 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.

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, Belief and Mission Statements

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 careers 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 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.

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’s Notable Achievements and Areas of Improvement

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
• 2019 Music in the Parks Festival Middle School Concert Band First Place Division 1A
• 2019 Music in the Parks Festival Middle/Junior High Concert Band Best Overall
• 2018 Music in the Parks Festival Middle School Concert Band First Place Division 1A
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• 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 Ratings/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)
• 2012 KMEA Solo and Ensemble Festival (all distinguished ratings)
• 2018 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano)
• 2018 KMEA Solo and Ensemble Festival (all proficient and distinguished ratings)
• 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)
• 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 Solo & Ensemble Assessments (100% Distinguished)•2012 KMEA Large Ensemble Strings Assessment (100% Distinguished Ratings)•2012 KMEA Orchestra Exemplary Performance Status•2012 KMEA Orchestra Program of Excellence Gold Level Vocal Music•2019 KMEA Junior High Chorus (large representation of students)•2019 KMEA Children's Chorus (large representation of students)•2018 KMEA Junior High Chorus (large representation of students)•2018 KMEA Children's Chorus (large representation of students)•2017 KMEA Junior High Chorus (large representation of students)•2017 KMEA Children's Chorus (large representation of students)•2016 KMEA Junior High Chorus (8 students)•2016 KMEA Children's Chorus (14 students)•Annual 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•Annual 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•2018-2019 Fayette County Public Schools Calendar Art Contest Winner•2017-2018 Fayette County Public Schools Calendar Art Contest Winner•2015 Two Gold Key Scholastic Visual Arts Awards•Annual Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano)•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•Annually the students present original pieces at the Carnegie Center for Literacy•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 Contes...
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)

K-PREP: 2019 K-PREP Five Star Middle School (highest performing middle school in the state)

2019 K-PREP Five Star Elementary School

2018 K-PREP high performing school (highest performing middle 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 School of Distinction for the Middle School (top 5% in the state)

2011 Kentucky Core Content Test Top Performing Middle School in the State

2011 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

2019 One Lexus Eco Challenge National First Place Winner

2019 National Energy Educational Development State Project Award Winner

2018 One Lexus Eco Challenge National First Place Winner

2018 National Energy Educational Development Rookie Project of the Year

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)

2019 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

2018 Alliance for a Healthier Generation named SCAPA One of America's Healthiest Schools

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

2019 Kentucky High School Speech League Junior State Speech Champion (22nd consecutive state championship)

2018 Kentucky High School Speech League Junior State
Speech Champion (21st consecutive state championship) • 2017 Kentucky High School Speech League Junior State Speech Champion (20th consecutive state 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) • 2019 Kentucky High School Speech League Junior Bluegrass Regional Champion (24th consecutive championship) • 2018 Kentucky High School Speech League Junior Bluegrass Regional Champion (23rd consecutive championship) • 2017 Kentucky High School Speech League Junior Bluegrass Regional Champion (22nd consecutive championship) • 2016 Kentucky High School Speech League Junior Bluegrass Regional Champion (21st consecutive 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 (16th consecutive state championship) • 2013 Kentucky High School Speech League Junior Bluegrass Regional Champion (18th consecutive championship) • 2012 Kentucky High School Speech League Junior State Speech Champion (15th consecutive state championship) • 2012 Kentucky High School Speech League Junior Bluegrass Regional Champion (17th consecutive championship) Capital Campaign • 2012 Lucille Little Matching Grant Award of $450,000 Language Arts • 2014 Martin Luther King, Jr. Essay Contest - Winner • 2014 Martin Luther King, Jr. Essay Contest - Third Place • 2013 Dear Mr. President Essay Contest (a national writing award sponsored by Rand McNally; two awards) • 2013 Letters About Literature (a statewide writing award; two awards) Education • 2011 Governor’s Education Award for Excellence in the Arts (Highest state award for arts education) 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 production and visual art display needs. Presently, we know we need approximately eleven million more dollars to build the space we need.

Additional Information

**CSI/TSI Schools Only:** Describe the procedures used to create the school’s improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Not a CSI or TSI school.

Additional Information

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

Several years ago, SCAPA became 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. SCAPA is committed to reaching 100% parent involvement in our school.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

Last Modified: 11/23/2019
Status: Open
The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Beth Randolph
November 23, 2019
2019-20 Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

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

Last Modified: 12/10/2019
Status: Open
Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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, analyzes, and applies the state testing data and MAP data results. The teachers are given individual score sheets of their previous year students as well as the current year students showing their test performance data. 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 when changes need to be made. MTSS meeting minutes are recorded by the principal. PBIS meeting minutes are recorded by the committee’s secretary. Grade level and content area PLC meeting minutes are recorded by the team leaders. All minutes are shared with faculty members.
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:
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

SCAPA continues to do well on the spring K-PREP assessment in all subject areas. The data for the 2019 test shows that the following percentages of our elementary students scored proficient or distinguished on this test in the identified areas: • Reading 95.4%; • Mathematics 80.6%; • Writing 77.8%; • Social Studies 83.3%; and • Science 68.5%. The following percentages of our middle school students scored proficient or distinguished on this test in the identified areas: • Reading 94.7%; • Mathematics 89.4%; • Writing 80.4%; • Social Studies 98.2%; • Science 70.2%. Both our elementary and middle schools achieved five-star school status for the excellent test results achieved. Our elementary reading scores improved 7.7 percentage points, a significant gain from 2018 to 2019 with the number of students scoring proficient and distinguished. Our elementary mathematics scores improved 0.4 percentage points from 2018 to 2019 with the number of students scoring proficient and distinguished. Unfortunately, our elementary writing, social studies, and science scores dropped from 2018 to 2019. In writing, SCAPA experienced a 9.0 percentage point decrease in the number of students scoring proficient or distinguished. A 3.5 percentage decrease occurred in our elementary social studies scores and a 5.1 percentage decrease was sustained in science in the number of students scoring proficient or distinguished. SCAPA students continue to attend school at a high rate, earning Fayette County's highest attendance rate among special schools. The actual attendance rate for the 2018-2019 school year was 96.5%, an actual decrease of 0.3% from the 2017-2018 school year.
Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

Areas of weakness are SCAPA's top priorities or areas of concern. Our school has small numbers of students in various subgroups so much of the time our data is not disaggregated to show all possible subgroups' performance within our school. SCAPA does get a breakdown of performance by Economically Disadvantaged and Non-Economically Disadvantaged students in reading and math. In elementary, 83.3% of our Economically Disadvantaged students scored proficient or distinguished in reading, but our 96.9% of our Non-Economically Disadvantaged students scored proficient or distinguished in reading. Similarly, in math, 66.7% of our Economically Disadvantaged students scored proficient or distinguished, whereas 82.3% of our Non-Economically Disadvantaged students scored proficient or distinguished. The number of proficient and distinguished readers did improve significantly in 2019 when compared to 2018, a 13.3% increase for our Economically Disadvantaged readers and a 7.3% increase for our Non-Economically Disadvantaged readers. In middle school, 91.7% of our Economically Disadvantaged students scored proficient or distinguished in reading, but our 94.9% of our Non-Economically Disadvantaged students scored proficient or distinguished in reading. Similarly, in math, 75% of our Economically Disadvantaged students scored proficient or distinguished, whereas 90.5% of our Non-Economically Disadvantaged students scored proficient or distinguished. The number of proficient and distinguished Economically Disadvantaged readers and mathematicians both fell by 8.3% in 2019 when compared to 2018. Thus, there is a difference in scores for the Economically Disadvantaged when compared with the Non-Economically Disadvantaged students. When looking at subgroups by race, there is a difference in how the groups perform too. At the elementary level in reading, the scores look as follows: • 91.7% of African-American students were proficient or distinguished • 100% of Asian students were proficient or distinguished • 90% of two or more race students were proficient or distinguished • 95.5% of white students were proficient or distinguished Similarly, at the elementary level in math, the students scored quite differently when you look at them by their race. • 41.7% of African-American students scored proficient or distinguished • 78.6% of Asian students scored proficient or distinguished • 70% of two or more race students scored proficient or distinguished • 91% of white students scored proficient or distinguished At the middle school level in reading, the scores look as follows: • 100% of Asian students were proficient or distinguished • 90.9% of two or more race students were proficient or distinguished • 94.4% of white students were proficient or distinguished Similarly, at the middle school level in math, the students scored quite differently when you look at them by their race. • 100% of Asian students scored proficient or distinguished • 90.9% of two or more race students scored proficient or distinguished • 88.8% of white students scored proficient or distinguished SCAPA's goal is for all students in our building to be proficient or distinguished in every subject area. We will continue to work to make that a reality.
Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

When looking at our data for the past few years, improving the reading and math scores of all our students, whether looking at them by economic advantages or by race, is a top priority as we strive toward a proficient or distinguished rating for every student in our building. In both reading and math, our economically disadvantaged students score lower than our non-economically disadvantaged students. As you look at our data by race, there is no clear trend. Our goal though will be to continue to reduce the gap between the economically disadvantaged and the non-economically disadvantaged.
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 economically disadvantaged students in both reading and mathematics. We have worked on our schedule so that the students not scoring proficient and/or distinguished (either on the K-PREP or on their MAP tests) 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 sub skills 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 and beyond.
Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**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 strength outside the arts is reading. • READING: 95.4 percent of our fourth and fifth graders scored proficient or distinguished • READING: 94.7 percent of our middle school students scored proficient or distinguished • READING: No novices in the entire school • MATHEMATICS: 85.2 percent of our fifth grade scored proficient or distinguished; one fifth grade novice student • MATHEMATICS: 91.2 percent of our sixth grade scored proficient or distinguished; no sixth grade novice students • SOCIAL STUDIES: 83.3 percent of our fifth grade scored proficient or distinguished; one fifth grade novice student • SOCIAL STUDIES: 98.2 percent of our eighth grade scored proficient or distinguished; no eighth grade novice students • WRITING: One novice writer in the fifth grade • WRITING: No novice writers in the eighth grade • SCIENCE: No novice science students in the seventh grade • ATTENDANCE RATE: 96.5 percent
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 01/06/2020
Status: Open
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement 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.
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement 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. SCAPA's achievement gap group participates in all arts activities at the same high level as every student in the building. All our gap group students are identified gifted and talented in an arts area.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

SCAPA is successfully closing the reading gap at both the elementary and middle school levels. SCAPA had no novice readers in the school, grades 4-8 last year. We are proud of this accomplishment. 83.3% of the economically disadvantaged students were proficient or distinguished in reading last year at the elementary level whereas the year before only 70% of them were proficient or distinguished. Non-economically disadvantaged students were proficient or distinguished in reading 96.9% of the time at the elementary level. Likewise, at the elementary school, 66.7% of the economically disadvantaged students were proficient or distinguished in math as compared with the non-economically disadvantaged students who were proficient or distinguished 82.3% of the time. This was an improvement of 16.7 percentage points for our economically disadvantaged students.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

Based upon the analysis of the gap data, SCAPA has shown improvement with our elementary reading and math students that are economically disadvantaged. There was a 13 percentage point improvement in the number of students scoring proficient and/or distinguished in reading from the 2017-2018 school year when compared with the 2018-2019 school year. Even more exciting, the percentage of our economically disadvantaged elementary math students scoring proficient and/or distinguished increased by 16.7 percentage points. Other increases include: • Elementary African-Americans scoring proficient and/or distinguished in reading grew by 20.3 percentage points • Elementary Asians scoring proficient and/or distinguished in reading grew by 18.2 percentage points • Middle school students identified as two or more races scoring proficient and/or distinguished in math grew by 5.2 percentage points

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.
Our middle school economically disadvantage students were proficient or distinguished 91.7% of the time in reading, but had reached 100% proficient or distinguished in 2017-2018. Our non-economically disadvantaged students were proficient or distinguished 94.9% of the time in reading. In math, our middle school economically disadvantaged students were proficient or distinguished 75% of the time, but had reached 83.3% proficient or distinguished during the 2017-2018 school year. Our non-economically disadvantaged students were proficient or distinguished 90.5% of the time. These are instances of regression based on the data. Other areas we lacked progress or regressed include: • 41.7 percent of our Elementary African-Americans scored proficient and/or distinguished in math, whereas in the 2017-2018 school year, 64.3 percent were proficient and/or distinguished. This is a 22.6 percentage point decrease. • 78.6 percent of our Elementary Asians scored proficient and/or distinguished in math, whereas in the 2017-2018 school year, 90.9 percent were proficient and/or distinguished. This is a 12.3 percentage point drop. • 90.9 percent of our Middle school students identified as two or more races scored proficient and/or distinguished, whereas in 2017-2018 100% of them scored proficient and/or distinguished, representing a 9.1 percentage point reduction.

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

SCAPA works very hard to close our 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 and Collections). In some cases, these materials are easier for our students than prior curriculum materials. This may contribute to the one area where our reading scores dropped. Overall though, we are very pleased with our reading scores and believe the middle school curriculum materials have assisted with our excellent scores. The materials and well-constructed lessons have contributed to our student gains. Similarly, in math, we have been in transition with our curriculum materials. The enVision materials are challenging and our students are still adapting to their use in the classroom as they are quite different from Everyday Math and Connected Math, our previous math programs. Instructional changes require time for students to adapt and for the maximum effect to take place.

F. 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 in reaching proficiency, especially our economically disadvantaged students, our one gap group that is consistent across our building. 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 when needed 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. Teachers and administration in leadership roles include: • Ashlie Arkwright, seventh and eighth team leader and middle school science teacher • Marilyn Cunningham, administrative dean • Jasmine Jones, PBIS chair and special education teacher • Alberta Labrillazo, co-arts team leader and drama teacher • Keith Lindsey, elementary team leader and fifth grade teacher • Jo Luxon, MTSS chair, SPS chair, and guidance counselor • Carla Pleasant, co-arts team leader, piano minors teacher, and gifted and talented facilitator • Beth Randolph, principal • Macy Reed, math specialist and math teacher • Rebekah Reeves, reading specialist, reading and language arts teacher, and sixth grade team leader • Rebecca Stephenson, TPGES coach and contemporary dance teacher
G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

SCAPA's professional development plan focuses on ways we can improve instruction in our building to maximize student results. Key focus areas this school year include: • Using Google software for maximum student engagement and differentiation • Formative Assessment to assist with instructional differentiation and decision making • High-yield instructional strategies to improve classroom instructional strategies being used, improve differentiation, and maximize student engagement • Arts and Academic Collaboration to focus on student strengths, improve differentiation, and support our school mission, beliefs, vision, and goals • Flexible professional development so that our teachers can attend workshops targeting areas where they want to grow and develop to improve their overall teaching pedagogy • Production Collaboration to connect the arts and academics through our main productions collaborative lessons, increase student engagement, and differentiation, focusing on student strengths to improve areas of weakness • Assessment trainings both in the fall and spring By focusing on student strengths to improve areas of weakness, we improve student engagement. Our academic and arts collaborative lessons as well as the production collaborations are key in this area. Additionally, our work with differentiation and high-yield instructional strategies helps us reach struggling students. Likewise, our work with formative assessment keeps the need for maintaining a pulse on classroom learning so that we can make adjustments to make instructional decisions that reap the greatest benefit.
III. Planning the Work

Closing the Achievement 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).

Identified Gap Population: ECONOMICALLY DISADVANTAGED

Elementary Reading Goal 84.1 percent proficient and/or distinguished by June 1, 2020
Elementary Math Goal 68.4 percent proficient and/or distinguished by June 1, 2020
Middle School Reading Goal 92.1 percent proficient and/or distinguished by June 1, 2020
Middle School Math Goal 76.3 percent proficient and/or distinguished by June 1, 2020

Closing the Achievement 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 the Closing the Achievement Gap Summary Chart
<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Gap Group Identification 2019-2020</td>
<td>The details of SCAPA's achievement gap group.</td>
<td>•</td>
</tr>
<tr>
<td>SCAPA Closing the Achievement Gap Summary Chart 2019-2020</td>
<td>A summary of the goals and strategies for closing SCAPA's achievement gap.</td>
<td>•</td>
</tr>
<tr>
<td>SCAPA KDE Comprehensive Improvement Plan for School 2019-2020</td>
<td>SCAPA's CSIP goals, objectives, strategies, and measures of success.</td>
<td>•</td>
</tr>
</tbody>
</table>
2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

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

Last Modified: 12/12/2019
Status: Open
1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).
   - Yes
   - No
   - N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.
   - Yes
   - No
   - N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school’s participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.
   - Yes
   - No
   - N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.
   - Yes
   - No
   - N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.
   - Yes
   - No
   - N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A
Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

  ○ Yes
  ○ No
  ● N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

  ○ Yes
  ○ No
  ● N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

  ○ Yes
  ○ No
  ● N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

  ○ Yes
  ○ No
  ● N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

  ○ Yes
  ○ No
  ● N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A
17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A
All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A
SCAPA's Comprehensive School Improvement Plan (CSIP)

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.
**Funding**: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

**Requirements for Building an Improvement Plan**

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

<table>
<thead>
<tr>
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<td>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</td>
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<td>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to</td>
<td>List the funding source(s) used to support (or needed to support) the improvement initiative.</td>
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<td>improvement approach (i.e. <em>Six Sigma, Shipley, Baldridge, etc.</em>).</td>
<td></td>
<td></td>
<td></td>
<td>determine whether the plan is working.</td>
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</tr>
</tbody>
</table>
## 1: Proficiency Goal

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

*Increase/maintain the proficiency rating in SCAPA’s elementary school from 105.9 to no less than 105.9 by June 1, 2020.*

*Increase/maintain the proficiency rating in SCAPA’s middle school from 109.3 to no less than 109.3 by June 1, 2020.*

<table>
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<tr>
<td><strong>Objectives 1-4:</strong>&lt;br&gt;<strong>READING:</strong>&lt;br&gt;1. To collaborate to maintain or increase the overall elementary reading achievement for SCAPA @ Bluegrass from 95.4% Proficient and Distinguished to 95.6% Proficient and Distinguished by June 1, 2020.&lt;br&gt;2. To collaborate to maintain or increase the overall middle school reading achievement for SCAPA @ Bluegrass from 94.7% Proficient and Distinguished to 95.0% Proficient and Distinguished by June 1, 2020.</td>
<td>KCWP 5: Design, Align, and Deliver Support&lt;br&gt;Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.&lt;br&gt;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 2019-2020 school year, SCAPA teachers will receive professional development training at faculty, PLC, 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 and team meetings completed by June 1, 2020.&lt;br&gt;Faculty, PLC, and PD meeting logs and agendas.</td>
<td>School Funds</td>
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<tr>
<td><strong>MATH:</strong></td>
<td>Use the Chromebooks, laptops and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as MobyMax and Khan Academy</td>
<td>By the end of the 2019-2020 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>
<td>Monthly MTSS and PBIS meetings and weekly SPS meetings completed by June 1, 2020.&lt;br&gt;Online software used is Khan</td>
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<td>Objective</td>
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<tr>
<td>3. To collaborate to maintain or increase the overall elementary math achievement for SCAPA @ Bluegrass from 80.6% Proficient and Distinguished to 81.6% Proficient and Distinguished by June 1, 2020.</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 2019-2020 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>
<td>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.</td>
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<td>4. To collaborate to maintain or increase the overall middle school math achievement for SCAPA @ Bluegrass from 89.4% Proficient and Distinguished to 89.9% Proficient and Distinguished by June 1, 2020.</td>
<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 creating difficulties. Students also have a chance to ask questions and get one-on-one and small group assistance.</td>
<td>By the end of the 2019-2020 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>
<td>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.</td>
<td>School Funds and District Funds (for ESS)</td>
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<tr>
<td>KCWP 2: Design and Deliver Instruction</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</td>
<td>By the end of the 2019-2020 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 and</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.</td>
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<td>instructional needs are met and next steps for improvement are identified?</td>
<td>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>Mentors and mentees will meet at minimum once weekly.</td>
<td>Mentors will keep a log of meeting times.</td>
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<td>Match each student in the building with a mentor for encouragement and academic/arts support.</td>
<td>SCAPA’s Action Team for Partners (or ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.</td>
<td>There will be a minimum of six ATP nights per school year available to parents.</td>
<td>Listing of the ATP sessions for the 2019-2020 school year by June 1, 2020.</td>
<td>School Funds</td>
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<td>KCWP 2: Design and Deliver Instruction</td>
<td>Train teachers in the use of Collections, Wonders, enVisions, and Amplify curriculum and resources. How do school/district leadership ensure teachers determine the most</td>
<td>ELA, math, and science teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections, Wonders, Amplify, and enVisions curriculum.</td>
<td>By the end of the 2019-2020 school year, SCAPA will see a decrease in the number of students qualifying for Tier II and Tier III services as evidenced by the 2020 spring MAP test results.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.</td>
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<td>Objective: See above</td>
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appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?

**KCWP 1: Design and Deploy Standards**
Train teachers in the use of Collections, Wonders, Amplify, and enVisions curriculum and resources.
Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?
### Objective 1 & 2:
*Increase the separate academic indicator rating in SCAPA’s elementary from 92.0 to 97.3 by June 1, 2020.*

Increment the separate academic indicator rating in SCAPA’s middle school from 102.0 to 103.2 by June 1, 2020.

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<tr>
<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.</td>
<td>All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.</td>
</tr>
</tbody>
</table>

**Measure of Success**

By the end of the 2019-2020 school year, SCAPA teachers will receive professional development training at faculty, PLC, 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.

**Progress Monitoring**

Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.

**Funding**

School Funds

**Tier II students** will be regularly reviewed by the MTSS, PBIS, and Systematic Problem Solving (SPS) teams and when needed, adjustments made to ensure the best delivery of programs and assistance.

By the end of the 2019-2020 school year, Tier II students will be monitored and evaluated for quality of services in MTSS, PBIS, and SPS meetings. Each child receiving Tier II instruction will be monitored and evaluated for quality of services in MTSS, PBIS, and SPS meetings. Each child receiving Tier II instruction will be monitored and evaluated for quality of services in MTSS, PBIS, and SPS meetings. Each child receiving Tier II instruction will be monitored and evaluated for quality of services in MTSS, PBIS, and SPS meetings. Each child receiving Tier II instruction will be monitored and evaluated for quality of services in MTSS, PBIS, and SPS meetings. Each child receiving Tier II instruction will be
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<td>Use the Chromebooks, laptops and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as MobyMax and Khan Academy and envisions.</td>
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<td>attend outside of class study sessions at a rate of 50% as measured by attendance logs.</td>
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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 2019-2020 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 and team meetings completed by June 1, 2020.</td>
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<tr>
<td>What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?</td>
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<td>Match each student in the building with a mentor for encouragement and academic/arts support.</td>
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<td>Mentors and mentees will meet at minimum once weekly.</td>
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<td>There will be a minimum of six ATP nights per school year available to parents.</td>
<td>Listing of the ATP sessions for the 2019-2020 school year by June 1, 2020.</td>
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<td><strong>KCWP 2: Design and Deliver Instruction</strong></td>
<td>Train teachers in the use of Collections, Wonders, Amplify, and enVisions curriculum and resources.</td>
<td>ELA, math, and science teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections, Wonders, Amplify, and enVisions curriculum.</td>
<td>By the end of the 2019-2020 school year, SCAPA will see a decrease in the number of students qualifying for Tier II services as evidenced by the 2020 spring MAP test results.</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.</td>
<td>District Funds</td>
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<tr>
<td><strong>KCWP 1: Design and Deploy Standards</strong></td>
<td>Train teachers in the use of Collections, Wonders, Amplify, and enVisions curriculum and resources.</td>
<td>Describe your processes for ensuring vertical curriculum work includes Introduction,</td>
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*SCAPA’s Action Team for Partners (or ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.

There will be a minimum of six ATP nights per school year available to parents.

Listing of the ATP sessions for the 2019-2020 school year by June 1, 2020.

District curriculum PD training logs

School Funds

District Funds
<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
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<tr>
<td>Objective 2: See above</td>
<td>Development, and Mastery of Standards?</td>
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</table>
### 3: Gap

**Goal 3: (State your gap goal): 2019-2020 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 by June 1, 2020.

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<tr>
<th>Objective</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, 2020.</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 2019-2020 school year, SCAPA teachers will receive professional development training at faculty, PLC, 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 and team meetings completed by June 1, 2020. Faculty, PLC, and PD meeting logs and agendas.</td>
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</table>

Tier II students will be regularly reviewed by the MTSS, PBIS, and Systematic Problem Solving (SPS) teams and when needed, adjustments made to ensure the best delivery of programs and assistance. By the end of the 2019-2020 school year, Tier II students will be monitored and evaluated for quality of services in MTSS, PBIS, and SPS meetings. Each child receiving Tier II instruction will be evaluated for growth. Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020. | $0 |
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<td>Use the Chromebooks, laptops, and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as MobyMax and Khan Academy.</td>
<td>By the end of the 2019-2020 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>KCWP 2: Design and Deliver Instruction</td>
<td>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. Students also have a chance to ask questions and get one-on-one and small group assistance.</td>
<td>Class study sessions at a rate of 50% as measured by attendance logs.</td>
<td>By the end of the 2019-2020 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>SCAPA’s Action Team for Partners (or ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.</td>
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<td>There will be a minimum of six ATP nights per school year available to parents.</td>
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**KCWP 2: Design and Deliver Instruction**
Train teachers in the use of Collections, Wonders, Amplify, 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?

**KCWP 1: Design and Deploy Standards**
Train teachers in the use of Collections, Wonders, and enVisions curriculum and resources.

Describe your processes for ensuring vertical curriculum work includes Introduction,
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### Objective 2

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### 4: Graduation rate

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

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### 5: Growth

**Goal 5: (State your growth goal): 2019-2020 Growth Goal**

- Increase the elementary growth rating from 57.7 to 69.8 by June 1, 2020.
- Increase the elementary growth rating from 57.7 to 94.0 by June 1, 2022.
- Increase the middle school growth rating from 48.0 to 60.6 by June 1, 2020.
- Increase the middle school growth rating from 48.0 to 85.8 by June 1, 2022.

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<td><strong>Objective 1</strong></td>
<td><strong>KCWP 5: Design, Align, and Deliver Support</strong></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 2019-2020 school year, SCAPA teachers will receive professional development training at faculty, PLC, 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 and team meetings completed by June 1, 2020. Faculty, PLC, and PD meeting logs and agendas.</td>
<td>School Funds</td>
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<td>To collaborate to increase the <strong>elementary</strong> growth rating from 57.7 to 69.8 by June 1, 2020.</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>Tier II students will be regularly reviewed by the MTSS, PBIS, and Systematic Problem Solving (SPS) teams and when needed, adjustments made to ensure the best delivery of programs and assistance.</td>
<td>By the end of the 2019-2020 school year, Tier II students will be monitored and evaluated for quality of services in MTSS, PBIS, and SPS meetings. Each child receiving Tier II instruction will be</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.</td>
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<td>To collaborate to increase the <strong>middle school</strong> growth rating from 48.0 to 60.6 by June 1, 2020.</td>
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<td>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>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020. Online software used is Khan Academy, MobyMax, Collections, enVision, and Amplify.</td>
<td>School Funds</td>
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<td>Use the Chromebooks, laptops and computer lab for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as MobyMax and Khan Academy</td>
<td>By the end of the 2019-2020 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>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 2019-2020 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>
<td>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.</td>
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<td>Study sessions outside of class periods (before school, after school, during ESS, and</td>
<td>By the end of the 2019-2020 school year, Tier II and Tier</td>
<td>Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020.</td>
<td>School Funds and District Funds (for ESS)</td>
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<td>KCWP 2: Design and Deliver Instruction</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 2019-2020 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 and team meetings completed by June 1, 2020.</td>
<td>School Funds</td>
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<td>Match each student in the building with a mentor for encouragement and academic/arts support.</td>
<td>Mentors and mentees will meet at minimum once weekly.</td>
<td>Mentors will keep a log of meeting times.</td>
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<td>SCAPA’s Action Team for Partners (or ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.</td>
<td>There will be a minimum of six ATP nights per school year available to parents.</td>
<td>Listing of the ATP sessions for the 2019-2020 school year by June 1, 2020.</td>
<td>School Funds</td>
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| **KCWP 2: Design and Deliver Instruction**  
Train teachers in the use of Collections, Wonders, Amplify, and enVisions curriculum and resources. | ELA and math teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections, Wonders, Amplify, and enVisions curriculum. | By the end of the 2019-2020 school year, SCAPA will see a decrease in the number of students qualifying for Tier II services as evidenced by the 2020 spring MAP test results. | Monthly MTSS and PBIS meetings and weekly SPS and team meetings completed by June 1, 2020. | District Funds |
| **KCWP 1: Design and Deploy Standards**  
Train teachers in the use of Collections, Wonders, and | | | | | |


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<td>enVisions curriculum and resources. Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</td>
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### 6: Transition Readiness

**Goal 6:** (State your transition readiness goal):  

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**Goal 7 (State your goal):**

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