

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

READING

- Novice + Apprentice:
 - Elementary 22.22%
 - Middle School 17.68%

MATH

- Novice + Apprentice:
 - Elementary 32.48%
 - Middle School 22.10%

SOCIAL STUDIES

- Novice + Apprentice:
 - Elementary 32.20%
 - Middle School 26.98%

SCIENCE

- Novice + Apprentice:
 - Elementary 36.21%
 - Middle School 36.21%

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- **KCWP 1: Design and Deploy Standards** – Teachers are to write learning intentions and success criteria surrounding the standards they are to teach.
- **KCWP 2: Design and Deliver Instruction** - Students receive highly effective Tier I instruction as evidenced by classroom data, report card data, district common assessment data, statewide testing data, MAP testing data, walk through evidence
- **KCWP 5: Design, Align, and Deliver Support** – MTSS, PBIS, and PLCs review data on a regular basis. These teams look a data to ensure student success. Adjustments may be made, plans and schedules revised to adjust instruction.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	<ul style="list-style-type: none"> • Elementary Reading P+D = 77.78% • Elementary Math P+D = 67.52% • Middle School Reading P+D = 82.32% • Middle School Math P+D = 77.90% 	<ul style="list-style-type: none"> • Elementary Reading P+D Δ: down 6.22 percentage points • Elementary Math P+D Δ: down 7.48 percentage points • Middle School Reading P+D Δ: up 0.32 percentage points • Middle School Math P+D Δ: down 2.10 percentage points
State Assessment Results in science, social studies and writing	<ul style="list-style-type: none"> • Elementary Science P+D = 63.79% • Elementary Social Studies P+D = 67.80% • Elementary Writing P+D = 67.80% • Middle School Science P+D = 63.79% • Middle School Social Studies P+D = 73.02% 	<ul style="list-style-type: none"> • Elementary Science P+D Δ: down 5.21 percentage points • Elementary Social Studies P+D Δ: down 13.20 percentage points • Elementary Writing P+D Δ: down 10.20 percentage point • Middle School Science P+D Δ: down 1.21 percentage points • Middle School Social Studies P+D Δ: up 2.02 percentage points

	<ul style="list-style-type: none"> • Middle School Writing P+D = 96.83% 	<ul style="list-style-type: none"> • Middle School Writing P+D Δ: up 1.83 percentage points
English Learner Progress	SCAPA does not have enough students to disaggregate the data.	With not enough students to disaggregate the data, no change can be reported.
Quality of School Climate and Safety	<ul style="list-style-type: none"> • Elementary Overall Rating is Red and the rating decreased significantly Climate Index = 75.2 Safety Index = 71.1 • Middle School Overall Rating is Yellow and the Rating was Maintained Climate Index = 68.7 Safety Index = 65.5 	<ul style="list-style-type: none"> • Elementary Climate Δ: down 6.9 percentage points • Elementary Safety Δ: down 8.7 percentage points • Middle School Climate Δ: down 2.2 percentage points • Middle School Safety Δ: down 1.5 percentage points
Postsecondary Readiness (high schools and districts only)	Not Applicable	Not Applicable
Graduation Rate (high schools and districts only)	Not Applicable	Not Applicable

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): <i>2024-2025 Proficiency Goal for Reading and Math</i>					
Increase the elementary math and reading proficiency rating for SCAPA from 90.6 to 92.27 by June 1, 2025 (Reading and Math Status Score)					
Increase the middle school math and reading proficiency rating for SCAPA from 98.6 to 100.27 by June 1, 2025. (Reading and Math Status Score)					
Progress Monitoring	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objectives 1 and 2: READING: 1. To collaborate to increase the overall elementary reading achievement for SCAPA @ Bluegrass from 78% Proficient and Distinguished to 80% Proficient and Distinguished by June 1, 2025. 2. To collaborate to increase the overall middle school reading achievement for SCAPA @ Bluegrass from 82% Proficient and Distinguished to 84% Proficient and Distinguished by June 1, 2025.	KCWP 5: Design, Align, and Deliver Support Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.	All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.	By the end of the 2024-2025 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 90% of the time or above as evidenced through walk-through data.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Faculty, PLC, and PD meeting logs and agendas.	\$0
		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 2024-2025 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 and 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	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 1 (State your reading and math goal.): <i>2024-2025 Proficiency Goal for Reading and Math</i>					
Increase the elementary math and reading proficiency rating for SCAPA from 90.6 to 92.27 by June 1, 2025 (Reading and Math Status Score)					
Increase the middle school math and reading proficiency rating for SCAPA from 98.6 to 100.27 by June 1, 2025. (Reading and Math Status Score)					
Progress Monitoring	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			math scores 100% of the time.		
	KWCP 2: Design and Deliver Instruction Train teachers in the use of FCPS district provided curriculum materials like enVision, Savvas, and Amplify curriculum and resources.	Use the Chromebooks for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as Khan Academy, Savvas, Desmos, and IXL.	By the end of the 2024-2025 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by usage logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Online software used is Khan Academy, Savvas, Desmos, and enVisions.	School and District Funds
		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 25 th percentile will be progress monitored using the appropriate tools.	By the end of the 2024-2025 school year, progress monitoring will be done using the appropriate and approved tools with Tier II and Tier III students falling below the 25 th percentile as measured by the progress monitoring reports.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
	KCWP 1: Design and Deploy Standards Train teachers to use the standards as cornerstones to their lesson building.	Study and help sessions outside of class periods (before school, after school, during ESS, and during study times) are options for students in all three tiers, but special encouragement is given to Tier II and Tier 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.	By the end of the 2024-2025 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% or greater as measured by attendance logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 1 (State your reading and math goal.): <i>2024-2025 Proficiency Goal for Reading and Math</i>					
Increase the elementary math and reading proficiency rating for SCAPA from 90.6 to 92.27 by June 1, 2025 (Reading and Math Status Score)					
Increase the middle school math and reading proficiency rating for SCAPA from 98.6 to 100.27 by June 1, 2025. (Reading and Math Status Score)					
Progress Monitoring	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, and 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.	By the end of the 2024-2025 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 team meeting agendas and minutes.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
Objectives 3 and 4: MATH: 3. To collaborate to increase the overall elementary math achievement for SCAPA @ Bluegrass from 68% Proficient and Distinguished to 70% Proficient and Distinguished by June 1, 2025. 4. To collaborate to increase the overall middle school math achievement from 78% Proficient and Distinguished to 80% Proficient and Distinguished by June 1, 2025.		SCAPA's Family and Community Engagement - Action Team for Partners (FACE-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 three FACE-ATP nights per school year available to parents on various topics.	Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.	School funds and Friends of the Arts School assistance
		SCAPA implements the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.	SCAPA will complete the elementary and middle school SEL curriculum this school year.	Lesson plans	\$0
		ELA, math, and science teachers will receive training from district departments prior to and during the	By the end of the 2024-2025 school year, SCAPA will see a decrease in the number of students	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	District funds

Goal 1 (State your reading and math goal.): 2024-2025 Proficiency Goal for Reading and Math Increase the elementary math and reading proficiency rating for SCAPA from 90.6 to 92.27 by June 1, 2025 (Reading and Math Status Score) Increase the middle school math and reading proficiency rating for SCAPA from 98.6 to 100.27 by June 1, 2025. (Reading and Math Status Score)					
Progress Monitoring	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		school year to improve implementation curriculum resources.	qualifying for Tier II and Tier III services as evidenced by the 2024 spring MAP test results.	District professional learning workshops attended, and certificates obtained.	
		FCPS's Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students' feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Increase the elementary science, social studies, and writing proficiency rating for SCAPA from 89.3 to 90.79 by June 1, 2025 (Science, Social Studies, and Writing Status Score) Increase the middle school science, social studies and writing proficiency rating for SCAPA. from 94.03 to 95.6 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objectives 1-4: SCIENCE: 1. To collaborate to increase the overall elementary science achievement for SCAPA @ Bluegrass from 64% Proficient and Distinguished to 66% Proficient and Distinguished by June 1, 2025. 2. To collaborate to increase the overall middle school science achievement for SCAPA @ Bluegrass from 64% Proficient and Distinguished to 66% Proficient and Distinguished by June 1, 2025. SOCIAL STUDIES 3. To collaborate to increase the overall elementary social studies achievement for SCAPA @ Bluegrass from 68% Proficient and Distinguished to 70% Proficient and Distinguished by June 1, 2025. 4. To collaborate to increase the overall middle school social studies achievement for SCAPA @ Bluegrass from 73% Proficient and Distinguished to	KCWP 5: Design, Align, and Deliver Support Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.	All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.	By the end of the 2024-2025 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 90% of the time or above as evidenced through walk-through data.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Faculty, PLC, and PD meeting logs and agendas.	\$0
		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 2024-2025 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 and 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	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 2 (State your science, social studies, and writing goal.): Increase the elementary science, social studies, and writing proficiency rating for SCAPA from 89.3 to 90.79 by June 1, 2025 (Science, Social Studies, and Writing Status Score) Increase the middle school science, social studies and writing proficiency rating for SCAPA. from 94.03 to 95.6 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
75% Proficient and Distinguished by June 1, 2025. Objectives 5 and 6: WRITING: 5. To collaborate to increase the overall elementary writing achievement for SCAPA @ Bluegrass from 68% Proficient and Distinguished to 70% Proficient and Distinguished by June 1, 2025. 6. To collaborate to increase the overall middle school writing achievement for SCAPA @ Bluegrass from 97% Proficient and Distinguished to 99% Proficient and Distinguished by June 1, 2025.			math scores 100% of the time.		
	KWCP 2: Design and Deliver Instruction Train teachers in the use of FCPS district provided curriculum materials like enVision, Savvas, and Amplify curriculum and resources.	Use the Chromebooks for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as Khan Academy, Savvas, Desmos, and IXL.	By the end of the 2024-2025 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by usage logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Online software used is Khan Academy, Savvas, Desmos, and enVisions.	School and District Funds
		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 25 th percentile will be progress monitored using the appropriate tools.	By the end of the 2024-2025 school year, progress monitoring will be done using the appropriate and approved tools with Tier II and Tier III students falling below the 25 th percentile as measured by the progress monitoring reports.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
	KCWP 1: Design and Deploy Standards Train teachers to use the standards as cornerstones to their lesson building.	Study and help sessions outside of class periods (before school, after school, during ESS, and during study times) are options for students in all three tiers, but special encouragement is given to Tier II and Tier 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.	By the end of the 2024-2025 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% or greater as measured by attendance logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 2 (State your science, social studies, and writing goal.):					
Increase the elementary science, social studies, and writing proficiency rating for SCAPA from 89.3 to 90.79 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Increase the middle school science, social studies and writing proficiency rating for SCAPA. from 94.03 to 95.6 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, and 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.	By the end of the 2024-2025 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 team meeting agendas and minutes.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
		SCAPA's Family and Community Engagement - Action Team for Partners (FACE-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 three FACE-ATP nights per school year available to parents on various topics.	Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.	School funds and Friends of the Arts School assistance
		SCAPA implements the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.	SCAPA will complete the elementary and middle school SEL curriculum this school year.	Lesson plans	\$0
		ELA, math, and science teachers will receive training from district departments prior to and during the school year to improve implementation curriculum resources.	By the end of the 2024-2025 school year, SCAPA will see a decrease in the number of students qualifying for Tier II and	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	District funds

Goal 2 (State your science, social studies, and writing goal.): Increase the elementary science, social studies, and writing proficiency rating for SCAPA from 89.3 to 90.79 by June 1, 2025 (Science, Social Studies, and Writing Status Score) Increase the middle school science, social studies and writing proficiency rating for SCAPA. from 94.03 to 95.6 by June 1, 2025 (Science, Social Studies, and Writing Status Score)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Tier III services as evidenced by the 2024 spring MAP test results.	District professional learning workshops attended, and certificates obtained.	
		FCPS's Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students' feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>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, 2025.</p> <p>Objective 2 By June 1, 2025, SCAPA @ Bluegrass Elementary will decrease novice in Reading to 4.3%.</p> <p>By June 1, 2025, SCAPA @ Bluegrass Elementary will decrease novice in Math to 6.9%</p>	<p>KCWP 5: Design, Align, and Deliver Support Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.</p>	<p>All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.</p>	<p>By the end of the 2024-2025 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 90% of the time or above as evidenced through walk-through data.</p>	<p>MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.</p> <p>Faculty, PLC, and PD meeting logs and agendas.</p>	<p>\$0</p>
<p>Objective 3 By June 1, 2025, SCAPA @ Bluegrass Middle School will decrease novice in Reading to 2.2%.</p> <p>By June 1, 2025, SCAPA @ Bluegrass Middle School will</p>		<p>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.</p>	<p>By the end of the 2024-2025 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 and progress on MAP tests three times per year as measured by</p>	<p>MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.</p>	<p>\$0</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>decrease novice in Math to 2.8%.</p> <p>Objective 4: By June 1, 2025, SCAPA @ Bluegrass Elementary will maintain novice in Science at 0%.</p> <p>By June 1, 2025, SCAPA @ Bluegrass Middle School will decrease novice in Science to 0%.</p> <p>Objective 5: By June 1, 2025, SCAPA @ Bluegrass Elementary will decrease novice in Social Studies to 10.2%.</p> <p>By June 1, 2025, SCAPA @ Bluegrass Middle School will decrease novice in Social Studies to 9.4%.</p> <p>Objective 6: By June 1, 2025, SCAPA @ Bluegrass Elementary will decrease novice On-Demand Writing to 3.4%.</p> <p>By June 1, 2025, SCAPA @ Bluegrass Middle School will decrease novice in On-Demand Writing to 0%.</p>			<p>their fall, winter, and spring MAP tests, striving to meet growth in the students' reading and math scores 100% of the time.</p>		
	<p>KWCP 2: Design and Deliver Instruction Train teachers in the use of curriculum materials like, enVision, Savvas, and Amplify curriculum and resources.</p>	<p>Use the Chromebooks for math and reading instruction, differentiation, practice, and enrichment, accessing software and web-based applications such as Khan Academy, Savvas, Desmos, and IXL.</p>	<p>By the end of the 2024-2025 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by usage logs.</p>	<p>MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.</p> <p>Online software used is Khan Academy, Savvas, Desmos, and enVisions.</p>	<p>School and District Funds</p>
		<p>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.</p>	<p>By the end of the 2024-2025 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.</p>	<p>MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.</p>	<p>\$0</p>
	<p>KCWP 1: Design and Deploy Standards Train teachers in the use of district purchased resources like enVision, Savvas, and Amplify curriculum and resources, along with the district Navigator platform. Train teachers to use the standards as cornerstones for their lesson building.</p>	<p>Study and help sessions outside of class periods (before school, after school, during ESS, and during study times) are options for students in all three tiers, but special encouragement is given to Tier II and Tier 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.</p>	<p>By the end of the 2024-2025 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% or greater as measured by attendance logs.</p>	<p>MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.</p>	<p>\$0</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS team, and 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.</p>	<p>By the end of the 2024-2025 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 team meeting agendas and minutes.</p>	<p>MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.</p>	<p>\$0</p>
		<p>SCAPA's Family and Community Engagement - Action Team for Partners (FACE-ATP) will hold informational meetings to assist parents with academic, artistic, behavioral, social, emotional information nights to help grow students.</p>	<p>There will be a minimum of three FACE-ATP nights per school year available to parents on various topics.</p>	<p>Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.</p>	<p>School funds and Friends of the Arts School assistance</p>
		<p>SCAPA implements the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.</p>	<p>SCAPA will complete the elementary and middle school SEL curriculum this school year.</p>	<p>Lesson plans</p>	<p>\$0</p>
		<p>ELA, math, and science teachers will receive training from district departments prior to and during the school year to improve implementation curriculum resources.</p>	<p>By the end of the 2024-2025 school year, SCAPA will see a decrease in the number of students qualifying for Tier II and Tier III services as</p>	<p>MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. District professional learning workshops attended, and certificates obtained.</p>	<p>District funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			evidenced by the 2024 spring MAP test results.		
		FCPS's Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students' feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

4: English Learner Progress

Goal 4 (State your English Learner goal.): SCAPA English Learner students will grow in each of their ACCESS areas: listening, speaking, reading, writing, comprehension, oral, and literacy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, SCAPA @ Bluegrass will grow 100% of EL students by at least 1.67% in their composite score as measured by ACCESS.	KCWP 5: Design, Align, and Deliver Support Implement student instructional differentiation. This strategy will work by focusing on helping students gain skills they lack or are weak in using.	All SCAPA teachers will receive professional development in successful differentiation and high-yield instructional teaching strategies.	By the end of the 2024-2025 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 90% of the time or above as evidenced through walk-through data.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Faculty, PLC, and PD meeting logs and agendas.	FCPS-Led and School-Led Professional Learning Workshops
		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 2024-2025 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 and 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	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 4 (State your English Learner goal.): SCAPA English Learner students will grow in each of their ACCESS areas: listening, speaking, reading, writing, comprehension, oral, and literacy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			math scores 100% of the time.		
		Use the Chromebooks for reading, language arts, math, science, social studies, writing instruction, differentiation, practice, and enrichment, accessing software and web-based applications.	By the end of the 2024-2025 school year, online differentiation software will be used to assist students in meeting proficiency. The use of the software will be measured by usage logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. Online software used is Savvas, Amplify, and IXL.	School and District Funds
		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 25 th percentile will be progress monitored using the appropriate tools.	By the end of the 2024-2025 school year, progress monitoring will be done using the appropriate and approved tools with Tier II and Tier III students falling below the 25 th percentile as measured by the progress monitoring reports.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
		Study and help sessions outside of class periods (before school, after school, during ESS, and during study times) are options for students in all three tiers, but special encouragement is given to Tier II and Tier 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.	By the end of the 2024-2025 school year, Tier II and Tier III students will attend outside of class study sessions at a rate of 50% or greater as measured by attendance logs.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0
		SCAPA teachers will collaboratively work together on a regular basis with the PBIS team, the MTSS team, the SPS	By the end of the 2024-2025 school year, SCAPA teachers will	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025.	\$0

Goal 4 (State your English Learner goal.): SCAPA English Learner students will grow in each of their ACCESS areas: listening, speaking, reading, writing, comprehension, oral, and literacy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		team, and 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.	collaboratively work together to improve student progress and growth. Collaboration meetings will occur 90% of the school year weeks as measured by PLC and team meeting agendas and minutes.		
Objective 2		SCAPA’s Family and Community Engagement - Action Team for Partners (FACE-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 three FACE-ATP nights per school year available to parents on various topics.	Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.	School funds and Friends of the Arts School assistance
		SCAPA implements the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.	SCAPA will complete the elementary and middle school SEL curriculum this school year.	Lesson plans	\$0
		ELA, math, and science teachers will receive training from district departments prior to and during the school year to improve implementation curriculum resources.	By the end of the 2024-2025 school year, SCAPA will see a decrease in the number of students qualifying for Tier II and Tier III services as evidenced by the 2024 spring MAP test results.	MTSS, PBIS, and SPS meetings and weekly team/PLC meetings completed by June 1, 2025. District professional learning workshops attended, and certificates obtained.	District funds

Goal 4 (State your English Learner goal.): SCAPA English Learner students will grow in each of their ACCESS areas: listening, speaking, reading, writing, comprehension, oral, and literacy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		FCPS's Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students' feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the elementary Climate and School Safety Index for SCAPA from 73.2 to 81.0 by June 1, 2025. Increase the middle school Climate and School Safety Index for SCAPA from 67.1 to 75.0 by June 1, 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To collaborate to increase the overall Elementary Quality of School Climate and Safety Survey Indicator Rating from the Red to Green. Objective 2: To collaborate to increase the overall Middle School Quality of School Climate and Safety Survey Indicator Rating from the Yellow to Green.	KCWP 4: Review, Analyze, and Apply Data Data analysis is an ongoing process. The Quality of School Climate and Safety Survey is another piece of data that is reviewed to address identified areas of weakness.	SCAPA will implement the elementary and middle school social and emotional learning (SEL) curriculums (elementary through weekly guidance lessons) (Caring School Communities and Second Steps) with fidelity.	SCAPA will complete the elementary and middle school SEL curriculum this school year.	Lesson plans	\$0
		SCAPA will continue to support all students in areas related to climate and safety. The Black Student Union (BSU), Gender Sexuality Alliance (GSA), Rachel’s Challenge (middle school only), along with SCAPA’s Student Council, will meet regularly and address areas of concern as voiced by the students.	The BSU, GSA, Rachel’s Challenge, and Student Council will support our students and assist as needed. The concerns and issues throughout the school will decrease as students become acclimated to SCAPA.	Teachers that work with the BSU, GSA, Rachel’s Challenge, and Student Council will meet with administration to review ways to support all of our students to address academic, artistic, belongingness and behavioral concerns.	\$0
	KCWP 6: Establishing Learning Culture and Environment FCPS district personnel from the Unity, Belonging, and Student Efficacy (UBSE), along with Family and Community Engagement (FACE) departments are working with SCAPA in professional learning to assist with our growth in these promoting an inclusive and accessible learning environment for all students.	FCPS’s Unity, Belonging, and Student Efficacy(UBSE) and Family and Community Engagement (FACE) departments provide professional learning experiences for the entire SCAPA staff.	Students of all cultures will feel more welcome and included within the school.	Give the students a survey similar to the Quality of School Climate and Safety Survey in February to measure how our efforts are working. Discuss the results of that survey with the students.	School and District Funds
		SCAPA’s Family and Community Engagement - Action Team for Partners (FACE-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 three FACE-ATP nights per school year available to parents on various topics.	Advertisement and communication of FACE-ATP meetings during the school year. Log of attendees for the meetings.	School Funds and Friends of the Arts School assistance

Goal 5 (State your climate and safety goal.):
 Increase the elementary Climate and School Safety Index for SCAPA from 73.2 to 81.0 by June 1, 2025.
 Increase the middle school Climate and School Safety Index for SCAPA from 67.1 to 75.0 by June 1, 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Daily recess for both elementary and middle school students. Recess is a time to build friendships and a time to relieve stress by running and playing. The time in recess also helps students refocus when they come back inside to get back to academic or artistic work.	Students' attention is greater after they have had some time to relax and enjoy their peers' company and companionship.	Anecdotal records of students' abilities to focus and attend to tasks after recess as opposed to before recess.	\$0
		SCAPA Wellness Committee organizes holistic activities for both the staff and students (i.e. yoga, exercise sessions, art therapy, etc...). Students engaged in mindfulness activities throughout the year.	Number of students and staff engaging in school sponsored activities to reduce stress.	Survey the students and staff as to the benefits of the Wellness Committee's activities to reduce stress.	School Funds provided by the District for Mental Health Wellness
Objective 2		FCPS's Unity, Belonging, and Student Efficacy department (UBSE) will have trainings for our students centered around belonging.	SCAPA students be trained to be more considerate and aware of other students' feelings and sense of belonging. They will learn how to be more inclusive of one another.	SCAPA will hold at minimum two UBSE student workshops focused on increasing student feelings of belonging and inclusiveness.	District funds

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2024-2025 Phase One: Executive Summary for Schools_09302024_08:34

2024-2025 Phase One: Executive Summary for Schools

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

Table of Contents

<u>2024-2025 Phase One: Executive Summary for Schools</u>	3
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2024-2025 Phase One: Executive Summary for Schools

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-eighth 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 300 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 24 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, over the years, our entire school has focused on and off 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. In the last decade, SCAPA has been on Fayette County Public Schools' Long-Range Plan for expansion and the addition of a performing arts center. Unfortunately, other initiatives bump ahead of our building needs and our performance space does not appear to be a priority at the current time for the district.

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 58 vacancies exist. Open spots in the fifth, seventh, and eighth grades require that a student leave for a new student to enter although some new students have been added in the last couple of years at these grade levels. At least two additional

students are admitted in the sixth grade every year. Each area has specific qualifications, find those qualifications by going to SCAPA's webpage at <http://scapa.fcps.net> and clicking on the "Auditions" tab. 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 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 sixty definite vacancies.

School Population by Sub-Groups

The 2024-2025 breakdown of our 300 students shows that we struggle with ethnic and socio-economic diversity.

Sub-Categories of Students	Percentages of the Whole Population
White	68.00
African-American	10.00
Asian	12.33
Hispanic	4.67
Other	4.67
Male	28.33
Female	71.67
Free & Reduced	13.00

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 levels could send and have sent 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.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Parent Involvement

SCAPA's parent involvement is amazingly high. In fact, last school year, SCAPA was awarded the Prichard Committee's Family Friendly School designation. 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 and field trips. 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.

[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 Stakeholders

SCAPA has several stakeholder groups. Those groups consist of teachers, staff, parents, community members, and students. Members of each group are invited to participate in the improvement process or CSIP development.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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 reviewed our mission, vision, values, beliefs, and goals in a comprehensive way in 2016. At that time, we wrote two shorter versions of our mission statement, one for adults, and one for students. Those statements are:

Adults: Artademics – empowering students through artistic excellence, academic rigor and respect for diversity

Students:

S - Scholars

C - Citizens

A - Artists

P - Professionals

A - Always Reaching...

We are SCAPA!

Vision Statement: SCAPA is a K-12, revolutionary, arts-centered school reflecting the diversity of FCPS, preparing our students for an authentic future in the arts. By fostering an enriched citizenry through artistic and academic excellence, SCAPA exemplifies a collaborative resource in the community, serving ALL students gifted in the arts.

Annually, SCAPA reviews its mission, vision, values, beliefs, and goals at the start of the school year. Changes can be made at that time if stakeholders see the need.

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 school students attend their major class five times per week for 55 minutes each day. The middle school students also have an art minor, meeting three times per week, and an elective arts class meeting two times per week. These arts-specific classes enrich our students' daily educational experience and for many give them motivation to attend school. Of course, the standard academic classes are also offered: math, language arts (reading, English, writing, spelling), science, and social studies. At SCAPA, the arts are regularly integrated into the academic classes to ensure concept understanding and retention along with student engagement. Focused and intentional arts and academic instruction, coupled with arts-academic integration has fostered successful student learning for years. The University of California at Los Angeles (UCLA) backs up the benefits of arts education in its research. UCLA has documented students who participate in the arts for at least three hours on three days each week for a year will certainly reap the benefits academically. The study found that students engaged in the arts will be:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to a class office in school
- 4 times more likely to participate in a math and/or science fair
- 3 times more likely to win a school attendance award
- 4 times more likely to win an award for writing an essay or poem
- read for pleasure nearly twice as often as non-arts students

-
- perform community service more than four times as often as non-arts students.

These findings make studying some form of art very noteworthy and enticing. Students learn the discipline that comes with studying and perfecting an art and it carries over into the academic classrooms. At SCAPA, we expect our students to give their best in both their academic and arts classrooms, and 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
- 2011 Governor's Education Award in the Arts

Band

- 2024 Music in the Parks Festival Middle School Concert Band First Place Division 1A
- 2024 Music in the Parks Festival Middle/Junior High Concert Band Best Overall
- 2024 Band selected to play at the statewide KMEA Conference
- 2023 Foundation Mark of Excellence Commended National Winner
- 2022 State Winner in the Foundation for Music Education Mark of Excellence National Wind Band Honors Division
- 2020 Magna Cum Laude Award, sponsored by Women Band Directors International
- 2020 The National Wind Band Honors Mark of Excellence Award
- 2023 Music in the Parks Festival Middle School Concert Band First Place Division 1A
- 2023 Music in the Parks Festival Middle/Junior High Concert Band Best Overall
- 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
- 2018 Music in the Parks Festival Middle/Junior High Concert Band Best Overall
- 2017 Music in the Parks Festival Middle School Concert Band First Place Division 1A

- 2017 Music in the Parks Festival Middle/Junior High Concert Band Best Overall
- 2016 Music in the Parks Festival Middle School Concert Band First Place Division 1A
- 2016 Music in the Parks Festival Middle/Junior High Concert Band Best Overall
- 2016 Tri-State Honor Band (91% acceptance of those that auditioned)
- 2016-2017 District 7 Honor Band (93% acceptance of those that auditioned)
- 2015 Music in the Parks Festival Middle School Concert Band First Place Division 1A
- 2015 Music in the Parks Festival Middle/Junior High Concert Band Best Overall
- 2015 KMEA District 7 Honor Band (88% acceptance of those that auditioned)
- 2015 All County Honor Band (75% of the entire SCAPA Band was accepted)
- 2015 Tri-State Band (100% acceptance of those that auditioned)
- 2014 Music in the Parks Festival Middle School Concert Band First Place Division 1A
- 2014 Music in the Parks Festival Middle/Junior High Concert Band Best Overall
- 2014 KMEA Solo and Ensemble Festival (78.3% Distinguished Rating/ 21.7% Proficient)
- 2014 KMEA Middle School Concert Band Assessment (All Distinguished Plus ratings)
- 2014 KMEA District 7 Honor Band (83% acceptance of those that auditioned)
- 2013 Tri-State Honor Band (100% acceptance of those that auditioned)
- 2013 Class A Best Overall Band in the Music in the Parks Festival
- 2013 KMEA District 7 Honor Band (100% acceptance of those that auditioned)
- 2012 KMEA Large Ensemble Band Assessment (100% Distinguished Ratings)
- 2012 KMEA Statewide Convention's Featured Band
- 2012 Commended Winner in the Foundation for Music Education's Mark of Excellence National Wind Band Honor Competition
- 2012 International Magna Cum Laude Award (middle school concert bands of particular musical excellence)
- 2012 Tri-State Honor Band (100% acceptance of those that auditioned)

Strings

- 2024 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 2023 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 2020 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts)
- 2019 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano)
- 2019 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)
- 2015 KMEA Solo and Ensemble Festival (all proficient and distinguished ratings)
- 2014 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal, and literary arts)
- 2014 KMEA Solo & Ensemble Assessments (100% Proficient and Distinguished)
- 2014 KMEA Large Ensemble Strings Assessment (Distinguished Rating)
- 2013 Benefit Concert for Newtown Peace Park (collaborative effort involving visual art, dance, and strings)
- 2013 KMEA Solo & Ensemble Assessments (100% Proficient and Distinguished)
- 2012 KMEA 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

- 2024 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 2023 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 2022 SCAPA Choir Selected to Perform at Carnegie Hall
- 2024 KMEA Junior High Chorus (large representation of students)
- 2024 KMEA Children's Chorus (large representation of students)
- 2023 KMEA Junior High Chorus (large representation of students)
- 2023 KMEA Children's Chorus (large representation of students)
- 2022 KMEA Junior High Chorus (large representation of students)
- 2022 KMEA Children's Chorus (large representation of students)
- 2020 KMEA Junior High Chorus (large representation of students)
- 2020 KMEA Children's Chorus (large representation of students)
- 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)

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- 2017 KMEA Children’s Chorus (large representation of students)
 - 2016 KMEA Junior High Chorus (8 students)
 - 2016 KMEA Children’s Chorus (14 students)
 - 2020 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

- 2024 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 2023 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 2020 Annual Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, and literary arts)
- 2019 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

- 2024 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 2023 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 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
- 2020 Annual Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, literary arts, and piano)
- 2019 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

- 2024 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- 2023 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal music, and literary arts)
- Annually the students present original pieces at the Carnegie Center for Literacy or LuigARTS
- 2016-2017 The American Library of Poetry National Poetry Competition, Participation
- 2016-2017 Spoken Word/Slam Poetry Competition, Participation
- 2016-2017 Community Service: Students Teaching Poetry
- 2015-2016 KET Short Story Contest State Winner
- 2015 Three Silver Key Scholastic Writing Awards
- Annually the Students Write a 10,000-50,000 Word Novel in the Month of November (NanoWriMo) – yearly several of these novels are published
- Annually the Students Publish a Collaborative Poetry/Prose Anthology
- Student Work Regularly Published in the Student-Run SCAPA Literature and Art Magazine
- Students Regularly Participate in Public Poetry/Prose Readings in the Community
- Creative Non-Fiction Articles are Regularly Featured in Local Publications
- Writing is Published on the Web on a Regular Basis (Blogs, School Website, Online Publications)
- In Collaboration with the Visual Art Program, Students Write and Create Original Children's Books for Sale in the Community at Local Bookstores
- 2012 -2013 A Celebration of Poets (published works of 13 students)

KPREP/Kentucky Summative Assessment (KSA)

- 2024 Kentucky Summative Assessment (high performing middle and elementary school in the state of Kentucky – a blue distinction)
- 2023 Kentucky Summative Assessment (high performing middle and elementary school in the state of Kentucky – a blue distinction)
- 2022 Kentucky Summative Assessment (high performing middle and elementary school in the state of Kentucky – a blue distinction)
- 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 (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

Science

- 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)

Math

- 2022 Math Counts State Competition Team
- 2013 Math Counts Third Place in the Chapter-Level Contest
- 2013 Math Counts Seventh Place in the Statewide Competition
- 2012 Math Counts 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

Technology

- 2021 State Level Project Award Winner for Student Technology Leader Program (or STLP)

Leadership

- 2012 Nicholas Green Distinguished Student Award (statewide award and first Fayette County student recipient)

Physical Education/Health

- 2020 National Silver Level America's Healthiest School Award Winner
- 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

- 2024 Kentucky High School Speech League Junior State Speech Champion (27th consecutive state championship)
- 2023 Kentucky High School Speech League Junior State Speech Champion (26th consecutive state championship)
- 2022 Kentucky High School Speech League Junior State Speech Champion (25th consecutive state championship)
- 2021 Kentucky High School Speech League Junior State Speech Champion (24th consecutive state championship)
- 2020 Kentucky High School Speech League Junior State Speech Champion (23rd consecutive state championship)
- 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)
- 2024 Kentucky High School Speech League Junior Bluegrass Regional Champion (29th consecutive championship)
- 2023 Kentucky High School Speech League Junior Bluegrass Regional Champion (28th consecutive championship)
- 2022 Kentucky High School Speech League Junior Bluegrass Regional Champion (27th consecutive championship)
- 2021 Kentucky High School Speech League Junior Bluegrass Regional Champion (26th consecutive championship)
- 2020 Kentucky High School Speech League Junior Bluegrass Regional Champion (25th 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 State Speech Champion (18th 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 and our school leadership will continue to advocate to build a performing arts center for our production and visual art display needs. We also would like to expand our entire school to allow admittance for all the students who qualify to attend by being deemed gifted and talented in an arts area.

Additional Information

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

Additional Information

During the 2023-2024 school year, SCAPA was recognized by the Prichard Committee as a Family Friendly School. Several years ago, SCAPA started working on its family engagement in a concerted effort. It was at that time that 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	12

2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address 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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

SCAPA reviews, analyzes, and applies the state testing data and MAP data results to determine the priorities from this year's needs assessment. Typically for the state testing, the teachers are given individual score sheets of their previous year students as well as their current year students showing their student test performance data. The data is reviewed and analyzed in faculty meetings and during smaller Professional Learning Committees based on grade level content area (i.e. our arts team, elementary team, middle school 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 minimum and the grade level PLCs meet weekly to review student progress and make recommendation when changes need to be made. MTSS meeting minutes are recorded by the MTSS secretary.

Likewise, the PBIS meeting minutes are recorded by the committee's secretary.

Grade level and content area PLC meeting minutes are recorded by PLC leaders and secretaries. All minutes are shared with faculty members. The leadership

teams are broken into the following groups: 1.) the Arts Team (Team leaders: Alberta Labrillazo and Whitney Barker), 2.) Elementary Team (Team leader: Julie Moore), 3.) Middle School Team (Team leaders: Alice Barrette and Macy Reed). The SBDM Council looks at data and information at each monthly council meeting. The current council members are as follows: David Fromke, parent representative; Jeanene Jones, teacher representative; Alberta Labrillazo, teacher representative; Katelyn Mofield, teacher representative; Ian Norris, Parent Representative; Beth Randolph, principal.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

From SCAPA's last year's CSIP, we were able to implement several of our objectives, strategies and activities. For example, the following were accomplished last school year:

- All SCAPA teachers received professional development in successful differentiation and high-yield instructional strategies
- MTSS, PBIS, and SPS regularly reviewed data and made adjustments to ensure the best delivery of services
- The students used technology for Tier I, Tier II, and Tier III instruction to aid with differentiation
- Deficit skills were identified and concentrated on during Tier II and Tier III along with intervention classes
- Study and help sessions were offered before and after school at different times during the school year
- SCAPA teachers collaborated on a regular basis through MTSS, PBIS, and PLC times
- SCAPA's FACE-ATP met several times during the school year and offered programs for parent assistance and learning
- SCAPA implemented the elementary and middle school SEL curriculum
- SCAPA's Extended School Services (ESS) met for several weeks last year

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.

• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

SCAPA typically does well on its statewide testing each school year in all subject areas. The COVID-19 pandemic and the resulting closure of in-person learning did impact our students' achievement levels, despite their overall diligent work with virtual learning. Reading continues to be a strong area for SCAPA students as the data shows. Trends for the past years academically consist of the following:

ELEMENTARY

READING

- 2018-2019: 95.4% were proficient or distinguished
- 2019-2020: No test taken because of the pandemic
- 2020-2021: 79% of our elementary students were proficient or distinguished, with 45.7% scoring distinguished
- 2021-2022: 83% were proficient or distinguished, with 55% scoring distinguished
- 2022-2023: 84% were proficient or distinguished, with 55% scoring distinguished
- 2023-2024: 78% were proficient or distinguished, with 37% scoring distinguished

Although a significant drop was taken because of the pandemic, we are beginning to make up some of that lost learning. Last year, SCAPA increased its overall enrollment by 26 students and that seemed to impact our overall scores.

WRITING

- 2018-2019: 77.8% were proficient or distinguished
- 2019-2020: No test taken because of the pandemic
- 2020-2021: 74.5% were proficient or distinguished
- 2022-2023: 78% were proficient or distinguished
- 2023-2024: 68% were proficient or distinguished

MIDDLE

READING

- 2018-2019: 94.7% were proficient or distinguished
- 2019-2020: No test taken because of the pandemic
- 2020-2021: 82.6% were proficient or distinguished
- 2021-2022: 84% were proficient or distinguished
- 2022-2023: 82% were proficient or distinguished

-
- 2023-2024: 82% were proficient or distinguished, with 48% scoring distinguished

WRITING

- 2018-2019: 80.4% were proficient or distinguished
- 2019-2020: No test taken because of the pandemic
- 2020-2021: 92.6% were proficient or distinguished at the middle school level, an amazing jump of 12.2 percentage points even during the pandemic.
- 2022-2023: 95% were proficient or distinguished
- 2023-2024: 97% were proficient or distinguished

Another trend is that our behavior has consistently remained outstanding. Almost all of our students remain at 95% or above in the Employability Operating System for their daily employability skills.

Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

SCAPA did well on its 2019 K-PREP assessment in all subject areas. In 2020, the students did not take the K-PREP test because of the COVID-19 pandemic. In 2021, the K-PREP test was taken again and our school's results in general were not as strong as they characteristically had been. In 2022, we start to make up for some of that lost learning as our school scores reflect. During 2023, we made up a bit more of the lost learning, but we still have a ways to go before reaching our pre-pandemic achievement levels. The 2024 data analysis by subject areas is below:

Overall School (both elementary and middle school)

READING

- 80.54% were proficient or distinguished
 - 43.62% distinguished
 - 36.91% proficient
 - 14.77% apprentice
 - 4.70% novice

MATH

- 73.83% were proficient or distinguished
 - 32.89% distinguished
 - 40.94% proficient
 - 20.13% apprentice
 - 6.04% novice

SOCIAL STUDIES

- 70.49% were proficient or distinguished
 - 39.34 distinguished
 - 31.15% proficient
 - 18.03% apprentice
 - 11.48% novice

SCIENCE

- 63.79% were proficient or distinguished
 - 16.38% distinguished
 - 47.41% proficient
 - 35.34% apprentice
 - 0.86% novice

WRITING

Editing and Mechanics

- 79.51% were proficient or distinguished
 - 57.38% distinguished
 - 22.13% proficient
 - 18.85% apprentice
 - 1.64% novice

On Demand

- 82.79% were proficient or distinguished
 - 37.70% distinguished
 - 45.08% proficient
 - 13.93% apprentice
 - 3.28% novice

In addition to our academic achievement, our student attendance rate is excellent as well, along with our student behavior data. Our students want to be at school and they strive to succeed academically and artistically.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Areas of weakness are SCAPA's top priorities or areas of concern. Our school has small numbers of students in the various subgroups so much of the time our data is not disaggregated by the state to show all possible subgroups' performance within our school. We have disaggregated the data for our purposes and for the CSIP so that we can address all student needs. Our first priorities are math, social studies, and science at both the elementary and middle school levels. We have quite a number of students that didn't reach proficiency in each of these subject areas.

MATH

- Novice + Apprentice:
 - Elementary 32.48%
 - Middle School 22.10%

SOCIAL STUDIES

- Novice + Apprentice:
 - Elementary 32.20%
 - Middle School 26.98%

SCIENCE

- Novice + Apprentice:
 - Elementary 36.21%
 - Middle School 36.21%

SCAPA's goal is to make up losses suffered during the pandemic and get all students in our building to the proficient and/or distinguished level in all subject areas. One piece of good news surrounding all of these subject areas is that according to this data, SCAPA does grow its students from elementary school to middle school as you can easily see here, with the exception of science which remained the same.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

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. The discipline and rigor in the arts carries over into the students' academic studies, helping them achieve academically at high levels.

During the pandemic, the students didn't have performance opportunities they are accustomed to having and this deficit, along with the loss of in-person learning probably contributed to the academic slide experienced by our students. We believe performance opportunities give our students the understanding of what it takes to be prepared to make presentations at a high level. Without these chances to perform, they also lost some of that awareness of preparedness in relation to their academic studies as well. Despite the overall decline in scores, SCAPA still has many strengths. Some of those strengths include:

READING

Elementary

- 77.78% proficient and distinguished

WRITING

- 67.80% proficient and distinguished

Middle School

READING

- 82.32% proficient and distinguished

WRITING

- 96.83% proficient and distinguished

Even with a drop from pre-pandemic level scores, our students are still making progress in our building. Finally, four other critically important factors contribute to our academic success and strength. Our students attend school at a high rate. Our students were at school and they were highly engaged in their classes as seen through walkthrough data. Their behavior was excellent, and their parents were active and involved in our school. All of these components are critical contributors to our student success beyond good classroom instruction.

Last year, we won the attendance award for special programs several months of the school year.

We will continue to engage our students and work to teach them content and skills where they fell short. We will also continue to engage our parents so that they are our partners in their child’s learning. This partnership is so critical in helping students reach proficiency and beyond.

Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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 Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



SCAPA School Key Elements 2024

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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.

NOTE: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

The Key Core Work Processes that SCAPA will focus most on will be

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 5: Design, Align, and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 SCAPA School Key Elements 2024	A look at the Key Core Work Processes and how they are used and analyzed in SCAPA's teaching and learning.	• 7



2024-2025 Phase Two: School Assurances_10312024_15:43

2024-2025 Phase Two: School Assurances

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

Table of Contents

<u>2024-2025 Phase Two: School Assurances</u>	3
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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

● N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

● N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

● N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

● N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In 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

COMMENTS

24. In 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

COMMENTS

25. In 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

COMMENTS

26. In 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

COMMENTS

27. In 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

COMMENTS

28. In 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.

Yes

No

N/A

COMMENTS

29. In 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

COMMENTS

30. In 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

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional 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

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04182024_05:59

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

Scapa At Bluegrass
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Table of Contents

<u>2023-24 Phase Four: Professional Development Plan for Schools for School Year 202...</u>	3
---	---

2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

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.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1:

Professional Learning Communities (PLCs) - SCAPA started PLC work with Solution Tree during the 2022-2023 school year. As a singleton school, SCAPA struggled to implement the PLC process with fidelity before the Solution Tree professional development. Our work with Solution Tree has allowed us to move forward with PLCs in a more productive way. Our PLCs actually worked together and we need to continue to grow in this area. We have three distinct PLCs. Those PLCs are the Arts PLC, the Elementary PLC, and the middle school PLC.

Focus Area 2:

Unity, Belonging, and Student Efficacy (UBSE) - SCAPA's diversity population increased significantly during the 2023-2024 school year. To ensure that all students feel accepted and included, we will be working to make our minority populations feel welcome and a part of our school.

Additionally, SCAPA started its first Black Student Union (BSU) during the 2022-2023 school year. To help both our new students and current students feel completely accepted, we will be working with the FCPS UBSE office to train teachers in strategies to use with our students to assist with inclusiveness and belonging.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The top two identified focus areas directly relate to the district and school goals of Student Achievement and Diversity, Equity, Inclusion, and Belonging as highlighted below. The PLC work directly impacts student achievement in our building as we identify students needing more assistance or extensions through this work.

Additionally, the teacher training and strategies gained in the DEIB sessions will assist our teachers and students in feeling more welcome, included, and belonging to the SCAPA Family.

Strategic Plan Priority Areas are:

- Student Achievement
- Diversity, Equity, Inclusion and Belonging
- Highly Effective and Culturally Responsive Workforce
- Stakeholder Engagement and Outreach
- Organizational Health and Efficiency

SCAPA continuously works to improve reading, math, science, social studies, and combined writing scores by all students. Improving academic scores also helps reduce the achievement gap within any school.

The strategic plan priority areas are essential for SCAPA as we are always trying to improve student achievement in all subject areas, both academic and in the arts.

SCAPA's minority population increased during the 2023-2024 school year. This makes the strategic plan priority area of diversity, equity, inclusion, and belonging all the more important and relevant for our school.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Focus Area 1 Objectives: PLC using the PDSA Model

Short-Term Changes:

- Continue to strengthen our PLC process
- Improve our Tier II instruction
- Work more effectively with our students in all content areas to decrease deficits and accelerate learning

Long-Term Changes:

- Increase collaboration and sharing of good instructional practices within the PLC groups so that everyone feels more responsible for student learning and naturally connected

- Increase the number of students meeting proficiency and beyond in all content areas
- Decrease the number of students in our achievement gap in all subject areas
- Increase the number of students in the distinguished category in all subject areas

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Focus Area 1 Intended Results

Student Outcomes:

- Students will make gains both in growth and achievement on their MAP tests in reading and math.
- Students will make gains on their Kentucky Summative Assessment tests from one year to the next in all subject areas.
- Students will be successful in their academic and artistic coursework, making "A"s, "B"s, or "C"s.

Educator Beliefs:

- All students can and will be successful academically and artistically.
- All students will receive the kind of supports they need to be successful in all content areas.
- All students will be held to high standards in every class.
- All students will have access to grade level content or higher.

Educator Practices:

- Lessons will be adequately planned and executed to engage all students so that success is within reach for everyone.
- All content taught will be rigorous.
- Educators will design lessons using the standards as the starting point for lesson/unit development.
- Educators will utilize learning intentions and success criteria to help students understand learning expectations, monitor and self-assess their own learning.
- High-yield instructional strategies will be used to teach both academic and artistic content.
- Teachers will integrate the arts and academics as much as possible to capture students' strengths.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations,

etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

The data gathered will include:

- Common unit assessments (CUA)
- Unit assessments
- PLC prompts
- MAP tests
- KSA tests

Who is responsible for gathering data?

- Teachers
- Administrators
- Guidance Counselor

How frequently will it be analyzed?

- Common unit assessments will be administered and then analyzed according to the district timeline.
- Unit assessments will be analyzed when the assessment is completed, generally every four to six weeks.
- PLC prompts will be analyzed monthly.
- MAP test data will be analyzed three times per year and revisited when new data is collected.
- KSA test data will be analyzed once per year and revisited when new data is collected.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

Indicators of success include:

- Successful completion of common unit assessments
- Successful completion of unit assessments
- Proficient and distinguished scores on PLC prompts
- Showing growth on MAP test scores
- Reaching proficient or distinguished on the KSA

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The teachers are the focus area 1 target audience.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Focus Area 1 Resources

- [Learning by Doing: A Handbook for Professional Learning Communities at Work](#) by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, Mike Mattos
- [How to Develop PLCs for Singletons and Small Schools](#) by Aaron Hansen
- [The New Art and Science of Teaching Art and Music](#) by Mark Onuscheck, Robert J. Marzano, Jonathan Grice
- [The Big Book of Tools for Collaborative Teams in a PLC at Work](#) by William M. Ferriter

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

[SCAPA will continue to work on the PLC process using resources available to us from Fayette County Public Schools. We will be learning from district personnel in the Office of Teaching and Learning.](#)

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Focus area 2 objectives include:

- Unified school community of diverse cultures
- All students feeling a sense of belonging and inclusiveness at SCAPA
- An appreciation of diverse cultures by the students

Short-Term Changes:

- Differentiated instruction will best meet the needs of the students and be responsive to cultural differences
- Students will begin to form friendships across cultures

Long-Term Changes:

- A diverse group of students will make-up SCAPA's population
- Students will appreciate each other regardless of ethnicity
- Friendship groups will be diverse and accepting of cultural differences
- All students feel accepted and completely at home at SCAPA

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Focus Area 2 Intended Results

Student Outcomes:

- All students feel welcome and at home at SCAPA.
- All students have a sense of belonging, being included, and know they are appreciated for who they are and their unique gifts and talents.
- All students feel valued and comfortable to be who they are, no code switching.

Educator Beliefs:

- All students are equally respected and valued.
- All students are given equal opportunities.
- All students' needs are met through the equitable distribution of resources.

Educator Practices:

- Implementation of strategies promoting inclusiveness and belonging
- Implementation of the social and emotional learning curriculum with fidelity
- Pairing and partnering diverse groups of students for group and project work
- Inappropriate words and actions are promptly addressed and corrected using researched-based strategies and best practices

5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Focus Area 2 Monitoring

What data will be considered and gathered?

The data gathered will include:

- Social and emotional learning observations and anecdotal records
- PBIS/eOS data
- Peer student interaction observations

Who is responsible for gathering data?

- Teachers
- Administrators
- Paraeducators
- Guidance Counselor
- Social Worker
- Mental Health Specialist

How frequently will it be analyzed?

- Social and emotional learning observations and anecdotal records will be analyzed as needed
- DESSA will be monitored at least twice per year
- PBIS/eOS data will be analyzed monthly and quarterly
- Peer interactions will be analyzed daily as adults in the building guide student relationships and behavior

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

Focus Area 2 Indicators of Success (Please describe in detail.)

Indicators of success include:

- Behavior referrals decreasing
- Friendships formed between and among the various cultures in the building
- Low incidents of problems between cultures
- Students participating freely, willingly, and with confidence in both academic, artistic, co-curricular, and extra-curricular activities

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

Focus Area 2 Targeted Audience

All the teachers are the targeted audience for the professional learning.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Focus Area 2 Resources

- The Fayette County Unity, Belonging, and Student Efficacy Department
- Holding Change by Adrienne Maree Brown
- Teaching for Diversity: A Guide to Greater Understanding by Ricardo L. Garcia
- There's More to the Story: Using Literature to Teach Diversity and Social-Emotional Skills in the Elementary Classroom by Gwendolyn Cartledge, Amanda L. Yurick, Alana Oif Telesman

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

The Fayette County Public Schools' Office of Unity, Belonging, and Student Efficacy will be working with our staff during the 2024-2025 school year.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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