



# **Comprehensive School Improvement Plan**

**Chenoweth Elementary School**  
**Jefferson County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

## Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		2016-2017Chenoweth Equity Diagnostic

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Chenoweth School data from the equity diagnostic chart indicates 100% of students are taught by a highly qualified teacher. 100% of teachers have over four years of teaching experience in their field. 96.1% of teachers at Chenoweth possess an advanced degree of Master's degree or above. This data confirms students identified in the GAP groups are taught by experienced and highly qualified educators.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

One identified barrier to equitable access is providing students with teachers who possess advanced degrees. 69.1% of teachers at Chenoweth hold a Master's degree. 23.1% hold a Rank 1 in education and 3.8% of teachers hold a Specialist Degree.. Thus, 96.1% of teachers hold an advanced degree beyond a Bachelor's in education. Currently, the remainder of teachers are currently working towards an advanced degree and we are progressing towards the goal of 100% of teachers with a Master's degree or above.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		2016-2017 Chenoweth School Equity Goals



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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

### Goal 1:

By 2019 Chenoweth will increase the overall effectiveness rating of Teachers and Leaders to 92%

### Measurable Objective 1:

increase student growth by providing students with teachers who are identified as highly effective. by 06/01/2017 as measured by TPGES overall ratings.

### Strategy1:

TPGES Monitoring - Administration will conduct mini and full observations with effective feedback on teacher strategies for growth improvement.

Category: Continuous Improvement

Research Cited: Danielson Framework

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct frequent walk throughs in order to provide teachers with productive feedback and acknowledge effective practices.	Professional Learning	08/17/2016	01/01/2018	\$0 - No Funding Required	Principal Assistant Principal

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will provide effective feedback, according to the Danielson Framework through formal and informal observations.	Professional Learning	08/17/2016	01/01/2018	\$0 - No Funding Required	Principal Assistant Principal

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### Measurable Objective 2:

increase student growth by recruiting and retaining highly qualified teachers. by 06/01/2017 as measured by teacher retention and effectiveness ratings.

### Strategy1:

Teacher placement - Administrators will work with teachers to place them in the grade level or subject area in which their strengths are identified.

Category: Other - Teacher placement

Research Cited: Schools that work

Activity - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will work with the teacher interview committees and SBDM to recruit, interview, and retain highly qualified teachers who would be an asset to our school and needs.	Recruitment and Retention	08/01/2016	01/01/2018	\$0 - No Funding Required	Principal Teachers Assistant Principal SBDM

Activity - Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will continue to place teachers in areas in which their desires and strengths are evident.	Recruitment and Retention	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal

## **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

**Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

SBDM Teacher Members: Lauren Gant, Jamie Parrish, Chris McCoy, Lisa Cobble . SBDM Parent Members: Claire Sheehan and Jennifer Day.

Counselor-Darra Barber  
Family Resource Coordinator-Marynan Mudd  
Assistant Principal-Terry Dikes  
Goal Clarity Coach-Andrea Grisby

## Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

## Communications

Overall Rating: 3.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient



## Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

## Advocacy

Overall Rating: 3.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

## Learning Opportunities

Overall Rating: 3.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

## Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## **Reflection**

### **Reflect upon your responses to each of the Missing Piece objectives.**

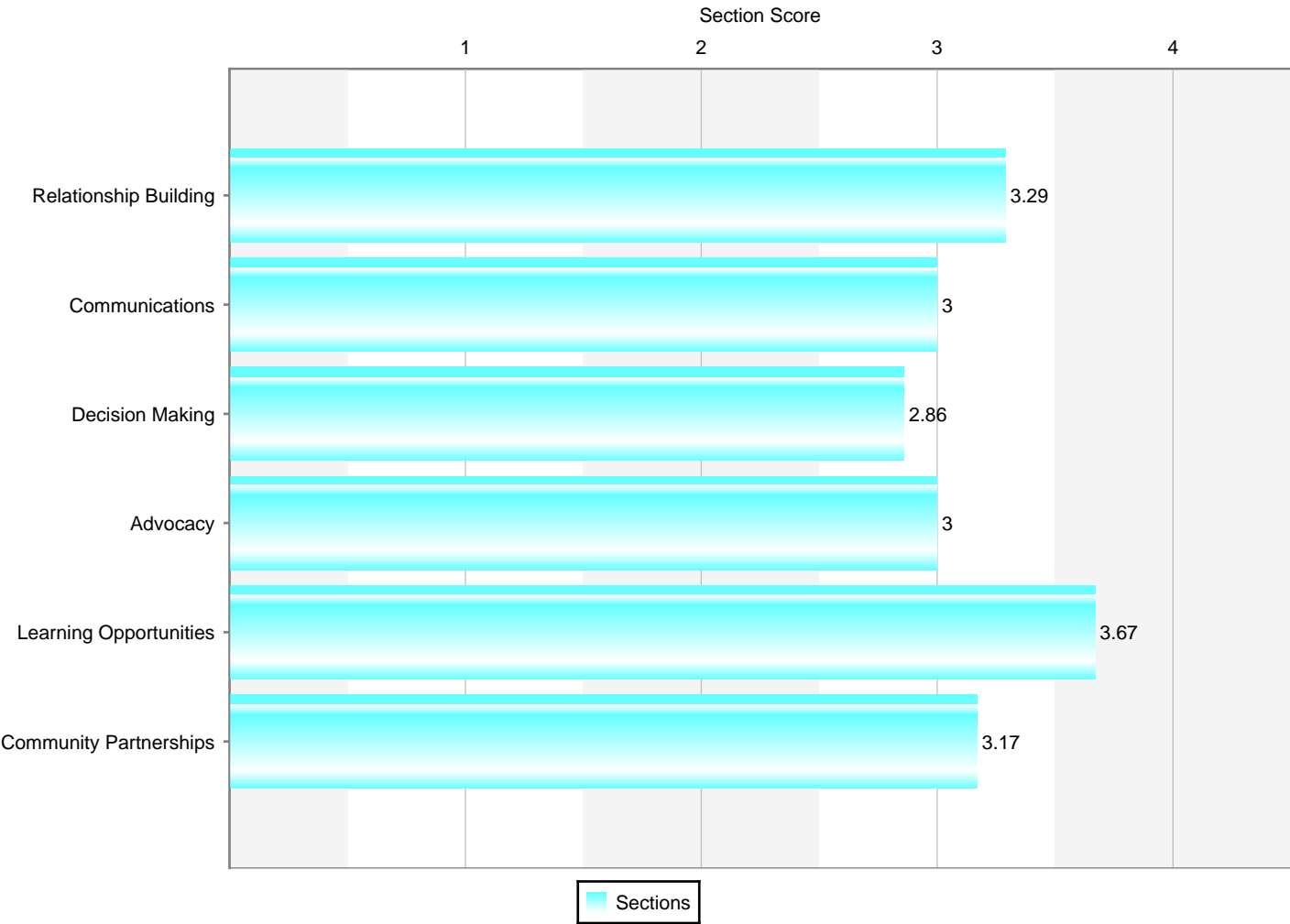
Overall our school encourages and welcomes parent and community involvement. Through the years the amount of time many families can volunteer at school has dwindled. Reasons could include the fact that many students are from single parent/guardian homes and that the family member is working outside the home. However, many parent volunteers and PTA members volunteer at school on a regular basis. Every One Reads community volunteers are utilized extensively through out the school.

Class and school newsletters are used to communicate. One Call Now is also utilized when necessary. Infinite Campus mailers have begun to be used and will be more prevalent as teachers and staff are trained in this model. The principal is initiating a monthly newsletter with pertinent school news and opportunities for parent involvement.

Community support of Chenoweth has been outstanding this year. A local church has donated money to allow for the creation of a Chrome Book Lab. Another organization donated funds to double the existing playground area. Community organizations are represented on the FRC Advisory Council. Several local businesses sponsor a PTA fund raiser aimed at creating additional resources at the school level.

Report Summary

Scores By Section



# **Improvement Plan Stakeholder Involvement**



**Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders were invited to participate in developing our school plan through a variety of ways. Surveys were provided by the district and the school surveyed parents granting input into the school and ideas concerning school improvement. A community meeting was held to discuss our goals and the activities that we proposed to improve our academic success, specifically for our GAP population.. Each month our SBDM and PTA meet. Our discussions include student progress on district assessment results. Meeting times were outside of the school day either in the afternoon or evening. An advisory council for our Family Resource Youth Services Center meets monthly at noon. An administrator attends all meetings and communicates questions or ideas.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

PTA reviewed KPREP scores, asked questions and made suggestions. For example, the night activities such as Literacy Night, took place due to the support of the PTA and community members. The SBDM receives training each year in school policies. These policies are updated and reviewed at a minimum of once a school year. Standing committees encourage parent participation as well. The committees are Budget Building and Grounds, Student Management and School Climate.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Drafts of the plan were presented at staff meeting, SBDM meeting, FRC Advisory Meeting. The plan is on the district and school's website.

## **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Data indicates Chenoweth Elementary is a Proficient School, according to the KDE School Report Card. Student outcome data validates the outstanding teaching and learning that occurs every day at Chenoweth. Increased performances in many academic areas were noted as the data was analyzed and compared to previous plans and KPREP. Perception data on the Comprehensive School Improvement Plan shows a high level of parent, student and staff satisfaction. This indicates our school was rated by the staff as a top place to teach and learn.

Chenoweth received the district Apple award for a high membership in PTA. Contributing factors to student performance data would be a high level of rigor and KCAS based instruction. Diagnostic and proficiency assessments were used to track proficiency on common core standards thus allowing teachers to plan with differentiated instruction. Needs were prioritized based on district and school data, as well as KPREP.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

The data indicate that Chenoweth performed solidly in Reading and Math. Social Studies, and Writing on Demand. Social Studies and Writing on Demand showed the largest gains for proficient and distinguished scores. The GAP populations showed the largest gains. Trend data over 3 years indicates that Reading and Math are somewhat stagnant in overall proficiency. Once again the school showed gains in all three sections of the elementary accountability model: Achievement, Growth and Gap. SBDM spends time dis-aggregating data over the course of several months. Staff members utilize time in team meetings, staff meetings, and professional development days and during team PLCs to review data and refer to that data as they are planning for the current year. We were able to look closely at four year trend data for the based on the new Unbridled Learning Accountability Model. While science was not part of the over all accountability model, our schools began focusing on the Next Generation Science Standards. The academic subject has always been a strength of our school and with our continued efforts and the utilization of the Science lab and Outdoor Classroom, this is expected to remain a strength.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

The most significant area noted for improvement in reducing novice scores in all subjects, as this is a new component of KPREP. The GAP scores did show progress from last year in reading, math, Social Studies, and Writing. However, we feel that this progress could be improved with specific targeted plans in place for those scoring novice. In previous plans we focused on specific strategies that proved to be successful. We will continue to monitor student performance based on teacher and district assessments and adjust small group interventions accordingly. Adjustments in personnel and schedules will allow for more time and flexibility to target students needing extra assistance. Students scoring Novice will receive additional interventions in the corresponding academic area. Their progress will be tracked at each grade level for progress. Plans will be adjusted based on student outcomes. Many students who qualify as GAP students, due to poverty, need additional support. An attendance committee will meet to review attendance on a weekly basis and contact parents via phone, email or home visits to improve attendance. Family Resource Coordinator will survey families and provide any additional non-cognitive support that is available.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Teachers will continue to meet in PLCs and analyze student work and progress towards proficiency. PLC teams will also analyze novice student performance at regular intervals. Instruction will be adapted to specific student needs. Chenoweth continues to be underfunded as compared to schools throughout the state and district. Every effort will continue through administration to advocate for additional funding so that the gap in the per pupil expenditure for additional funding closes.



## **2016-2017 Chenoweth CSIP**

# Overview

**Plan Name**

2016-2017 Chenoweth CSIP

**Plan Description**

16/17 Chenoweth CSIP

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Chenoweth Elementary will be at an overall proficiency score of 78.5 by 2019.	Objectives: 5 Strategies: 10 Activities: 29	Academic	\$420628
2	Increase the percentage of GAP students scoring proficient to 70.2% in combined reading and math by 2019.	Objectives: 7 Strategies: 10 Activities: 26	Academic	\$413200
3	Program Reviews in Writing, Arts and Humanities, K - 3, and Practical Living Vocational Studies will continue to meet or surpass proficiency as defined by the state rubric.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$60800
4	By May of 2017, students in the gap group will meet their 2016-2017 novice reduction delivery targets of 23.2% in reading.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$10000
5	By May of 2017, students in the gap group will meet their 2016-2017 novice reduction delivery target of 16% in mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$73000
6	By 2019 Chenoweth will increase the overall effectiveness rating of Teachers and Leaders to 92%	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$0

## Goal 1: All students at Chenoweth Elementary will be at an overall proficiency score of 78.5 by 2019.

Status	Progress Notes	Created On	Created By
N/A	Chenoweth met our AMO last year. Data indicates that it will happen again this year.	June 06, 2016	Laketa Clay
N/A	Chenoweth met our AMO last year. Data indicates that it will happen again this year.	June 11, 2015	Mrs. Penny C Deatrick

### Measurable Objective 1:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in English Language Arts by 06/02/2017 as measured by K PREP.

### Strategy 1:

Rigor - Teachers will provide rigorous and relevant literacy instruction through high quality literary and informational texts.

Category: Professional Learning & Support

Research Cited: Marzano, R. J. Pickering, D.J., & Pollock (2001). Classroom instruction that works: Research-based strategies for increasing student achievement.

ASCD: Alexandria, VA

Status	Progress Notes	Created On	Created By
N/A	PLC Agendas, minutes, lesson plans, PLC minutes, observations, and walkthroughs indicate rigorous literacy instruction.	June 06, 2016	Laketa Clay
N/A	PLC Agendas, minutes, lesson plans, observations, and walkthroughs indicate rigorous literacy instruction.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented. Minutes from PLC meeting and SBDM document key focus topic and reading standards discussion.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Balanced Literacy Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Teachers work in both grade level and vertical teams to align and design a balanced literacy instruction to meet rigorous K-5 KCAS standards for reading, writing, speaking and listening. Literacy instruction will occur for a minimum of 100 minutes daily and teachers will provide a 50/50 balance of literary and informational texts during the instructional time. This will result in students achieving proficiency benchmarks and higher KPREP scores in grades 3-5.	Professional Learning	08/08/2016	01/01/2018	\$0	No Funding Required	Principal, Asst. Principal, Goal Clarity Coach (GCC) and Team leaders
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Status	Progress Notes	Created On	Created By
Completed	Literacy lesson plans, PLC minutes, and PLC agendas show balanced literacy instruction.	June 06, 2016	Laketa Clay
Completed	Lesson plans indicate balanced literacy instruction in all levels.	June 11, 2015	Mrs. Penny C Deatrck
In Progress	Lesson plans reflect use of balanced literacy instruction.	June 16, 2014	Mrs. Penny C Deatrck
Completed		June 07, 2013	Mrs. Penny C Deatrck

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use district reading proficiency assessments, components of Marie Clay's Observational Survey, DRAs and/or BRIGANCE data to analyze specific data related to key focus topics and reading standards at all grade levels. Reteaching of specific content will be implemented and differentiated for students ensuring higher proficiency levels on grade level benchmarks, CASCADE and/or KPREP.	Professional Learning	08/10/2016	01/01/2018	\$40128	District Funding	Goal Clarity Coach, Principal, Assistant Principal, Team leaders, Certified Teachers, Reading Recovery Teacher

Status	Progress Notes	Created On	Created By
Completed	Diagnostic and proficiency data was analyzed after each assessment cycle. PLC time was utilized for deep analysis of progress towards standards. PLC minutes provide evidence for in-depth student data analysis.	June 06, 2016	Laketa Clay
Completed	Diagnostic and proficiency data was analyzed after each assessment cycle. PLC time was utilized for deep analysis of progress towards standards. PLC minutes provide evidence for data analysis.	June 11, 2015	Mrs. Penny C Deatrck
In Progress	After each formative assessment, diagnostic and proficiency assessment grade teams met and analyzed by standard student performance.	June 16, 2014	Mrs. Penny C Deatrck
Completed		June 07, 2013	Mrs. Penny C Deatrck

## Comprehensive School Improvement Plan

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Activity - PGES Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor teaching and learning by collaborating in grade level and vertical team meetings, conducting classroom walk through specifically observing PGES components, and conferencing with individual teachers.	Other	08/10/2016	01/01/2018	\$0	No Funding Required	Principal, Assistant Principal and Counselor

Status	Progress Notes	Created On	Created By
Completed	The administrative team conducted classroom observations, walkthroughs, and lesson plan reviews. In addition, the administrative team attended PLC meetings for progress monitoring purposes.	June 06, 2016	Laketa Clay
Completed	The administrative team conducted classroom observations, walkthroughs, and lesson plan reviews. In addition, the administrative team attended PLC meetings for progress monitoring purposes.	June 11, 2015	Mrs. Penny C Deatrick
In Progress	Principal and Asst. Principal completed classroom walk-throughs and lesson plan checks	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Strategy 2:

Stakeholder involvement - The school will promote proficient literacy performance by working with students, staff, parents and community members to ensure students demonstrate continuous improvement.

Category: Stakeholder Engagement

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

Status	Progress Notes	Created On	Created By
N/A	Stakeholders were involved through various avenues including: PTA functions, volunteer activities, family nights, and parent conferences. A local church was involved in assisting in purchasing much needed technology, improvement of grounds, and student assistance.	June 06, 2016	Laketa Clay
N/A	Continued efforts to engage community stakeholders are occurring. Local churches volunteered time to work on the outdoor classroom and freshen up the building.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented. Weekly attendance meetings were held and follow-up action was taken. SBDM monitored positive action center activity.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Library Media Center Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the library media center to its full extent by checking out books on a flexible schedule. This will encourage reading of complex texts at all levels and allow for daily check out by various students.	Other	08/10/2016	01/01/2018	\$10500	General Fund	Library Media Specialist

**Comprehensive School Improvement Plan**

Chenoweth Elementary School

Status	Progress Notes	Created On	Created By
Completed	The library/media center was utilized for literacy instruction, technology usage, and clubs. The SBDM approved an additional .5 clerk to allow for open check out.	June 06, 2016	Laketa Clay
Completed	Again this year the SBDM approved additional support for the library media center to allow for a full time	June 11, 2015	Mrs. Penny C Deatrick
Completed	Library media center was utilized by students, staff and parents for book checkout, research and interventions.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Academic Supports for Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chenoweth will host school events in which students and families explore and learn literacy and/or math strategies to increase parent knowledge on improving student interest and enthusiasm for all content areas. Kindergarten Camp is designed to provide parents with information on K readiness skills and grade level benchmarks. Other family events throughout the year will provide parents the opportunity to learn with their child as well as receive information on strategies to support learning at home.	Community Engagement	12/01/2016	01/01/2018	\$500	State Funds	Family Resource Center Coordinator, Library Media Specialist and a committee of teachers.

Status	Progress Notes	Created On	Created By
Completed	A literacy night across the content areas was provided for families and students in the spring.	June 06, 2016	Laketa Clay
Completed	Family literacy night was held with almost 300 people in attendance. Students were given books to take home.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Over 200 people attended Chenoweth's "I love to read" night	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Chenoweth families and community members will be updated on school and classroom news through print, electronic media, school web site, Infinite Campus Mailers, One Call Now and monthly PTA Newsletter.	Community Engagement	08/01/2016	01/01/2018	\$500	General Fund	classroom teachers, PTA newsletter chair, FRYSC, School Secretary, Assistant Principal and Principal
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Status	Progress Notes	Created On	Created By
Completed	Teachers send home a weekly newsletter. In addition, the principal sent home several written communications. The IC mailer system was also utilized.	June 06, 2016	Laketa Clay
Completed	Chenoweth sends home a monthly hard copy newsletter as well as an electronic version. We also have added a Twitter Account as well as one call now.	June 11, 2015	Mrs. Penny C Deatruck
Completed		June 07, 2013	Mrs. Penny C Deatruck

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center Coordinator will work with attendance clerk, counselor and district attendance personnel to ensure all students are present at school unless of emergency or illness. A personal contact will be made to verify student absences and encourage regular attendance.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	Family Resource Center Coordinator, Counselor and Attendance Clerk

Status	Progress Notes	Created On	Created By
Completed	The Attendance committee met every month. Attempts were made to ensure students were at school and ready to learn. The school counselor, attendance clerk, FRC coordinator, principal, and assistant principal participated in these efforts.	June 06, 2016	Laketa Clay
Completed	Attendance committee continues to meet weekly. Two families were prosecuted for the poor attendance of their children. Family Resource, Counselor and Records Clerk work on this.	June 11, 2015	Mrs. Penny C Deatruck
In Progress	Attendance committee met biweekly to review attendance and worked closely with district personnel to target students with poor attendance.	June 16, 2014	Mrs. Penny C Deatruck
Completed		June 07, 2013	Mrs. Penny C Deatruck



## Comprehensive School Improvement Plan

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Activity - SBDM Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM will monitor and analyze literacy and math data for grades K-5 to ensure continual progress of students achieving proficiency goals. Behavioral data provided by the Positive Action Center Coordinator will also be analyzed to determine if specific patterns of behavior could be impeding growth in literacy/math proficiency data.	Behavioral Support Program	08/10/2016	01/01/2018	\$20000	District Funding	Positive Action Center Coordinator

Status	Progress Notes	Created On	Created By
Completed	SBDM agenda and minutes indicate the consistent data review completed by SBDM.	June 11, 2015	Mrs. Penny C Deatrick
Completed	At each SBDM mtg, current data was analyzed and plans for improving instruction were shared.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 2:

68% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in Mathematics by 06/01/2017 as measured by K PREP.

### Strategy 1:

Rigor - Grade level teams of teachers will design, plan and implement high leveled, rigorous instructional based on KCAS math standards-common core.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May 2004). What is a "professional learning community", Educational Leadership.

Status	Progress Notes	Created On	Created By
N/A	The school hosted a state/national PD which concentrated on rigor and instruction. PLC minutes indicate rigor was a focus on planning and discussion. Lesson plans indicate a high level of rigor for 3-5th grade.	June 06, 2016	Laketa Clay
N/A	The delivery of rigorous content was a focus of planning this year.	June 11, 2015	Mrs. Penny C Deatrick
N/A	The subject of rigor was discussed throughout the school year. Teachers observed rigorous lessons both in our school and at other schools.	June 16, 2014	Mrs. Penny C Deatrick
N/A	Implemented- PLC minutes indicate adjustments in instructional pacing and delivery of content, allowing differentiated instruction.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Teachers will meet in PLC groups to plan and reflect on instruction (pacing, depth, instructional resources, product, process and delivery of content), analyze data, and develop formative/summative assessments. Needs address replacing or adjusting instruction to ensure appropriate level of challenge and improvement. According to TELLKY Survey, vertical teaming and specific professional development opportunities will be provided to support instructional needs of the teachers and to explore the availability of resources.	Professional Learning	08/10/2016	01/01/2018	\$0	No Funding Required	Goal Clarity Coach, Principal, Asst. Principal and Counselor
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Status	Progress Notes	Created On	Created By
Completed	PLC meetings were moved to a bi-weekly rotation to foster a more frequent analysis of student performance and data.	June 06, 2016	Laketa Clay
Completed	Teachers, GCC, and administration met regularly in PLCs. Tri-weekly meetings were attended with a focus on data analysis, planning for instructional needs, and intentional delivery of standards.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Teachers and instructional support staff participated in regularly scheduled PLCs.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide differentiated instruction to include independent study, tiered assignments, flexible skills grouping, essential fluency standards and extension of content based on student needs assessment. This differentiation should address students who are in need of interventions as well as students who are in need of enrichment opportunities.	Direct Instruction	08/10/2016	01/01/2018	\$0	No Funding Required	Principal, Assistant Principal, Goal Clarity Coach and Team leaders

Status	Progress Notes	Created On	Created By
Completed	Lesson plans indicate instruction is differentiated to incorporate varied learning styles.	June 06, 2016	Laketa Clay
Completed	Student interventions and extensions were conducted on a daily basis. Time was allotted in the master schedule to include an extra block for differentiation by student need.	June 06, 2016	Laketa Clay
Completed	Student interventions and extensions were conducted on a daily basis. Time was allotted in the master schedule to include an extra block for differentiation by student need.	June 06, 2016	Laketa Clay
Completed	Student interventions and extensions were conducted on a daily basis. Time was allotted in the master schedule to include an extra block for differentiation by student need.	June 06, 2016	Laketa Clay
Completed	Student interventions and extensions were conducted on a daily basis. Time was allotted in the master schedule to include an extra block for differentiation by student need.	June 06, 2016	Laketa Clay
Completed	Plans for differentiated instruction were implemented. Students were provided with the necessary interventions and enrichments to meet their needs.	June 11, 2015	Mrs. Penny C Deatrick

## Comprehensive School Improvement Plan

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Completed		June 07, 2013	Mrs. Penny C Deatrck
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### Strategy 2:

Assessment Analysis - District proficiency and diagnostic assessments will be administered to students and recorded on CASCADE. Using Dashboard, teachers will analyze student results and make instructional decisions based on the data reviewed. Deep Implementation Planning process will be utilized and documented.

Category: Continuous Improvement

Research Cited: Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right-Using it well. ETS: Portland, OR

Status	Progress Notes	Created On	Created By
N/A	Teacher created formative assessments in addition to using district assessments. These were analyzed in PLC. The results were used to inform next steps in instruction.	June 06, 2016	Laketa Clay
N/A	Teachers continued to administer formative assessments and use results to inform instruction.	June 11, 2015	Mrs. Penny C Deatrck
N/A	Implemented-SMART Goals established and key standards identified for math. PLC minutes indicate assessment analysis for standards and student proficiency through Deep Implementation Planning Process.	June 07, 2013	Mrs. Penny C Deatrck

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Goal Clarity Coach will collaborate with teachers in grade level PLC meetings to analyze assessment data (BRIGANCE, grade level benchmarks, district proficiency assessments). Instructional plans, resources, and specific strategies will be designed based on findings to support and increase student achievement.	Professional Learning	08/10/2016	01/01/2018	\$61900	District Funding	Goal Clarity Coach

Status	Progress Notes	Created On	Created By
Completed	All teachers participated in PLCs.	June 11, 2015	Mrs. Penny C Deatrck
Completed	Teachers and instructional support personnel participated in all scheduled PLC mtgs throughout the year.	June 16, 2014	Mrs. Penny C Deatrck
Completed		June 07, 2013	Mrs. Penny C Deatrck

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Goals will be developed based on key standards and teacher work with Goal Clarity Coach to design formative assessments administered between the diagnostic and proficiency district assessments.	Professional Learning	08/10/2016	01/01/2018	\$60800	Other	Goal Clarity Coach

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Status	Progress Notes	Created On	Created By
Completed	Teachers created SMART Goals and tracked progress at six week intervals.	June 06, 2016	Laketa Clay
Completed	At each PLC meeting, after analysis of data, student goals were set	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 3:

80% of Fourth grade students will demonstrate a proficiency in next generation science standards in Science by 06/01/2017 as measured by Cascade.

Status	Progress Notes	Created On	Created By
N/A	CASCADE reports indicate student achievement is moving towards this objective.	June 11, 2015	Mrs. Penny C Deatrick

### Strategy 1:

Intentional Instruction - Teachers will provide lessons for intentional instruction in NGSS.

Category: Professional Learning & Support

Research Cited: Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). The skillful teacher: Buidling your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Status	Progress Notes	Created On	Created By
N/A	District assessment data indicates progress towards this goal is moving forward.	June 06, 2016	Laketa Clay
N/A	Implemented-Fourth Grade participation in ECHO, analysis of CASCADE, and PLC minutes document planning among science lab teacher and classroom teachers.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Science Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full time science lab teacher will be utilized to provide additional enrichment in core content science instruction. The science lab and outdoor classroom will be used to enhance student learning. The lab teacher will collaborate with classroom teachers and the Goal Clarity Coach to design lessons which compliment regular classroom instruction. The science lab position will be funded partially through district itinerant funds and aid in increasing student proficiency in science, math and literacy.	Academic Support Program	08/10/2016	01/01/2018	\$60800	General Fund	Science Lab teacher Goal Clarity Coach Assistant Principal Principal

**Comprehensive School Improvement Plan**

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Status	Progress Notes	Created On	Created By
Completed	The classroom teachers and GCC collaborate with the science lab teacher to plan lessons.	June 06, 2016	Laketa Clay
Completed		June 11, 2015	Mrs. Penny C Deatruck
Completed	The science lab teacher met with the Goal Clarity Coach and science teachers to plan a comprehensive and balanced approach to the content.	June 11, 2015	Mrs. Penny C Deatruck
Completed	Teachers throughout the building worked with the staff developer and the science lab teacher to ensure content coverage in science.	June 16, 2014	Mrs. Penny C Deatruck
Completed		June 07, 2013	Mrs. Penny C Deatruck

Activity - ECHO Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade students will participate in the University of Louisville and JCPS ECHO program which provides hands-on activities, guest speakers and field trips to enrich science core content.	Field Trip	08/10/2016	01/01/2018	\$1000	Other	Fourth grade teachers

Status	Progress Notes	Created On	Created By
Completed	Chenoweth participated in the ECHO program.	June 06, 2016	Laketa Clay
Completed		June 11, 2015	Mrs. Penny C Deatruck
Completed		June 16, 2014	Mrs. Penny C Deatruck
Completed		June 07, 2013	Mrs. Penny C Deatruck

Activity - Integrating Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate technology into instruction through the use of computer notebooks, internet, Chrome books and other science resources. Teachers will continue to engage students through the use of Smart Board applications with an emphasis on cross-curricular (literacy) content. Walk throughs by administrative team will verify use of technology in classrooms resulting in higher student proficiency.	Technology	08/10/2016	01/01/2018	\$10000	Other	STEAM Lab Teacher Science Lab Teacher Classroom Teacher

Status	Progress Notes	Created On	Created By
Completed	Each room is equipped with SMART technology, document cameras, and other technologies which enhance student learning experiences. A STEAM lab was added by SBDM.	June 06, 2016	Laketa Clay

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Completed	Each teacher incorporated technology into science instruction. Lesson plans, walk throughs, and observations provided evidence on intentional usage.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Extension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment programs will be utilized to support extending the NGSS content. Fourth Grade science projects, incorporated Science night, Environmental Club, Vex Robotics Club, and other STEAM related clubs will be initiated to promote student engagement.	Extra Curricular	08/10/2016	01/01/2018	\$1000	General Fund	Principal Assistant Principal STEAM Lab teacher Science Lab teacher Classroom teachers GCC

### Strategy 2:

Monitoring - District proficiency assessments will be administered to students and recorded on CASCADE/Dashboard.

Category: Continuous Improvement

Research Cited: Chappuis, J. (2009). Seven strategies of assessment for learning. ETS: Portland, OR

Status	Progress Notes	Created On	Created By
N/A	The administrative team attended PLCs, conducted walk throughs and observations weekly. Assessment progress was monitored in PLC meetings and by individual teachers.	June 06, 2016	Laketa Clay
N/A	Implemented-PLC minutes document proficiency assessment analysis and collaboration with science lab teacher.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Analyze Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze assessment results (SPA), identify students not reaching proficiency in Science Content, reteach concepts and ensure students reach proficiency in science as measured by CASCADE.	Professional Learning	08/10/2016	01/01/2018	\$0	No Funding Required	Team Leaders, Principal Assistant Principal Goal Clarity Coach

## Comprehensive School Improvement Plan

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Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Laketa Clay
Completed	Teacher teams spent time after each assessment analyzing student work.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Reteaching or Extending	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science lab teacher and STEAM will plan with Goal Clarity Coach and classroom teacher for reteaching of content as well as extensions for those meeting standard.	Academic Support Program	08/10/2016	01/01/2018	\$60800	General Fund	Science Lab teacher Goal Clarity Coach STEAM Lab

Status	Progress Notes	Created On	Created By
Completed	Student progress was monitored. Instruction was adjusted by student needs. Extensions occurred within the classrooms or in the STEAM or Science lab.	June 06, 2016	Laketa Clay
Completed	STudent performance was tracked and interventions and extensions were put in place.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Students were provided the opportunity to participate in clubs such as the Environmental Club to provide enrichment in the area of science.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 4:

84% of Fifth grade students will demonstrate a proficiency in core content in Social Studies by 06/01/2017 as measured by K PREP.

### Strategy 1:

Core Content Instruction - Grade level teachers will design and implement thoroughly relevant instruction on social studies standards according to the current core content.

Category: Continuous Improvement

Research Cited: Saphier, J., Haley-Speca, M.A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Status	Progress Notes	Created On	Created By
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## Comprehensive School Improvement Plan

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N/A	Lesson plans, PLC minutes and agendas, and student performance in assessments indicate core content instruction was utilized.	June 06, 2016	Laketa Clay
N/A	Core Content instruction was implemented daily in classrooms. Indepth teaching of content was enriched by engaging hands-on activities which enhanced students understanding and academic performance.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Grade level teams met regularly for Social Studies planning. Citizenship was modeled through CARE for Kids activities.School wide activities were held allowing for cross-curricular connections.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Team Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet regularly to plan effective social studies core content instruction using current text and rich, complex informational readings. Use of informational text will support both literacy and Social Studies resulting in increased student proficiency on CASCADE and KPREP.	Professional Learning	08/10/2016	01/01/2018	\$1000	District Funding	Grade level team Leaders

Status	Progress Notes	Created On	Created By
Completed	Grade level teams met during planning time, PLC, and at PD to collaborate.	June 06, 2016	Laketa Clay
Completed	Teachers planned together to cover the social studies content. They also would co-teach to assist students with concepts.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various effective instructional strategies to enhance student learning such as; group projects, inquiry based lessons, KY History Day, flexible grouping, integrated technology and cross curricular connections.	Technology	08/10/2016	01/01/2018	\$4000	Other	Classroom Teacher GCC School Technology Coordinator

Status	Progress Notes	Created On	Created By
Completed	Lesson plans and observations reflect differentiated instructional strategies which increased student knowledge and achievement.	June 06, 2016	Laketa Clay
Completed	Teachers provided successful instructional strategies. Data analysis indicates students met or exceeded progress goals.	June 11, 2015	Mrs. Penny C Deatrick



**Comprehensive School Improvement Plan**

Chenoweth Elementary School

Completed		June 07, 2013	Mrs. Penny C Deatrick
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Activity - Care for Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Care for Kids components into daily learning to promote citizenship and see first hand the benefits of working within a classroom community.	Other	08/10/2016	01/01/2018	\$0	No Funding Required	Counselor Classroom eachers

Status	Progress Notes	Created On	Created By
Completed	Each teacher conducted Care For Kids activities though the se of buddy classes and opening and closing class meetings.	June 06, 2016	Laketa Clay
Completed		June 11, 2015	Mrs. Penny C Deatrick
In Progress	Staff continues to participate in the Care for Kids philosophy. Each day begins with morning meetings and social connections that address diversity and culture.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Bilingual Associate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A bilingual instructor provided through district add-on budget will continue providing foreign language instruction as well as instruction on the culture of other countries. Students will demonstrate their understanding through Social Studies Proficiency Assessments, KPREP and Projects.	Academic Support Program	08/10/2016	01/01/2018	\$12900	District Funding	Principal Assistant Principal Bilingual Instructor III

Status	Progress Notes	Created On	Created By
Completed	Bilingual instruction was conducted one a week. The instructor incorporated cultural activities in the instruction.	June 06, 2016	Laketa Clay
Completed	Students continue to receive bilingual instruction for Spanish each week for 30 minutes.	June 11, 2015	Mrs. Penny C Deatrick
In Progress	Students received instruction in Spanish weekly for 30 minutes.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

**Strategy 2:**

Data Analysis - Teachers and administrators will use district Social Studies Proficiency Assessments to analyze student performance on key focus topics.

Category: Continuous Improvement

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Research Cited: Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right-Using it well. ETS: Portland, OR

Status	Progress Notes	Created On	Created By
N/A	Data was analyzed in the PLC setting.	June 06, 2016	Laketa Clay
N/A	Social Studies data was collected and analyzed after each proficiency assessment.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Social Studies proficiency assessments were analyzed and resources were identified to assist students and teachers.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Trend Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student performance. Trends will be identified. Focus and enrichment groups will be determined.	Professional Learning	08/10/2016	01/01/2018	\$65800	District Funding	5th grade teachers, Goal Clarity Coach, Asst. Principal, Principal

Status	Progress Notes	Created On	Created By
Completed	Trend analysis was conducted by teachers and administrators. Trends in data indicate increasing performance in this are.	June 06, 2016	Laketa Clay
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various instructional resources to reteach material not mastered and enrichment for students who gain proficiency. For example: History Alive, Literature Books and Scholastic News Magazine	Academic Support Program	08/10/2016	01/01/2018	\$3000	District Funding	5th grade teachers, Principal, Textbook Committee, Asst. Principal

Status	Progress Notes	Created On	Created By
Completed	The instructional resources included literacy based readings, groups projects, team learning, research, and performance based activities.	June 06, 2016	Laketa Clay

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Completed	Continued purchasing of technology and materials to support the Social Studies curriculum.	June 11, 2015	Mrs. Penny C Deatrick
In Progress	Chenoweth will continue to provide additional resources through people and technology to support student learning.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 5:

61% of Fourth and Fifth grade students will demonstrate a proficiency in on demand writing and language mechanics in English Language Arts by 06/01/2017 as measured by KPREP.

### Strategy 1:

School Wide Writing Plan - An adhoc committee will update and revise our school wide writing plan, update our writing policy and work with program review completion.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education

<http://www.kde.state.ky.us/KDE/>

Status	Progress Notes	Created On	Created By
N/A	A new school wide writing plan was presented and adopted by SBDM,	June 06, 2016	Laketa Clay
N/A	A new committee was formed to rewrite the school writing plan. It is in revision.	June 11, 2015	Mrs. Penny C Deatrick
N/A	The writing plan was reviewed and updated.	June 16, 2014	Mrs. Penny C Deatrick
N/A	In progress- Program Review completed in areas identified for improvement.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Review/Revise writing plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of administrators and teachers from various levels will be formed to complete program review in writing and language mechanics.	Professional Learning	06/15/2015	01/01/2017	\$0	No Funding Required	Terry Dikes Dora Esakov Meghan Dykes Becky Daily

Status	Progress Notes	Created On	Created By
Completed	The plan has been revised and adopted.	June 06, 2016	Laketa Clay
In Progress	The writing committee has met to begin revision on a new school wide writing plan.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Representatives from all levels worked to review and revise the writing plan.	June 16, 2014	Mrs. Penny C Deatrick
In Progress		June 07, 2013	Mrs. Penny C Deatrick

## Comprehensive School Improvement Plan

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Activity - Evidence Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review committees will continue to document evidence of a successful writing program at Chenoweth. This committee will also work with practical living career studies and arts and humanities as those committees meet and document the activities and strategies occurring at Chenoweth daily.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	PE/Practical Living Teacher Arts and Humanities Teacher Team Leaders Goal Clarity Teacher Writing Committee Primary Team Leaders

Status	Progress Notes	Created On	Created By
Completed	PLC groups met to analyze student writing and redesign instruction.	June 06, 2016	Laketa Clay
Completed	Teachers collected writing samples which were analyzed for strengths and next steps. School trends were identified and plans made to address our future needs.	June 11, 2015	Mrs. Penny C Deatrck
Completed	Teachers provided samples of student on-demand writing and the samples were analyzed with strengths and areas of growth addressed. This allowed us to look at our writing program on a total school level.	June 16, 2014	Mrs. Penny C Deatrck
Completed		June 07, 2013	Mrs. Penny C Deatrck

Activity - Essential Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher representatives from each level along with the writing committee will identify essential skills and concepts which will align vertically and horizontally.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	Team Leaders

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Laketa Clay
In Progress	The writing committee is in the process vertically aligning the essential skills necessary to be proficient writer. They are currently meeting and breaking these into grade level specifics by standard and skills.	June 11, 2015	Mrs. Penny C Deatrck

## Comprehensive School Improvement Plan

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Completed		June 07, 2013	Mrs. Penny C Deatrick
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### Strategy 2:

On Demand Monitoring - Student performance will be formally monitored using an on demand prompt three two throughout the year.

Category: Integrated Methods for Learning

Research Cited: Cjappuis, J. (2009). Seven strategies of assessment for learning. ETS: Portland, OR

Status	Progress Notes	Created On	Created By
N/A	On demand student writing was analyzed and monitored in PLC.	June 06, 2016	Laketa Clay
N/A	Principal, Asst. Prin and Goal Clarity Coach worked with grade level teachers to ensure consistency.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Samples of student writing were collected and analyzed throughout the year.	June 16, 2014	Mrs. Penny C Deatrick
N/A	Implemented-PLC meeting minutes document focus on on demand writing across grade levels.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Instructional Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Goal Clarity Coach and teacher leaders will model and provide feedback to teachers at various grade levels to begin assessing student needs across the building.	Academic Support Program	08/10/2016	01/01/2018	\$5000	General Fund	Teacher Leaders Goal Clarity Coach

Status	Progress Notes	Created On	Created By
Completed	Sample writing exemplars were provided by a writing consultant and teachers analyzed them to better understand the expectations for writing on demand.	June 06, 2016	Laketa Clay
In Progress	Sample writing exemplars were provided by a writing consultant and teachers analyzed them to better understand the expectations for writing on demand.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Strong examples of student work were examined and shared.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Several PLC meetings will be devoted to writing on demand. Student work will be analyzed to identify school wide trends by total school and by grade level. Classroom specific needs will be determined and lessons will be planned to address these needs. Students not meeting established benchmarks will participate in additional instruction and then show improvement as documented by RTI data.	Professional Learning	08/10/2016	01/01/2018	\$1000	General Fund	Goal Clarity Coach RTA Teacher
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Status	Progress Notes	Created On	Created By
Completed	Data analyzed indicates student performance will increase on the KPREP.	June 06, 2016	Laketa Clay
In Progress	We continue to review student work.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 12, 2013	Mrs. Penny C Deatrick

## Goal 2: Increase the percentage of GAP students scoring proficient to 70.2% in combined reading and math by 2019.

Status	Progress Notes	Created On	Created By
N/A	KPREP data and district assessments indicate GAP students are performing at higher levels.	June 06, 2016	Laketa Clay
N/A	Students continue to show gains towards the target.	June 11, 2015	Mrs. Penny C Deatrick
N/A	KPREP data indicates that GAP students show improvement in reading and math.	June 16, 2014	Mrs. Penny C Deatrick

### Measurable Objective 1:

59% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards in English Language Arts by 06/01/2017 as measured by K PREP.

## Comprehensive School Improvement Plan

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Status	Progress Notes	Created On	Created By
Not Met	District assessment data indicates students are making progress towards this goal.	June 06, 2016	Laketa Clay
Not Met	Proficiency reports indicate students progressed towards goal.	June 11, 2015	Mrs. Penny C Deatrck
Not Met	Even though we had growth we met our reading goal but not our math goal.	June 11, 2015	Mrs. Penny C Deatrck

### Strategy 1:

Rigor - Grade level teachers, ECE teachers, Goal Clarity Coach, and administrative team will meet in bi-weekly PLCs to plan effective instruction of English Language Arts Common Core curriculum for GAP students.

Category: Continuous Improvement

Research Cited: Dufour, R. (May 2004). What is a "professional learning community" Educational Leadership

Status	Progress Notes	Created On	Created By
N/A	PLC minutes show planned and rigorous activities are utilized.	June 06, 2016	Laketa Clay
N/A	Teachers examined their plans to include opportunities for all students to have rigorous instruction. Students not mastering a certain skill were still provided with high level instruction. They received additional support in the classroom.	June 16, 2014	Mrs. Penny C Deatrck
N/A	Implemented-Additional personnel hired to work with GAP students. ESS utilized and progress monitored. Reading Recovery teacher hired to work with identified students.	June 07, 2013	Mrs. Penny C Deatrck

Activity - Additional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire additional personnel to work with identified GAP students in reading resulting in higher student proficiency as measured by CASCADE growth and KPREP.	Academic Support Program	08/10/2016	01/01/2018	\$11500	General Fund	Principal and SBDM

Status	Progress Notes	Created On	Created By
Completed	Students are given extra support in literacy by certified teachers in the classroom. In addition, extra time is provided interventions daily.	June 06, 2016	Laketa Clay
Not Completed	We did not utilize funds to purchase a teacher due to the district providing additional support.	June 11, 2015	Mrs. Penny C Deatrck
Completed	Additional personnel were purchased to work with GAP students.	June 16, 2014	Mrs. Penny C Deatrck
Completed		June 07, 2013	Mrs. Penny C Deatrck

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Chenoweth Elementary School

PLC members will identify students not meeting particular standards. Staff will plan appropriate lessons targeting those standards not mastered including interventions and reteaching with differentiated instruction.	Professional Learning	08/10/2016	01/01/2018	\$0	No Funding Required	GoalClarity Coach, Literacy Resource Teacher, Grade level teachers, ECE teachers and administrators
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Status	Progress Notes	Created On	Created By
Completed	Student are placed in leveled literacy groups according to ability and need. Instruction is differentiated based on student assessment analysis and individual levels.	June 06, 2016	Laketa Clay
In Progress	Teachers continually look for ways to differentiate lessons.	June 11, 2015	Mrs. Penny C Deatruck
In Progress	Instructional staff continue to work on ways to differentiate instruction so that each student can learn in a way that best suits them.	June 16, 2014	Mrs. Penny C Deatruck
Completed		June 07, 2013	Mrs. Penny C Deatruck

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student performance will be monitored using proficiency assessments, formative assessments and teacher created materials. Tiered instruction in Response to Intervention will be implemented by Goal Clarity Coach, Interventionists and classroom teachers.	Academic Support Program	08/10/2016	01/01/2018	\$17000	State Funds	Principal Asst. Principal Counselor

Status	Progress Notes	Created On	Created By
Completed	Individual progress is monitored and kept in the PLC room on a data wall. Progress throughout the year is monitored.	June 06, 2016	Laketa Clay
Completed	Administrators conducted walk throughs and reviewed lesson plans to monitor implementation.	June 11, 2015	Mrs. Penny C Deatruck
Completed	All students were monitored by class work and district assessments. Through PLC work students were identified and provided additional support.	June 16, 2014	Mrs. Penny C Deatruck
Completed		June 07, 2013	Mrs. Penny C Deatruck

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Chenoweth Elementary School

An administrator will contact parents or guardians of any student scoring Novice on Reading and/or Math according to KPREP data. Conversation will occur about interventions and ways parents/guardians can work with school and students to improve academic performance.	Community Engagement	08/10/2016	01/01/2018	\$0	No Funding Required	Principal, Asst. Principal and Counselor
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Status	Progress Notes	Created On	Created By
Completed	Teachers meet with parents and communicate in multiple forms. Six week leveled reports are included in the report card to show progress on leveled text. The administrative team also communicates with parents.	June 06, 2016	Laketa Clay
Completed	Every parent of a Novice student was conferenced with via telephone, email or in person.	June 11, 2015	Mrs. Penny C Deatrck
Completed	All students NOT attaining a proficient or distinguished on KPREP testing received a phone call or met with the administrative team to discuss ways in which the school was going to work with their student to improve academic performance.	June 16, 2014	Mrs. Penny C Deatrck
Completed		June 07, 2013	Mrs. Penny C Deatrck

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not achieving proficiency benchmarks will have extended time for instruction with interventionist(s), classroom teacher, and/or technology resources aimed at providing research-based interventions in ELA. Progressed monitoring of student growth will be analyzed to determine effectiveness of the intervention and to make adjustments accordingly.	Academic Support Program	08/10/2016	01/01/2018	\$6000	State Funds	Classroom teachers, ECE teachers, GCC, Principal, Asst. Principal and Counselor

Status	Progress Notes	Created On	Created By
Completed	Multiple daily interventions are conducted by certified teachers. The SBDM purchases a .42 RR teacher to support early literacy initiatives for GAP students.	June 06, 2016	Laketa Clay
Completed	Interventions were established across all grade levels provided by administrators, special area teachers, instructional assistants.	June 11, 2015	Mrs. Penny C Deatrck
Completed	Interventions were utilized before school, during the school day and after school.	June 16, 2014	Mrs. Penny C Deatrck
Completed		June 07, 2013	Mrs. Penny C Deatrck

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Chenoweth Elementary School

Daytime After School ESS teacher(s) will focus on students below grade level, as identified by district and state assessments, using specific intervention materials and research-based strategies. Progress monitoring of student growth will be analyzed to determine if an alternative program is needed.	Academic Support Program	01/02/2017	01/01/2018	\$10000	State Funds	ESS Coordinator Principal Asst Principal Counselor
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Status	Progress Notes	Created On	Created By
Completed	Two day-time certified teachers were utilized for interventions at multiple grade levels.	June 06, 2016	Laketa Clay
In Progress	Current staff worked with students during the school day to help student master concepts.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery Teacher will work with targeted students to increase reading proficiency. In addition, Reading Recovery Teacher will provide professional development updating and demonstrating the latest research-based strategies in ELA instruction.	Academic Support Program	08/10/2016	01/01/2018	\$60800	Other	Reading Recovery Teacher

Status	Progress Notes	Created On	Created By
Completed	RR teacher provided interventions one-on one and with small groups of students. The SBDM approved additional funding to support a full-time RR teacher.	June 06, 2016	Laketa Clay
Completed	Reading Recovery continued this year.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Struggling students received additional literacy support from the Reading Recovery teacher. She also worked with staff on interventions that have proven successful.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Strategy 2:

Non Academic Support - The administrative team (including the FRC Coordinator), office staff, classroom teachers and district personnel will identify students who are determined in need of non-academic assistance.

Category: Continuous Improvement

Research Cited: Barbara Rogoff, Apprenticeship in Thinking: Cognitive Development in Social Context (Oxford University Press 1990).

**Comprehensive School Improvement Plan**

Chenoweth Elementary School

Status	Progress Notes	Created On	Created By
N/A	Students in need of non academic support were identified and serviced through the school, partnerships, and FRC.	June 06, 2016	Laketa Clay
N/A	Students in need of non academic support were identified and serviced through the school, partnerships, and FRC.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Weekly attendance meetings were held to discuss student absences and create plans to remove this barrier to learning.	June 07, 2013	Mrs. Penny C Deatrick
N/A	Implemented-FRC Coordinator paired student with community volunteers. A culmunating celebration was held for students, parents, and their tutor.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center Coordinator will work with community volunteers and district personnel to pair identified students with an EVERY 1 Reads tutor. The tutor will meet with the student weekly to support literacy skills and provide mentors for learning. A culminating celebration will occur involving tutors, students and their families.	Tutoring	10/03/2016	01/01/2018	\$3000	FRYSC	Family Resource Center Coordinator

Status	Progress Notes	Created On	Created By
Completed	We implemented an Everyone Reads program.	June 06, 2016	Laketa Clay
Completed	Communioty partnerships were formed through Every 1 Reads, parent volunteers, in-school club activities, Bellarmine, ECHO, and various other organizations.	June 11, 2015	Mrs. Penny C Deatrick
In Progress	Efforts will continue to find community partners who will assist with our Young Men's Club.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Behavior and Attendance Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will monitor and analyze behavior and attendance data provided by the Positive Action Center.	Behavioral Support Program	08/10/2016	01/01/2018	\$21000	District Funding, General Fund	Postive Action Center Coordinator, Counselor, Asst. Principal and Principal

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Status	Progress Notes	Created On	Created By
Completed	The PAC coordinator collects and analyzes data which is reported to the administrative team and SBDM.	June 06, 2016	Laketa Clay
Completed	Behavior referral data shows a significant decrease from previous years.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Data indicates that African American males received referrals at a rate of 2:1 for all other students. While the data is somewhat misleading due to 3 students who received most of the referrals, this is an area that we will continue to monitor. Overall behavior referrals are down from the previous year.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 2:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards in Mathematics by 06/01/2017 as measured by K PREP.

Status	Progress Notes	Created On	Created By
Not Met	District assessment data indicates students are progressing towards this goal.	June 06, 2016	Laketa Clay
N/A	Preliminary district data indicates progress towards goal.	June 11, 2015	Mrs. Penny C Deatrick

### (shared) Strategy 1:

Identification of Students - Administrative team, Goal Clarity Coach and teachers will work together in Professional Learning Communities to identify students who have not yet reached proficiency in key math standards using state, district and school assessments.

Category: Continuous Improvement

Research Cited: Wiggins, G. and McTighe, J. (1998). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.

Status	Progress Notes	Created On	Created By
N/A	Students are identified based on performance in the academic area. Plans are made to intervene in the instruction to facilitate student growth towards benchmark goals.	June 06, 2016	Laketa Clay
N/A	Students were identified at all grade levels for specific needs and monitored closely for progress.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Small groups of students worked with teachers before, during, and after school on standards not mastered.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire additional certified personnel (through ESS or Local School funds) to work with identified GAP students in math.	Academic Support Program	08/10/2016	01/01/2018	\$10000	State Funds	Principal and SBDM

**Comprehensive School Improvement Plan**

Chenoweth Elementary School

Status	Progress Notes	Created On	Created By
Completed	Student not meeting benchmark performance standards are provided timely and intense interventions by certified teachers.	June 06, 2016	Laketa Clay
Completed	Identified students recieved interventions and academic support through targeted in-class, pull out, and collaboration. Students were grouped and regrouped according to their specific academic needs and progress.	June 06, 2016	Laketa Clay
Completed	Identified students recieved interventions and academic support through targeted in-class, pull out, and collaboration. Students were grouped and regrouped according to their specific academic needs and progress.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Identified students worked in small group situations within their classrooms to receive "push in" services.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers, ECE teachers and interventionists will provide small group or individual instruction to identified students based on specific KCAS math standards. Student progress will be monitored and groups will be flexible as standards are mastered or not mastered throughout the year.	Academic Support Program	08/10/2016	01/01/2018	\$60800	General Fund	Goal Clarity Coach

Status	Progress Notes	Created On	Created By
Completed	Tier 2 and 3 students received interventions by classroom teachers, support personnel, and GCC as needed. Multiple adaptations were made for groups of students based on their progress and academic gains.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Small group, individual, before and after school interventions were utilized.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daytime and After School ESS teacher(s) will focus on students performing below grade level in math as identified by district, state and school assessments. ESS teachers will utilize researched-based strategies such as Marilyn Burn's Math Solutions, to help guide small group instruction.	Academic Support Program	01/02/2017	01/01/2018	\$7800	State Funds	ESS Coordinator Principal Asst Principal Counselor

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Status	Progress Notes	Created On	Created By
Completed	Two day-time certified teachers were purchased to provide interventions for students not meeting goals.	June 06, 2016	Laketa Clay
Completed	Existing personnel provided interventions during the school day.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Before School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with students before school in small focus groups to address instructional needs and assist with homework or projects.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	Various teachers provided tutoring before school for mathematics.	June 06, 2016	Laketa Clay
Completed	Select students met with teachers and instructional assistants to receive additional support before school daily.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Select students met with teachers and instructional assistants to receive additional support before school daily.	June 16, 2014	Mrs. Penny C Deatrick

### Strategy 2:

Additional Support - The administrative team, Family Resource Center Coordinator, office staff, classroom teacher and district personnel will identify students and families in need of non-academic assistance.

Category: Other - Additional support to remove barriers to learning.

Research Cited: Zill, N. (1993). The changing realities of family life. Aspen Institute Quarterly, 5 (1), 27 -51.

Status	Progress Notes	Created On	Created By
N/A	Students were identified who need additional support either academically or otherwise. Plans were made to intervene to support the specific needs.	June 06, 2016	Laketa Clay
N/A	parent contact	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Parent Communication with all students scoring Novice on KPREP. Staff met with Our Lady of Peace to learn about programs. Seven Counties counselor worked with identified students.	June 07, 2013	Mrs. Penny C Deatrick

**Comprehensive School Improvement Plan**

Chenoweth Elementary School

Activity - Brokering Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will work with agencies such as Metro United Way, Lions of Kentuckiana, Local Eye Doctors, 7 Counties, The Brook, to partner families with the organizations who can provide needed assistance.	Community Engagement	08/10/2016	01/01/2018	\$60000	District Funding	Family Resource Center Coordinator

Status	Progress Notes	Created On	Created By
Completed	Students in need of mentors and academic support were paired with community volunteers and staff members in the building.	June 06, 2016	Laketa Clay
Completed	Students in need of mentors and academic support were paired with community volunteers and staff members in the building.	June 11, 2015	Mrs. Penny C Deatrick
Not Completed	This is a priority for next school year.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, Asst. Principal or Counselor will conduct a conference with parent/guardian of any student scoring Novice according to KPREP. This conference will help parents understand the school's efforts to improve their student's academic performance, but will also provide strategies or activities that the parent/guardian can do assist in improving academic achievement. This parent communication will continue throughout the school year.	Parent Involvement	10/24/2016	01/01/2018	\$0	No Funding Required	Principal Asst. Principal Counselor

Status	Progress Notes	Created On	Created By
Completed	Parent communication occurred through both verbal and written forms.	June 06, 2016	Laketa Clay
Completed	Parents received monthly newsletters in hard copy and electronically. Facebook and Twitter were also used to communicate.	June 11, 2015	Mrs. Penny C Deatrick
In Progress	We continue to struggle to reach parents in many circumstances. Home visits were utilized throughout the year.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

**Measurable Objective 3:**

## Comprehensive School Improvement Plan

Chenoweth Elementary School

68% of Fourth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in core content in Science by 06/01/2017 as measured by Cascade Assessments.

### Strategy 1:

Instruction - Teachers will design science lessons based on district science kits, curriculum maps and next generation science standards.

Category: Continuous Improvement

Research Cited: Jacobs, H. H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Status	Progress Notes	Created On	Created By
N/A	Instruction takes place in the classroom and in the science lab. The SBDM added a STEAM lab this year.	June 06, 2016	Laketa Clay
N/A	Implemented-Based on proficiency assessment analysis, science lab teacher retaught lessons and standards as needed.	June 07, 2013	Mrs. Penny C Deatrck

Activity - Science Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use district science proficiency assessments to identify students who are in need of additional academic support for NGSS. Science lab teacher will reteach lessons as needed to clarify understanding of NGSS.	Academic Support Program	08/10/2016	01/01/2018	\$60800	General Fund	Science Lab Teacher Classroom Teachers Goal Clarity Coach

Status	Progress Notes	Created On	Created By
Completed	GCC worked to collaborate with the lab teacher and classroom teachers.	June 06, 2016	Laketa Clay
Completed	The lab teacher , GCC, and science teachers identified students in need of extra support in science. They planned differentiated learning activities for those students.	June 11, 2015	Mrs. Penny C Deatrck
Completed	Science Clubs were utilized to increase science knowledge provide extra support and extensions to all students.	June 16, 2014	Mrs. Penny C Deatrck
Completed		June 07, 2013	Mrs. Penny C Deatrck

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Chenoweth Elementary School

Students needing additional support in science core content will be given group or individual assistance on needed content.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	Science Lab Teacher Classroom Teachers
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Status	Progress Notes	Created On	Created By
Completed	Student worked in small group on experiments, group projects, and for performance based activities.	June 06, 2016	Laketa Clay
Completed	At each grade level small groups of students were identified and targeted for standard specific instruction. Adjustments were made based on student academic performance on assessments. The groups were fluid according to need.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Throughout the building, small groups of students were supported by individual teachers/support staff.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Strategy 2:

Analysis of Data - GAP students will be identified and their data disaggregated during team Professional Learning Community time.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community". Educational Leadership.

Status	Progress Notes	Created On	Created By
N/A	Data from district assessments is analyzed on a regular basis.	June 06, 2016	Laketa Clay
N/A	Data analysis continues to be a priority.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-PLC groups met to disaggregate data on science standards. Follow-up was conducted with science lab teacher.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in regular PLC groups and use disaggregated data to monitor GAP student progress. Instructional decisions will be discussed and shared to help guide interventions and enrichment opportunities when working with identified groups of students.	Professional Learning	08/10/2016	01/01/2018	\$78500	District Funding	Goal Clarity Coach Principal Asst. Principal Teachers

Status	Progress Notes	Created On	Created By
Completed	PLC meet bi-weekly to look at specific student progress and data.	June 06, 2016	Laketa Clay

## Comprehensive School Improvement Plan

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Completed	Staff participated in PLCs and disaggregated data to include those students in the GAP group.	June 11, 2015	Mrs. Penny C Deatrick
Completed	EAch PLC was devoted to student academica and behavior progress. Student were "named and claimed".	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Effort Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GAP students reaching proficiency on Science Assessments will work in the Science Lab and outdoor classroom as "Science Ambassadors". In addition to assisting with upkeep, the lab assistants will provide tours to building visitors, incorporating their knowledge of science into the information.	Other	08/10/2016	01/01/2018	\$0	No Funding Required	Principal Science Lab Teacher

Status	Progress Notes	Created On	Created By
Completed	Students are recognized for their good faith efforts in a ceremony and by teachers in classes.	June 06, 2016	Laketa Clay
Completed	Quarterly students were recognized for hitting their personal learning target.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Students receiving proficient and distinguished on district assessments were recognized as well as students who showed improvement.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 4:

76% of Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in core content in Social Studies by 06/01/2017 as measured by K PREP.

Status	Progress Notes	Created On	Created By
Not Met	Proficiency reports indicate progress towards the goal.	June 06, 2016	Laketa Clay
N/A	Proficiency reports indicate progress towards the goal.	June 11, 2015	Mrs. Penny C Deatrick

### Strategy 1:

Instructional Design - Teachers will design Social Studies lessons for intentional instruction based on core content for Social Studies and the district curriculum map.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that work: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

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Status	Progress Notes	Created On	Created By
N/A	A STEAM Lab was approved and added by SBDM to support effective instruction and increase student engagement and performance.	June 06, 2016	Laketa Clay
N/A	Additional teacher and student support materials were purchased for use.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Non fiction and literary materials were purchased to support Social Studies Content.	June 07, 2013	Mrs. Penny C Deatrick
N/A	Implemented-	June 07, 2013	Mrs. Penny C Deatrick

Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district Social Studies proficiency assessments to identify students in need of additional academic support in order to gain proficiency.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	Goal Clarity Coach Principal Asst. Principal

Status	Progress Notes	Created On	Created By
Completed	Students not meeting benchmark assessment proficiency were identified in each PLC.	June 06, 2016	Laketa Clay
Completed	Student data was examined to determine which students needed additional support for mastering common core standards. Next steps were planned during PLC and team time.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Student data was examined to determine which students needed additional support for mastering common core standards. Next steps were planned during PLC and team time.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not achieving proficiency on standard benchmarks will be provided additional support in a small group or individual setting. Literacy materials will be utilized to support Social Studies content, providing support in both content areas.	Academic Support Program	08/10/2016	01/01/2018	\$5000	District Funding	Goal Clarity Coach Principal Bookkeeper

Status	Progress Notes	Created On	Created By
Completed	Identified students were provided additional small group instruction by the teacher or other personnel on a regular and consistent basis.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

**(shared) Strategy 2:**

SY 2016-2017

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Progress Monitoring - GAP students will be identified and progress monitored closely for growth towards proficiency.

Category: Integrated Methods for Learning

Research Cited: Chappuis, J. (2000). Seven strategies of assessment for learning. ETS: Portland, OR

Status	Progress Notes	Created On	Created By
N/A	Each students progress is monitored in-depth. Trends are analyzed by student, grade level and subject.	June 06, 2016	Laketa Clay
N/A	Administrators conducted observations and walk throughs as well as reviewed lesson plans.	June 06, 2016	Laketa Clay
N/A	Administrators conducted observations and walk throughs as well as reviewed lesson plans.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Formative assessments used and analyzed, as documented in PLC minutes.	June 07, 2013	Mrs. Penny C Deatrick
N/A	Implemented-Assessments analyzed and instructional adjustments made.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative and summative assessments will be used and analyzed to design instruction and make instructional adjustments for GAP students.	Professional Learning	08/10/2016	01/01/2018	\$0	No Funding Required	Goal Clarity Coach Principal Asst. Principal

Status	Progress Notes	Created On	Created By
Completed	Each assessment was analyzed through PLC work. Student performance was analyzed for individuals. Instruction was adjusted for student individual needs.	June 06, 2016	Laketa Clay
Completed	Staff members regularly analyzed data and planned instruction based on the data.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 5:

51% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in on demand writing and language mechanics in English Language Arts by 06/01/2017 as measured by K PREP.

### Strategy 1:

Instructional Strategies - Teachers will design and implement writing instruction based on student needs as well as the on demand writing expectations associated with KCAS.

Category: Continuous Improvement

Research Cited: P.M. Cunningham & R.L. Allington (1999). Classrooms that work. Addison Wesley Longman.

SY 2016-2017

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Status	Progress Notes	Created On	Created By
N/A	Instructional strategies were differentiated based on individual student needs. Individual and small group conferencing occurred specific to student growth and needs.	June 06, 2016	Laketa Clay
N/A	Teachers provided authentic writing opportunities for students.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Students were skills grouped for writing mechanics instruction.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting minimum competency standards in writing will be identified using KDE materials, district prompts, schoolwide prompts and other student writing.	Professional Learning	08/10/2016	01/01/2018	\$1000	General Fund	Principal Goal Clarity Coach Asst. Principal

Status	Progress Notes	Created On	Created By
Completed	In PLC meetings writing data was analyzed for specific needs by student. Student were then groups and conferenced with according to their need.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting proficiency benchmarks will work in small focus groups where instruction will target specific writing and mechanic content. Monitoring will occur through writing prompts, On-Demand writing pieces, and other student writing samples.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	Classroom Teachers GCC ECE Teachers

Status	Progress Notes	Created On	Created By
Completed	Small focus groups were held for conferencing. These groups included students with similar needs instructionally.	June 06, 2016	Laketa Clay
Completed	Each teacher created a focus group based on differentiated instructional outcomes. These groups were monitored for progress and adjusted accordingly.	June 11, 2015	Mrs. Penny C Deatrick
Completed	STudents having difficulty with written assignments worked one on one with staff members to complete written tasks. This mentor also checked progress on the portfolio pieces and assisted students in revising and editing.	June 16, 2014	Mrs. Penny C Deatrick

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Completed		June 07, 2013	Mrs. Penny C Deatrick
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### Strategy 2:

Data Disaggregation - GAP students will be identified and monitored closely for progress towards proficiency through PLC data analysis based on written performance.

Category: Professional Learning & Support

Research Cited: D.H. Graves (1995). A Fresh Look at Writing, Heinemann.

Status	Progress Notes	Created On	Created By
N/A	Implemented-Writing on demand assignments were analyzed using specific rubric requirements and student conferences were held to discuss progress and goals.	June 06, 2016	Laketa Clay
N/A	Data analysis was conducted tri weekly with grade specific learning targets analyzed.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Writing on demand assignments were analyzed using specific rubric requirements and student conferences were held to discuss progress and goals.	June 07, 2013	Mrs. Penny C Deatrick
N/A	Implemented-Writing on demand assignments were analyzed using specific rubric requirements and student conferences were held to discuss progress and goals.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Authentic Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An informal writing needs assessment will be administered to students in order to identify and progress monitor specific areas not meeting proficiency.	Direct Instruction	08/10/2016	01/01/2018	\$0	No Funding Required	Goal Clarity Coach Teachers

Status	Progress Notes	Created On	Created By
Completed	Writing for multiple purposes in an authentic manner was implemented.	June 06, 2016	Laketa Clay
Completed	Students were given multiple opportunities to write to learn and write for a targeted audience.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Students wrote letters to numerous community officials, state officials and even the President about issues of concern to them. The President responded with a letter which was very motivating for them.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Author Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Students reaching proficiency will share their writing with classmates through classroom, grade level and school level media.	Direct Instruction	08/10/2016	01/01/2018	\$0	No Funding Required	Principal Library Media Specialist School Technology Coordinator Classroom Teachers
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Status	Progress Notes	Created On	Created By
Completed	Student authors were able to share their work to parents, teachers, peers, administrators, and in other ways.	June 06, 2016	Laketa Clay
Completed	Students writing was shared through telecast and newsletters.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 6:

17% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by lowering the number of students scoring novice in English Language Arts by 06/03/2016 as measured by Unbridled Accountability Model.

Status	Progress Notes	Created On	Created By
Not Met	District proficiency data indicates progress towards this goals is being made.	June 06, 2016	Laketa Clay

### (shared) Strategy 1:

Progress Monitoring - GAP students will be identified and progress monitored closely for growth towards proficiency.

Category: Integrated Methods for Learning

Research Cited: Chappuis, J. (1990). Seven strategies of assessment for learning. ETS: Portland, OR

Status	Progress Notes	Created On	Created By
N/A	Each students progress is monitored in-depth. Trends are analyzed by student, grade level and subject.	June 06, 2016	Laketa Clay
N/A	Administrators conducted observations and walk throughs as well as reviewed lesson plans.	June 06, 2016	Laketa Clay
N/A	Administrators conducted observations and walk throughs as well as reviewed lesson plans.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Formative assessments used and analyzed, as documented in PLC minutes.	June 07, 2013	Mrs. Penny C Deatrick
N/A	Implemented-Assessments analyzed and instructional adjustments made.	June 07, 2013	Mrs. Penny C Deatrick

## Comprehensive School Improvement Plan

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Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative and summative assessments will be used and analyzed to design instruction and make instructional adjustments for GAP students.	Professional Learning	08/10/2016	01/01/2018	\$0	No Funding Required	Goal Clarity Coach Principal Asst. Principal

Status	Progress Notes	Created On	Created By
Completed	Each assessment was analyzed through PLC work. Student performance was analyzed for individuals. Instruction was adjusted for student individual needs.	June 06, 2016	Laketa Clay
Completed	Staff members regularly analyzed data and planned instruction based on the data.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

### Measurable Objective 7:

14% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by lowering the number scoring novice in Mathematics by 06/03/2016 as measured by Unbridled Learning Accountability Model.

### (shared) Strategy 1:

Identification of Students - Administrative team, Goal Clarity Coach and teachers will work together in Professional Learning Communities to identify students who have not yet reached proficiency in key math standards using state, district and school assessments.

Category: Continuous Improvement

Research Cited: Wiggins, G. and McTighe, J. (1998). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.

Status	Progress Notes	Created On	Created By
N/A	Students are identified based on performance in the academic area. Plans are made to intervene in the instruction to facilitate student growth towards benchmark goals.	June 06, 2016	Laketa Clay
N/A	Students were identified at all grade levels for specific needs and monitored closely for progress.	June 11, 2015	Mrs. Penny C Deatrick
N/A	Implemented-Small groups of students worked with teachers before, during, and after school on standards not mastered.	June 07, 2013	Mrs. Penny C Deatrick

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire additional certified personnel (through ESS or Local School funds) to work with identified GAP students in math.	Academic Support Program	08/10/2016	01/01/2018	\$10000	State Funds	Principal and SBDM



**Comprehensive School Improvement Plan**

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Status	Progress Notes	Created On	Created By
Completed	Student not meeting benchmark performance standards are provided timely and intense interventions by certified teachers.	June 06, 2016	Laketa Clay
Completed	Identified students recieved interventions and academic support through targeted in-class, pull out, and collaboration. Students were grouped and regrouped according to their specific academic needs and progress.	June 06, 2016	Laketa Clay
Completed	Identified students recieved interventions and academic support through targeted in-class, pull out, and collaboration. Students were grouped and regrouped according to their specific academic needs and progress.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Identified students worked in small group situations within their classrooms to receive "push in" services.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers, ECE teachers and interventionists will provide small group or individual instruction to identified students based on specific KCAS math standards. Student progress will be monitored and groups will be flexible as standards are mastered or not mastered throughout the year.	Academic Support Program	08/10/2016	01/01/2018	\$60800	General Fund	Goal Clarity Coach

Status	Progress Notes	Created On	Created By
Completed	Tier 2 and 3 students received interventions by classroom teachers, support personnel, and GCC as needed. Multiple adaptations were made for groups of students based on their progress and academic gains.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Small group, individual, before and after school interventions were utilized.	June 16, 2014	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daytime and After School ESS teacher(s) will focus on students performing below grade level in math as identified by district, state and school assessments. ESS teachers will utilize researched-based strategies such as Marilyn Burn's Math Solutions, to help guide small group instruction.	Academic Support Program	01/02/2017	01/01/2018	\$7800	State Funds	ESS Coordinator Principal Asst Principal Counselor

**Comprehensive School Improvement Plan**

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Status	Progress Notes	Created On	Created By
Completed	Two day-time certified teachers were purchased to provide interventions for students not meeting goals.	June 06, 2016	Laketa Clay
Completed	Existing personnel provided interventions during the school day.	June 11, 2015	Mrs. Penny C Deatrick
Completed		June 07, 2013	Mrs. Penny C Deatrick

Activity - Before School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with students before school in small focus groups to address instructional needs and assist with homework or projects.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	Various teachers provided tutoring before school for mathematics.	June 06, 2016	Laketa Clay
Completed	Select students met with teachers and instructional assistants to receive additional support before school daily.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Select students met with teachers and instructional assistants to receive additional support before school daily.	June 16, 2014	Mrs. Penny C Deatrick

### **Goal 3: Program Reviews in Writing, Arts and Humanities, K - 3, and Practical Living Vocational Studies will continue to meet or surpass proficiency as defined by the state rubric.**

Status	Progress Notes	Created On	Created By
N/A	The Program Review Goals were met.	June 06, 2016	Laketa Clay
N/A	The goal was met.	June 11, 2015	Mrs. Penny C Deatrick

**Measurable Objective 1:**

demonstrate a proficiency on all Program Reviews by 06/02/2017 as measured by Kentucky Department of Education's rubric.

## Comprehensive School Improvement Plan

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Status	Progress Notes	Created On	Created By
Met	Goals in all accountable areas were met.	June 06, 2016	Laketa Clay
Met	Proficiency is met in all areas.	June 11, 2015	Mrs. Penny C Deatrick
Met	Self-evaluation indicates that the Program Reviews for the 13-14 school year continued to be at the Proficient level.	June 16, 2014	Mrs. Penny C Deatrick

### Strategy 1:

Program Involvement - A committee for each Program Review will be formed and a chairperson selected.

Category: Continuous Improvement

Research Cited: Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools. Marilyn Friend, Inc.: NC

Status	Progress Notes	Created On	Created By
N/A	Each PR area had a committee that met for goal attainment, plans, and progression.	June 06, 2016	Laketa Clay
N/A	Each certified staff member contributed to a program review committee.	June 11, 2015	Mrs. Penny C Deatrick
N/A	All instructional staff were required to be on a Program Review committee.	June 16, 2014	Mrs. Penny C Deatrick

Activity - SBDM policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM policies will be written, reviewed and updated to include completion of all Program Review Requirements.	Policy and Process	08/12/2015	01/01/2018	\$0	No Funding Required	Principal SBDM Council

Status	Progress Notes	Created On	Created By
Completed		June 06, 2016	Laketa Clay
Completed	A SBDM policy exists and is followed.	June 11, 2015	Mrs. Penny C Deatrick
Completed	SBDM policies are updated in regards to Program Reviews and SBDM	June 16, 2014	Mrs. Penny C Deatrick

Activity - Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school wellness policy will be implemented according to SBDM recommendations. Each staff member will receive a copy of the policy.	Policy and Process	08/12/2015	01/01/2018	\$60800	General Fund	Health/Practical Living Teacher Principal SBDM

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Status	Progress Notes	Created On	Created By
Completed	A SBDM wellness policy exists and is followed. The SBDM has included a PL/CS teacher in the approved budget.	June 06, 2016	Laketa Clay
Completed	The wellness policy is followed. Students receive PE each week and additional rigorous physical activity each day	June 11, 2015	Mrs. Penny C Deatrick
Completed	All students participate in wellness time each day, rain or shine.	June 16, 2014	Mrs. Penny C Deatrick

### Strategy 2:

Program Monitoring - Program Review progress will be monitored on an ongoing basis by committee chairs.

Category: Management Systems

Research Cited: Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools. Marilyn Friend. Inc.: NC

Status	Progress Notes	Created On	Created By
N/A	Each program is monitored by the administrative team.	June 06, 2016	Laketa Clay
N/A	The programs are monitored closely by administration. The certified teachers in this area participate in PLC and report their progress towards goals.	June 11, 2015	Mrs. Penny C Deatrick

Activity - Evidence Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards and demonstrators will be reviewed for evidence collection continually and several times throughout the year with faculty.	Professional Learning	08/10/2016	01/01/2018	\$0	No Funding Required	Program Review Chairs

Status	Progress Notes	Created On	Created By
Completed	Each committee chair has collected evidence which is housed at the school.	June 06, 2016	Laketa Clay
Completed	Each area teacher collected relevant evidence for each standard in PR. These are kept in binders by standard and demonstrator.	June 11, 2015	Mrs. Penny C Deatrick
Completed	Required documentation was turned in to the chairs of the Program Review Committees at established dates.	June 16, 2014	Mrs. Penny C Deatrick

**Goal 4: By May of 2017, students in the gap group will meet their 2016-2017 novice reduction delivery targets of 23.2% in reading.**

## Comprehensive School Improvement Plan

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### Measurable Objective 1:

3% of All Students will increase student growth in reading in Reading by 06/01/2017 as measured by KPREP.

### Strategy 1:

Progress Monitoring - GAP students will be identified and their progress monitored closely for growth towards proficiency.

Category: Continuous Improvement

Research Cited: Chappius, J (2009). Seven Strategies for assessment of Learning. ETS. Portland, OR

Activity - Written Expression	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students in small groups or individually concerning strategies to use when writing a short answer or extended response question.	Direct Instruction	08/10/2016	01/01/2018	\$0	No Funding Required	Classroom Teachers ECE Teachers GCC

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative and Summative assessment will be used and analyzed to design instruction and make adjustments for GAP students.	Professional Learning	08/10/2016	01/01/2018	\$0	No Funding Required	GCC Teachers Asst Principal Principal

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Students scoring Novice will be identified and provided extra academic support through the use of ESS funds.	Academic Support Program	01/02/2017	01/01/2018	\$10000	State Funds	ESS Teachers Principal Assistant Principal GCC
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Activity - Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student identified as scoring Novice will be provided interventions. Small focus groups will be implemented based standard specific topics. Groups will be flexible so student placement will be adjusted according to individual need.	Academic Support Program	08/10/2016	01/01/2018	\$0	No Funding Required	GCC Asst Principal Principal Classroom teachers Special Area teachers

### Goal 5: By May of 2017, students in the gap group will meet their 2016-2017 novice reduction delivery target of 16% in mathematics.

#### Measurable Objective 1:

increase student growth by reducing the percentage of students scoring novice mathematics by 06/01/2017 as measured by KPREP.

#### Strategy 1:

Instructional Support - The administrative Team, GCC and teachers will work together in PLC to identify students who have scored novice in mathematics on Key Standards using state, district, and teacher created assessments.

Category: Continuous Improvement

Research Cited: Wiggins G. and McTighe J. (1998) Understanding Design. Alexandria, VA. Association for Supervision of Curriculum Development.

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Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as performing at the novice level will be given an additional intervention on standard specific topics.	Academic Support Program	08/10/2016	01/01/2018	\$62000	General Fund	Teachers GCC

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daytime ESS teachers will focus on students below level in math. ESS teachers will utilize school, district, and state assessments to identify and regroup students according to need.	Academic Support Program	01/02/2017	01/01/2018	\$11000	SIG Grant	ESS teachers GCC Asst. Principal Principal

## Goal 6: By 2019 Chenoweth will increase the overall effectiveness rating of Teachers and Leaders to 92%

### Measurable Objective 1:

increase student growth by providing students with teachers who are identified as highly effective. by 06/01/2017 as measured by TPGES overall ratings.

### Strategy 1:

TPGES Monitoring - Administration will conduct mini and full observations with effective feedback on teacher strategies for growth improvement.

Category: Continuous Improvement

Research Cited: Danielson Framework

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Administrators will provide effective feedback, according to the Danielson Framework through formal and informal observations.	Professional Learning	08/17/2016	01/01/2018	\$0	No Funding Required	Principal Assistant Principal
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Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct frequent walk throughs in order to provide teachers with productive feedback and acknowledge effective practices.	Professional Learning	08/17/2016	01/01/2018	\$0	No Funding Required	Principal Assistant Principal

### Measurable Objective 2:

increase student growth by recruiting and retaining highly qualified teachers. by 06/01/2017 as measured by teacher retention and effectiveness ratings.

### Strategy 1:

Teacher placement - Administrators will work with teachers to place them in the grade level or subject area in which their strengths are identified.

Category: Other - Teacher placement

Research Cited: Schools that work

Activity - Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will continue to place teachers in areas in which their desires and strengths are evident.	Recruitment and Retention	08/10/2016	01/01/2018	\$0	No Funding Required	Principal

Activity - Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will work with the teacher interview committees and SBDM to recruit, interview, and retain highly qualified teachers who would be an asset to our school and needs.	Recruitment and Retention	08/01/2016	01/01/2018	\$0	No Funding Required	Principal Teachers Assistant Principal SBDM





## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrating Technology	Teachers will integrate technology into instruction through the use of computer notebooks, internet, Chrome books and other science resources. Teachers will continue to engage students through the use of Smart Board applications with an emphasis on cross-curricular (literacy) content. Walk throughs by administrative team will verify use of technology in classrooms resulting in higher student proficiency.	Technology	08/10/2016	01/01/2018	\$10000	STEAM Lab Teacher Science Lab Teacher Classroom Teacher
ECHO Program	Fourth grade students will participate in the University of Louisville and JCPS ECHO program which provides hands-on activities, guest speakers and field trips to enrich science core content.	Field Trip	08/10/2016	01/01/2018	\$1000	Fourth grade teachers
Reading Recovery	Reading Recovery Teacher will work with targeted students to increase reading proficiency. In addition, Reading Recovery Teacher will provide professional development updating and demonstrating the latest research-based strategies in ELA instruction.	Academic Support Program	08/10/2016	01/01/2018	\$60800	Reading Recovery Teacher
Goal Setting	Goals will be developed based on key standards and teacher work with Goal Clarity Coach to design formative assessments administered between the diagnostic and proficiency district assessments.	Professional Learning	08/10/2016	01/01/2018	\$60800	Goal Clarity Coach
Instructional Strategies	Teachers will utilize various effective instructional strategies to enhance student learning such as; group projects, inquiry based lessons, KY History Day, flexible grouping, integrated technology and cross curricular connections.	Technology	08/10/2016	01/01/2018	\$4000	Classroom Teacher GCC School Technology Coordinator
<b>Total</b>					<b>\$136600</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive School Improvement Plan

Chenoweth Elementary School

Professional Learning Communities	Teachers will meet in regular PLC groups and use disaggregated data to monitor GAP student progress. Instructional decisions will be discussed and shared to help guide interventions and enrichment opportunities when working with identified groups of students.	Professional Learning	08/10/2016	01/01/2018	\$78500	Goal Clarity Coach Principal Asst. Principal Teachers
SBDM Data Monitoring	SBDM will monitor and analyze literacy and math data for grades K-5 to ensure continual progress of students achieving proficiency goals. Behavioral data provided by the Positive Action Center Coordinator will also be analyzed to determine if specific patterns of behavior could be impeding growth in literacy/math proficiency data.	Behavioral Support Program	08/10/2016	01/01/2018	\$20000	Positive Action Center Coordinator
Behavior and Attendance Data Monitoring	The SBDM will monitor and analyze behavior and attendance data provided by the Positive Action Center.	Behavioral Support Program	08/10/2016	01/01/2018	\$11000	Postive Action Center Coordinator, Counselor, Asst. Principal and Principal
Instructional Resources	Teachers will utilize various instructional resources to reteach material not mastered and enrichment for students who gain proficiency. For example: History Alive, Literature Books and Scholastic News Magazine	Academic Support Program	08/10/2016	01/01/2018	\$3000	5th grade teachers, Principal, Textbook Committee, Asst. Principal
Team Collaboration	Grade level teams will meet regularly to plan effective social studies core content instruction using current text and rich, complex informational readings. Use of informational text will support both literacy and Social Studies resulting in increased student proficiency on CASCADE and KPREP.	Professional Learning	08/10/2016	01/01/2018	\$1000	Grade level team Leaders
Professional Learning Communities	Goal Clarity Coach will collaborate with teachers in grade level PLC meetings to analyze assessment data (BRIGANCE, grade level benchmarks, district proficiency assessments). Instructional plans, resources, and specific strategies will be designed based on findings to support and increase student achievement.	Professional Learning	08/10/2016	01/01/2018	\$61900	Goal Clarity Coach
Bilingual Associate	A bilingual instructor provided through district add-on budget will continue providing foreign language instruction as well as instruction on the culture of other countries. Students will demonstrate their understanding through Social Studies Proficiency Assessments, KPREP and Projects.	Academic Support Program	08/10/2016	01/01/2018	\$12900	Principal Assistant Principal Bilingual Instructor III

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Data Analysis	Teachers will use district reading proficiency assessments, components of Marie Clay's Observational Survey, DRAs and/or BRIGANCE data to analyze specific data related to key focus topics and reading standards at all grade levels. Reteaching of specific content will be implemented and differentiated for students ensuring higher proficiency levels on grade level benchmarks, CASCADE and/or KPREP.	Professional Learning	08/10/2016	01/01/2018	\$40128	Goal Clarity Coach, Principal, Assistant Principal, Team leaders, Certified Teachers, Reading Recovery Teacher
Small Group Instruction	Students not achieving proficiency on standard benchmarks will be provided additional support in a small group or individual setting. Literacy materials will be utilized to support Social Studies content, providing support in both content areas.	Academic Support Program	08/10/2016	01/01/2018	\$5000	Goal Clarity Coach Principal Bookkeeper
Trend Analysis	Teachers will analyze student performance. Trends will be identified. Focus and enrichment groups will be determined.	Professional Learning	08/10/2016	01/01/2018	\$65800	5th grade teachers, Goal Clarity Coach, Asst. Principal, Principal
Brokering Services	School staff will work with agencies such as Metro United Way, Lions of Kentuckiana, Local Eye Doctors, 7 Counties, The Brook, to partner families with the organizations who can provide needed assistance.	Community Engagement	08/10/2016	01/01/2018	\$60000	Family Resource Center Coordinator
<b>Total</b>					<b>\$359228</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wellness	The school wellness policy will be implemented according to SBDM recommendations. Each staff member will receive a copy of the policy.	Policy and Process	08/12/2015	01/01/2018	\$60800	Health/Practical Living Teacher Principal SBDM
Science Collaboration	A full time science lab teacher will be utilized to provide additional enrichment in core content science instruction. The science lab and outdoor classroom will be used to enhance student learning. The lab teacher will collaborate with classroom teachers and the Goal Clarity Coach to design lessons which compliment regular classroom instruction. The science lab position will be funded partially through district itinerant funds and aid in increasing student proficiency in science, math and literacy.	Academic Support Program	08/10/2016	01/01/2018	\$60800	Science Lab teacher Goal Clarity Coach Assistant Principal Principal

# Comprehensive School Improvement Plan

Chenoweth Elementary School

Extension	Enrichment programs will be utilized to support extending the NGSS content. Fourth Grade science projects, incorporated Science night, Environmental Club, Vex Robotics Club, and other STEAM related clubs will be initiated to promote student engagement.	Extra Curricular	08/10/2016	01/01/2018	\$1000	Principal Assistant Principal STEAM Lab teacher Science Lab teacher Classroom teachers GCC
Data Analysis	Several PLC meetings will be devoted to writing on demand. Student work will be analyzed to identify school wide trends by total school and by grade level. Classroom specific needs will be determined and lessons will be planned to address these needs. Students not meeting established benchmarks will participate in additional instruction and then show improvement as documented by RTI data.	Professional Learning	08/10/2016	01/01/2018	\$1000	Goal Clarity Coach RTA Teacher
Reteaching or Extending	Science lab teacher and STEAM will plan with Goal Clarity Coach and classroom teacher for reteaching of content as well as extensions for those meeting standard.	Academic Support Program	08/10/2016	01/01/2018	\$60800	Science Lab teacher Goal Clarity Coach STEAM Lab
Additional Support	Hire additional personnel to work with identified GAP students in reading resulting in higher student proficiency as measured by CASCADE growth and KPREP.	Academic Support Program	08/10/2016	01/01/2018	\$11500	Principal and SBDM
Science Collaboration	Teachers will use district science proficiency assessments to identify students who are in need of additional academic support for NGSS. Science lab teacher will reteach lessons as needed to clarify understanding of NGSS.	Academic Support Program	08/10/2016	01/01/2018	\$60800	Science Lab Teacher Classroom Teachers Goal Clarity Coach
Student Identification	Students not meeting minimum competency standards in writing will be identified using KDE materials, district prompts, schoolwide prompts and other student writing.	Professional Learning	08/10/2016	01/01/2018	\$1000	Principal Goal Clarity Coach Asst. Principal
Interventions	Grade level teachers, ECE teachers and interventionists will provide small group or individual instruction to identified students based on specific KCAS math standards. Student progress will be monitored and groups will be flexible as standards are mastered or not mastered throughout the year.	Academic Support Program	08/10/2016	01/01/2018	\$60800	Goal Clarity Coach
Instructional Support	Students identified as performing at the novice level will be given an additional intervention on standard specific topics.	Academic Support Program	08/10/2016	01/01/2018	\$62000	Teachers GCC
Instructional Model	Goal Clarity Coach and teacher leaders will model and provide feedback to teachers at various grade levels to begin assessing student needs across the building.	Academic Support Program	08/10/2016	01/01/2018	\$5000	Teacher Leaders Goal Clarity Coach

**Comprehensive School Improvement Plan**

Chenoweth Elementary School

Behavior and Attendance Data Monitoring	The SBDM will monitor and analyze behavior and attendance data provided by the Positive Action Center.	Behavioral Support Program	08/10/2016	01/01/2018	\$10000	Postive Action Center Coordinator, Counselor, Asst. Principal and Principal
Communication	Chenoweth families and community members will be updated on school and classroom news through print, electronic media, school web site, Infinite Campus Mailers, One Call Now and monthly PTA Newsletter.	Community Engagement	08/01/2016	01/01/2018	\$500	classroom teachers, PTA newsletter chair, FRYSC, School Secretary, Assistant Principal and Principal
Library Media Center Usage	Students will utilize the library media center to its full extent by checking out books on a flexible schedule. This will encourage reading of complex texts at all levels and allow for daily check out by various students.	Other	08/10/2016	01/01/2018	\$10500	Library Media Specialist
<b>Total</b>					\$406500	

**SIG Grant**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Daytime ESS teachers will focus on students below level in math. ESS teachers will utilize school, district, and state assessments to identify and regroup students according to need.	Academic Support Program	01/02/2017	01/01/2018	\$11000	ESS teachers GCC Asst. Principal Principal
<b>Total</b>					\$11000	

**FRYSC**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Partnerships	The Family Resource Center Coordinator will work with community volunteers and district personnel to pair identified students with an EVERY 1 Reads tutor. The tutor will meet with the student weekly to support literacy skills and provide mentors for learning. A culminating celebration will occur involving tutors, students and their families.	Tutoring	10/03/2016	01/01/2018	\$3000	Family Resource Center Coordinator
<b>Total</b>					\$3000	

**State Funds**

# Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Supports for Families	Chenoweth will host school events in which students and families explore and learn literacy and/or math strategies to increase parent knowledge on improving student interest and enthusiasm for all content areas. Kindergarten Camp is designed to provide parents with information on K readiness skills and grade level benchmarks. Other family events throughout the year will provide parents the opportunity to learn with their child as well as receive information on strategies to support learning at home.	Community Engagement	12/01/2016	01/01/2018	\$500	Family Resource Center Coordinator, Library Media Specialist and a committee of teachers.
ESS	Students scoring Novice will be identified and provided extra academic support through the use of ESS funds.	Academic Support Program	01/02/2017	01/01/2018	\$10000	ESS Teachers Principal Assistant Principal GCC
Monitoring	Student performance will be monitored using proficiency assessments, formative assessments and teacher created materials. Tiered instruction in Response to Intervention will be implemented by Goal Clarity Coach, Interventionists and classroom teachers.	Academic Support Program	08/10/2016	01/01/2018	\$17000	Principal Asst. Principal Counselor
Instructional Support	Hire additional certified personnel (through ESS or Local School funds) to work with identified GAP students in math.	Academic Support Program	08/10/2016	01/01/2018	\$10000	Principal and SBDM
Interventions	Students not achieving proficiency benchmarks will have extended time for instruction with interventionist(s), classroom teacher, and/or technology resources aimed at providing research-based interventions in ELA. Progressed monitoring of student growth will be analyzed to determine effectiveness of the intervention and to make adjustments accordingly.	Academic Support Program	08/10/2016	01/01/2018	\$6000	Classroom teachers, ECE teachers, GCC, Principal, Asst. Principal and Counselor
Extended School Services	Daytime After School ESS teacher(s) will focus on students below grade level, as identified by district and state assessments, using specific intervention materials and research-based strategies. Progress monitoring of student growth will be analyzed to determine if an alternative program is needed.	Academic Support Program	01/02/2017	01/01/2018	\$10000	ESS Coordinator Principal Asst Principal Counselor
Extended School Services	Daytime and After School ESS teacher(s) will focus on students performing below grade level in math as identified by district, state and school assessments. ESS teachers will utilize researched-based strategies such as Marilyn Burn's Math Solutions, to help guide small group instruction.	Academic Support Program	01/02/2017	01/01/2018	\$7800	ESS Coordinator Principal Asst Principal Counselor
<b>Total</b>					<b>\$61300</b>	

## Comprehensive School Improvement Plan

Chenoweth Elementary School

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication	Principal, Asst. Principal or Counselor will conduct a conference with parent/guardian of any student scoring Novice according to KPREP. This conference will help parents understand the school's efforts to improve their student's academic performance, but will also provide strategies or activities that the parent/guardian can do assist in improving academic achievement. This parent communication will continue throughout the school year.	Parent Involvement	10/24/2016	01/01/2018	\$0	Principal Asst. Principal Counselor
Differentiated Instruction	Teachers will provide differentiated instruction to include independent study, tiered assignments, flexible skills grouping, essential fluency standards and extension of content based on student needs assessment. This differentiation should address students who are in need of interventions as well as students who are in need of enrichment opportunities.	Direct Instruction	08/10/2016	01/01/2018	\$0	Principal, Assistant Principal, Goal Clarity Coach and Team leaders
Authentic Writing	An informal writing needs assessment will be administered to students in order to identify and progress monitor specific areas not meeting proficiency.	Direct Instruction	08/10/2016	01/01/2018	\$0	Goal Clarity Coach Teachers
Student Identification	Teachers will utilize district Social Studies proficiency assessments to identify students in need of additional academic support in order to gain proficiency.	Academic Support Program	08/10/2016	01/01/2018	\$0	Goal Clarity Coach Principal Asst. Principal
Written Expression	Teachers will conference with students in small groups or individually concerning strategies to use when writing a short answer or extended response question.	Direct Instruction	08/10/2016	01/01/2018	\$0	Classroom Teachers ECE Teachers GCC
Effort Recognition	GAP students reaching proficiency on Science Assessments will work in the Science Lab and outdoor classroom as "Science Ambassadors". In addition to assisting with upkeep, the lab assistants will provide tours to building visitors, incorporating their knowledge of science into the information.	Other	08/10/2016	01/01/2018	\$0	Principal Science Lab Teacher
PGES Monitoring	Administration will monitor teaching and learning by collaborating in grade level and vertical team meetings, conducting classroom walk through specifically observing PGES components, and conferencing with individual teachers.	Other	08/10/2016	01/01/2018	\$0	Principal, Assistant Principal and Counselor



# Comprehensive School Improvement Plan

Chenoweth Elementary School

Differentiated Instruction	PLC members will identify students not meeting particular standards. Staff will plan appropriate lessons targeting those standards not mastered including interventions and reteaching with differentiated instruction.	Professional Learning	08/10/2016	01/01/2018	\$0	GoalClarity Coach, Literacy Resource Teacher, Grade level teachers, ECE teachers and administrators
Parent Communication	An administrator will contact parents or guardians of any student scoring Novice on Reading and/or Math according to KPREP data. Conversation will occur about interventions and ways parents/guardians can work with school and students to improve academic performance.	Community Engagement	08/10/2016	01/01/2018	\$0	Principal, Asst. Principal and Counselor
Author Recognition	Students reaching proficiency will share their writing with classmates through classroom, grade level and school level media.	Direct Instruction	08/10/2016	01/01/2018	\$0	Principal Library Media Specialist School Technology Coordinator Classroom Teachers
Professional Learning	Teachers will meet in PLC groups to plan and reflect on instruction (pacing, depth, instructional resources, product, process and delivery of content), analyze data, and develop formative/summative assessments. Needs address replacing or adjusting instruction to ensure appropriate level of challenge and improvement. According to TELLKY Survey, vertical teaming and specific professional development opportunities will be provided to support instructional needs of the teachers and to explore the availability of resources.	Professional Learning	08/10/2016	01/01/2018	\$0	Goal Clarity Coach, Principal, Asst. Principal and Counselor
Evidence Documentation	Standards and demonstrators will be reviewed for evidence collection continually and several times throughout the year with faculty.	Professional Learning	08/10/2016	01/01/2018	\$0	Program Review Chairs
Evidence Documentation	Program review committees will continue to document evidence of a successful writing program at Chenoweth. This committee will also work with practical living career studies and arts and humanities as those committees meet and document the activities and strategies occurring at Chenoweth daily.	Academic Support Program	08/10/2016	01/01/2018	\$0	PE/Practical Living Teacher Arts and Humanities Teacher Team Leaders Goal Clarity Teacher Writing Committee Primary Team Leaders

# Comprehensive School Improvement Plan

Chenoweth Elementary School

Analyze Student Work	Teachers will analyze assessment results (SPA), identify students not reaching proficiency in Science Content, reteach concepts and ensure students reach proficiency in science as measured by CASCADE.	Professional Learning	08/10/2016	01/01/2018	\$0	Team Leaders, Principal Assistant Principal Goal Clarity Coach
Focus Groups	Students not meeting proficiency benchmarks will work in small focus groups where instruction will target specific writing and mechanic content. Monitoring will occur through writing prompts, On-Demand writing pieces, and other student writing samples.	Academic Support Program	08/10/2016	01/01/2018	\$0	Classroom Teachers GCC ECE Teachers
SBDM policies	SBDM policies will be written, reviewed and updated to include completion of all Program Review Requirements.	Policy and Process	08/12/2015	01/01/2018	\$0	Principal SBDM Council
Walkthroughs	Administrators will conduct frequent walk throughs in order to provide teachers with productive feedback and acknowledge effective practices.	Professional Learning	08/17/2016	01/01/2018	\$0	Principal Assistant Principal
Review/Revise writing plan	A committee of administrators and teachers from various levels will be formed to complete program review in writing and language mechanics.	Professional Learning	06/15/2015	01/01/2017	\$0	Terry Dikes Dora Esakov Meghan Dykes Becky Daily
Attendance	The Family Resource Center Coordinator will work with attendance clerk, counselor and district attendance personnel to ensure all students are present at school unless of emergency or illness. A personal contact will be made to verify student absences and encourage regular attendance.	Academic Support Program	08/10/2016	01/01/2018	\$0	Family Resource Center Coordinator, Counselor and Attendance Clerk
Monitoring	Administrators will provide effective feedback, according to the Danielson Framework through formal and informal observations.	Professional Learning	08/17/2016	01/01/2018	\$0	Principal Assistant Principal
Before School Tutoring	Teachers will meet with students before school in small focus groups to address instructional needs and assist with homework or projects.	Academic Support Program	08/10/2016	01/01/2018	\$0	Teachers
Care for Kids	Teachers will incorporate Care for Kids components into daily learning to promote citizenship and see first hand the benefits of working within a classroom community.	Other	08/10/2016	01/01/2018	\$0	Counselor Classroom eachers
Assessment Analysis	Formative and summative assessments will be used and analyzed to design instruction and make instructional adjustments for GAP students.	Professional Learning	08/10/2016	01/01/2018	\$0	Goal Clarity Coach Principal Asst. Principal

# Comprehensive School Improvement Plan

Chenoweth Elementary School

Recruitment	Administrators will work with the teacher interview committees and SBDM to recruit, interview, and retain highly qualified teachers who would be an asset to our school and needs.	Recruitment and Retention	08/01/2016	01/01/2018	\$0	Principal Teachers Assistant Principal SBDM
Intervention Groups	Student identified as scoring Novice will be provided interventions. Small focus groups will be implemented based standard specific topics. Groups will be flexible so student placement will be adjusted according to individual need.	Academic Support Program	08/10/2016	01/01/2018	\$0	GCC Asst Principal Principal Classroom teachers Special Area teachers
Balanced Literacy Instruction	Teachers work in both grade level and vertical teams to align and design a balanced literacy instruction to meet rigorous K-5 KCAS standards for reading, writing, speaking and listening. Literacy instruction will occur for a minimum of 100 minutes daily and teachers will provide a 50/50 balance of literary and informational texts during the instructional time. This will result in students achieving proficiency benchmarks and higher KPREP scores in grades 3-5.	Professional Learning	08/08/2016	01/01/2018	\$0	Principal, Asst. Principal, Goal Clarity Coach (GCC) and Team leaders
Assessment Analysis	Formative and Summative assessment will be used and analyzed to design instruction and make adjustments for GAP students.	Professional Learning	08/10/2016	01/01/2018	\$0	GCC Teachers Asst Principal Principal
Placement	Administrators will continue to place teachers in areas in which their desires and strengths are evident.	Recruitment and Retention	08/10/2016	01/01/2018	\$0	Principal
Essential Skills	Teacher representatives from each level along with the writing committee will identify essential skills and concepts which will align vertically and horizontally.	Academic Support Program	08/10/2016	01/01/2018	\$0	Team Leaders
Small Group Instruction	Students needing additional support in science core content will be given group or individual assistance on needed content.	Academic Support Program	08/10/2016	01/01/2018	\$0	Science Lab Teacher Classroom Teachers
<b>Total</b>					<b>\$0</b>	

## **Phase II - KDE Assurances - Schools**

**Introduction**

KDE Assurances - School

## Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Kindergarten Camp Perspective Parent Open Visits Kindergarten Readiness documents distributed Pre-school collaboration Literacy Night	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	Did not receive Title 1 funding	

# Comprehensive School Improvement Plan

Chenoweth Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A	Did not receive Title 1 funding.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

# Comprehensive School Improvement Plan

Chenoweth Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	Did not receive Title 1 funding.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	Did not receive Title 1 funding.	



## Comprehensive School Improvement Plan

Chenoweth Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	Refer to JCPS Website	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	All teachers are highly qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	Did not receive Title 1 funding.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A	Did not receive Title 1 funding.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A	The school did not receive Title 1 funding.	

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

All students at Chenoweth Elementary will be at an overall proficiency score of 78.5 by 2019.

**Measurable Objective 1:**

68% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in Mathematics by 06/01/2017 as measured by K PREP.

**Strategy1:**

Rigor - Grade level teams of teachers will design, plan and implement high leveled, rigorous instructional based on KCAS math standards-common core.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May 2004). What is a "professional learning community", Educational Leadership.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC groups to plan and reflect on instruction (pacing, depth, instructional resources, product, process and delivery of content), analyze data, and develop formative/summative assessments. Needs address replacing or adjusting instruction to ensure appropriate level of challenge and improvement. According to TELLKY Survey, vertical teaming and specific professional development opportunities will be provided to support instructional needs of the teachers and to explore the availability of resources.	Professional Learning	08/10/2016	01/01/2018	\$0 - No Funding Required	Goal Clarity Coach, Principal, Asst. Principal and Counselor

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

**Goal 1:**

All students at Chenoweth Elementary will be at an overall proficiency score of 78.5 by 2019.

**Measurable Objective 1:**

68% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in Mathematics by 06/01/2017 as measured by K PREP.

## Comprehensive School Improvement Plan

Chenoweth Elementary School

### Strategy1:

Assessment Analysis - District proficiency and diagnostic assessments will be administered to students and recorded on CASCADE. Using Dashboard, teachers will analyze student results and make instructional decisions based on the data reviewed. Deep Implementation Planning process will be utilized and documented.

Category: Continuous Improvement

Research Cited: Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right-Using it well. ETS: Portland, OR

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goals will be developed based on key standards and teacher work with Goal Clarity Coach to design formative assessments administered between the diagnostic and proficiency district assessments.	Professional Learning	08/10/2016	01/01/2018	\$60800 - Other	Goal Clarity Coach

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach will collaborate with teachers in grade level PLC meetings to analyze assessment data (BRIGANCE, grade level benchmarks, district proficiency assessments). Instructional plans, resources, and specific strategies will be designed based on findings to support and increase student achievement.	Professional Learning	08/10/2016	01/01/2018	\$61900 - District Funding	Goal Clarity Coach

### Strategy2:

Rigor - Grade level teams of teachers will design, plan and implement high leveled, rigorous instructional based on KCAS math standards-common core.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May 2004). What is a "professional learning community", Educational Leadership.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC groups to plan and reflect on instruction (pacing, depth, instructional resources, product, process and delivery of content), analyze data, and develop formative/summative assessments. Needs address replacing or adjusting instruction to ensure appropriate level of challenge and improvement. According to TELLKY Survey, vertical teaming and specific professional development opportunities will be provided to support instructional needs of the teachers and to explore the availability of resources.	Professional Learning	08/10/2016	01/01/2018	\$0 - No Funding Required	Goal Clarity Coach, Principal, Asst. Principal and Counselor

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide differentiated instruction to include independent study, tiered assignments, flexible skills grouping, essential fluency standards and extension of content based on student needs assessment. This differentiation should address students who are in need of interventions as well as students who are in need of enrichment opportunities.	Direct Instruction	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach and Team leaders

### Measurable Objective 2:

80% of Fourth grade students will demonstrate a proficiency in next generation science standards in Science by 06/01/2017 as measured by Cascade.

### Strategy1:

Intentional Instruction - Teachers will provide lessons for intentional instruction in NGSS.

Category: Professional Learning & Support

Research Cited: Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Activity - Extension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment programs will be utilized to support extending the NGSS content. Fourth Grade science projects, incorporated Science night, Environmental Club, Vex Robotics Club, and other STEAM related clubs will be initiated to promote student engagement.	Extra Curricular	08/10/2016	01/01/2018	\$1000 - General Fund	Principal Assistant Principal STEAM Lab teacher Science Lab teacher Classroom teachers GCC

Activity - Science Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time science lab teacher will be utilized to provide additional enrichment in core content science instruction. The science lab and outdoor classroom will be used to enhance student learning. The lab teacher will collaborate with classroom teachers and the Goal Clarity Coach to design lessons which compliment regular classroom instruction. The science lab position will be funded partially through district itinerant funds and aid in increasing student proficiency in science, math and literacy.	Academic Support Program	08/10/2016	01/01/2018	\$60800 - General Fund	Science Lab teacher Goal Clarity Coach Assistant Principal Principal

Activity - ECHO Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students will participate in the University of Louisville and JCPS ECHO program which provides hands-on activities, guest speakers and field trips to enrich science core content.	Field Trip	08/10/2016	01/01/2018	\$1000 - Other	Fourth grade teachers

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Integrating Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technology into instruction through the use of computer notebooks, internet, Chrome books and other science resources. Teachers will continue to engage students through the use of Smart Board applications with an emphasis on cross-curricular (literacy) content. Walk throughs by administrative team will verify use of technology in classrooms resulting in higher student proficiency.	Technology	08/10/2016	01/01/2018	\$10000 - Other	STEAM Lab Teacher Science Lab Teacher Classroom Teacher

### Strategy2:

Monitoring - District proficiency assessments will be administered to students and recorded on CASCADE/Dashboard.

Category: Continuous Improvement

Research Cited: Chappuis, J. (2009). Seven strategies of assessment for learning. ETS: Portland, OR

Activity - Analyze Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze assessment results (SPA), identify students not reaching proficiency in Science Content, reteach concepts and ensure students reach proficiency in science as measured by CASCADE.	Professional Learning	08/10/2016	01/01/2018	\$0 - No Funding Required	Team Leaders, Principal Assistant Principal Goal Clarity Coach

Activity - Reteaching or Extending	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science lab teacher and STEAM will plan with Goal Clarity Coach and classroom teacher for reteaching of content as well as extensions for those meeting standard.	Academic Support Program	08/10/2016	01/01/2018	\$60800 - General Fund	Science Lab teacher Goal Clarity Coach STEAM Lab

### Measurable Objective 3:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in English Language Arts by 06/02/2017 as measured by K PREP.

### Strategy1:

Stakeholder involvement - The school will promote proficient literacy performance by working with students, staff, parents and community members to ensure students demonstrate continuous improvement.

Category: Stakeholder Engagement

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA



## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center Coordinator will work with attendance clerk, counselor and district attendance personnel to ensure all students are present at school unless of emergency or illness. A personal contact will be made to verify student absences and encourage regular attendance.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Family Resource Center Coordinator, Counselor and Attendance Clerk

Activity - Academic Supports for Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chenoweth will host school events in which students and families explore and learn literacy and/or math strategies to increase parent knowledge on improving student interest and enthusiasm for all content areas. Kindergarten Camp is designed to provide parents with information on K readiness skills and grade level benchmarks. Other family events throughout the year will provide parents the opportunity to learn with their child as well as receive information on strategies to support learning at home.	Community Engagement	12/01/2016	01/01/2018	\$500 - State Funds	Family Resource Center Coordinator, Library Media Specialist and a committee of teachers.

Activity - Library Media Center Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the library media center to its full extent by checking out books on a flexible schedule. This will encourage reading of complex texts at all levels and allow for daily check out by various students.	Other	08/10/2016	01/01/2018	\$10500 - General Fund	Library Media Specialist

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chenoweth families and community members will be updated on school and classroom news through print, electronic media, school web site, Infinite Campus Mailers, One Call Now and monthly PTA Newsletter.	Community Engagement	08/01/2016	01/01/2018	\$500 - General Fund	classroom teachers, PTA newsletter chair, FRYSC, School Secretary, Assistant Principal and Principal

Activity - SBDM Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will monitor and analyze literacy and math data for grades K-5 to ensure continual progress of students achieving proficiency goals. Behavioral data provided by the Positive Action Center Coordinator will also be analyzed to determine if specific patterns of behavior could be impeding growth in literacy/math proficiency data.	Behavioral Support Program	08/10/2016	01/01/2018	\$20000 - District Funding	Positive Action Center Coordinator

### Strategy2:

Rigor - Teachers will provide rigorous and relevant literacy instruction through high quality literacy and informational texts.

Category: Professional Learning & Support

Research Cited: Marzano, R. J. Pickering, D.J., & Pollock (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use district reading proficiency assessments, components of Marie Clay's Observational Survey, DRAs and/or BRIGANCE data to analyze specific data related to key focus topics and reading standards at all grade levels. Reteaching of specific content will be implemented and differentiated for students ensuring higher proficiency levels on grade level benchmarks, CASCADE and/or KPREP.	Professional Learning	08/10/2016	01/01/2018	\$40128 - District Funding	Goal Clarity Coach, Principal, Assistant Principal, Team leaders, Certified Teachers, Reading Recovery Teacher

Activity - Balanced Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work in both grade level and vertical teams to align and design a balanced literacy instruction to meet rigorous K-5 KCAS standards for reading, writing, speaking and listening. Literacy instruction will occur for a minimum of 100 minutes daily and teachers will provide a 50/50 balance of literary and informational texts during the instructional time. This will result in students achieving proficiency benchmarks and higher KPREP scores in grades 3-5.	Professional Learning	08/08/2016	01/01/2018	\$0 - No Funding Required	Principal, Asst. Principal, Goal Clarity Coach (GCC) and Team leaders

Activity - PGES Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will monitor teaching and learning by collaborating in grade level and vertical team meetings, conducting classroom walk through specifically observing PGES components, and conferencing with individual teachers.	Other	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal, Assistant Principal and Counselor

### Measurable Objective 4:

61% of Fourth and Fifth grade students will demonstrate a proficiency in on demand writing and language mechanics in English Language Arts by 06/01/2017 as measured by KPREP.

### Strategy1:

School Wide Writing Plan - An adhoc committee will update and revise our school wide writing plan, update our writing policy and work with program review completion.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education

<http://www.kde.state.ky.us/KDE/>

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Essential Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher representatives from each level along with the writing committee will identify essential skills and concepts which will align vertically and horizontally.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Team Leaders

Activity - Evidence Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review committees will continue to document evidence of a successful writing program at Chenoweth. This committee will also work with practical living career studies and arts and humanities as those committees meet and document the activities and strategies occurring at Chenoweth daily.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	PE/Practical Living Teacher Arts and Humanities Teacher Team Leaders Goal Clarity Teacher Writing Committee Primary Team Leaders

Activity - Review/Revise writing plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of administrators and teachers from various levels will be formed to complete program review in writing and language mechanics.	Professional Learning	06/15/2015	01/01/2017	\$0 - No Funding Required	Terry Dikes Dora Esakov Meghan Dykes Becky Daily

### Strategy2:

On Demand Monitoring - Student performance will be formally monitored using an on demand prompt three two throughout the year.

Category: Integrated Methods for Learning

Research Cited: Cjappuis, J. (2009). Seven strategies of assessment for learning. ETS: Portland, OR

Activity - Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach and teacher leaders will model and provide feedback to teachers at various grade levels to begin assessing student needs across the building.	Academic Support Program	08/10/2016	01/01/2018	\$5000 - General Fund	Teacher Leaders Goal Clarity Coach

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several PLC meetings will be devoted to writing on demand. Student work will be analyzed to identify school wide trends by total school and by grade level. Classroom specific needs will be determined and lessons will be planned to address these needs. Students not meeting established benchmarks will participate in additional instruction and then show improvement as documented by RTI data.	Professional Learning	08/10/2016	01/01/2018	\$1000 - General Fund	Goal Clarity Coach RTA Teacher

### Measurable Objective 5:

84% of Fifth grade students will demonstrate a proficiency in core content in Social Studies by 06/01/2017 as measured by K PREP.

## Comprehensive School Improvement Plan

Chenoweth Elementary School

### Strategy1:

Core Content Instruction - Grade level teachers will design and implement thoroughly relevant instruction on social studies standards according to the current core content.

Category: Continuous Improvement

Research Cited: Saphier, J., Haley-Speca, M.A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Activity - Bilingual Associate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A bilingual instructor provided through district add-on budget will continue providing foreign language instruction as well as instruction on the culture of other countries. Students will demonstrate their understanding through Social Studies Proficiency Assessments, KPREP and Projects.	Academic Support Program	08/10/2016	01/01/2018	\$12900 - District Funding	Principal Assistant Principal Bilingual Instructor III

Activity - Team Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet regularly to plan effective social studies core content instruction using current text and rich, complex informational readings. Use of informational text will support both literacy and Social Studies resulting in increased student proficiency on CASCADE and KPREP.	Professional Learning	08/10/2016	01/01/2018	\$1000 - District Funding	Grade level team Leaders

Activity - Care for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Care for Kids components into daily learning to promote citizenship and see first hand the benefits of working within a classroom community.	Other	08/10/2016	01/01/2018	\$0 - No Funding Required	Counselor Classroom eachers

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize various effective instructional strategies to enhance student learning such as; group projects, inquiry based lessons, KY History Day, flexible grouping, integrated technology and cross curricular connections.	Technology	08/10/2016	01/01/2018	\$4000 - Other	Classroom Teacher GCC School Technology Coordinator

### Strategy2:

Data Analysis - Teachers and administrators will use district Social Studies Proficiency Assessments to analyze student performance on key focus topics.

Category: Continuous Improvement

Research Cited: Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right-Using it well. ETS: Portland, OR

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize various instructional resources to reteach material not mastered and enrichment for students who gain proficiency. For example: History Alive, Literature Books and Scholastic News Magazine	Academic Support Program	08/10/2016	01/01/2018	\$3000 - District Funding	5th grade teachers, Principal, Textbook Committee, Asst. Principal

Activity - Trend Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student performance. Trends will be identified. Focus and enrichment groups will be determined.	Professional Learning	08/10/2016	01/01/2018	\$65800 - District Funding	5th grade teachers, Goal Clarity Coach, Asst. Principal, Principal

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

### Goal 1:

All students at Chenoweth Elementary will be at an overall proficiency score of 78.5 by 2019.

### Measurable Objective 1:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in English Language Arts by 06/02/2017 as measured by K PREP.

### Strategy1:

Stakeholder involvement - The school will promote proficient literacy performance by working with students, staff, parents and community members to ensure students demonstrate continuous improvement.

Category: Stakeholder Engagement

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD:

Alexandria, VA

Activity - Academic Supports for Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chenoweth will host school events in which students and families explore and learn literacy and/or math strategies to increase parent knowledge on improving student interest and enthusiasm for all content areas. Kindergarten Camp is designed to provide parents with information on K readiness skills and grade level benchmarks. Other family events throughout the year will provide parents the opportunity to learn with their child as well as receive information on strategies to support learning at home.	Community Engagement	12/01/2016	01/01/2018	\$500 - State Funds	Family Resource Center Coordinator, Library Media Specialist and a committee of teachers.

### Strategy2:

Rigor - Teachers will provide rigorous and relevant literacy instruction through high quality literary and informational texts.

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Category: Professional Learning & Support

Research Cited: Marzano, R. J. Pickering, D.J., & Pollock (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use district reading proficiency assessments, components of Marie Clay's Observational Survey, DRAs and/or BRIGANCE data to analyze specific data related to key focus topics and reading standards at all grade levels. Reteaching of specific content will be implemented and differentiated for students ensuring higher proficiency levels on grade level benchmarks, CASCADE and/or KPREP.	Professional Learning	08/10/2016	01/01/2018	\$40128 - District Funding	Goal Clarity Coach, Principal, Assistant Principal, Team leaders, Certified Teachers, Reading Recovery Teacher

Activity - PGES Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will monitor teaching and learning by collaborating in grade level and vertical team meetings, conducting classroom walk through specifically observing PGES components, and conferencing with individual teachers.	Other	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal, Assistant Principal and Counselor

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

### Goal 1:

All students at Chenoweth Elementary will be at an overall proficiency score of 78.5 by 2019.

### Measurable Objective 1:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in English Language Arts by 06/02/2017 as measured by K PREP.

### Strategy1:

Stakeholder involvement - The school will promote proficient literacy performance by working with students, staff, parents and community members to ensure students demonstrate continuous improvement.

Category: Stakeholder Engagement

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Academic Supports for Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chenoweth will host school events in which students and families explore and learn literacy and/or math strategies to increase parent knowledge on improving student interest and enthusiasm for all content areas. Kindergarten Camp is designed to provide parents with information on K readiness skills and grade level benchmarks. Other family events throughout the year will provide parents the opportunity to learn with their child as well as receive information on strategies to support learning at home.	Community Engagement	12/01/2016	01/01/2018	\$500 - State Funds	Family Resource Center Coordinator, Library Media Specialist and a committee of teachers.

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

### Goal 1:

All students at Chenoweth Elementary will be at an overall proficiency score of 78.5 by 2019.

### Measurable Objective 1:

61% of Fourth and Fifth grade students will demonstrate a proficiency in on demand writing and language mechanics in English Language Arts by 06/01/2017 as measured by KPREP.

### Strategy1:

On Demand Monitoring - Student performance will be formally monitored using an on demand prompt three two throughout the year.

Category: Integrated Methods for Learning

Research Cited: Cjappuis, J. (2009). Seven strategies of assessment for learning. ETS: Portland, OR

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several PLC meetings will be devoted to writing on demand. Student work will be analyzed to identify school wide trends by total school and by grade level. Classroom specific needs will be determined and lessons will be planned to address these needs. Students not meeting established benchmarks will participate in additional instruction and then show improvement as documented by RTI data.	Professional Learning	08/10/2016	01/01/2018	\$1000 - General Fund	Goal Clarity Coach RTA Teacher

Activity - Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach and teacher leaders will model and provide feedback to teachers at various grade levels to begin assessing student needs across the building.	Academic Support Program	08/10/2016	01/01/2018	\$5000 - General Fund	Teacher Leaders Goal Clarity Coach

## Comprehensive School Improvement Plan

Chenoweth Elementary School

### Strategy2:

School Wide Writing Plan - An adhoc committee will update and revise our school wide writing plan, update our writing policy and work with program review completion.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education

<http://www.kde.state.ky.us/KDE/>

Activity - Essential Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher representatives from each level along with the writing committee will identify essential skills and concepts which will align vertically and horizontally.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Team Leaders

Activity - Review/Revise writing plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of administrators and teachers from various levels will be formed to complete program review in writing and language mechanics.	Professional Learning	06/15/2015	01/01/2017	\$0 - No Funding Required	Terry Dikes Dora Esakov Meghan Dykes Becky Daily

Activity - Evidence Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review committees will continue to document evidence of a successful writing program at Chenoweth. This committee will also work with practical living career studies and arts and humanities as those committees meet and document the activities and strategies occurring at Chenoweth daily.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	PE/Practical Living Teacher Arts and Humanities Teacher Team Leaders Goal Clarity Teacher Writing Committee Primary Team Leaders

### Measurable Objective 2:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in English Language Arts by 06/02/2017 as measured by K PREP.

### Strategy1:

Rigor - Teachers will provide rigorous and relevant literacy instruction through high quality literary and informational texts.

Category: Professional Learning & Support

Research Cited: Marzano, R. J. Pickering, D.J., & Pollock (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA



## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use district reading proficiency assessments, components of Marie Clay's Observational Survey, DRAs and/or BRIGANCE data to analyze specific data related to key focus topics and reading standards at all grade levels. Reteaching of specific content will be implemented and differentiated for students ensuring higher proficiency levels on grade level benchmarks, CASCADE and/or KPREP.	Professional Learning	08/10/2016	01/01/2018	\$40128 - District Funding	Goal Clarity Coach, Principal, Assistant Principal, Team leaders, Certified Teachers, Reading Recovery Teacher

Activity - Balanced Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work in both grade level and vertical teams to align and design a balanced literacy instruction to meet rigorous K-5 KCAS standards for reading, writing, speaking and listening. Literacy instruction will occur for a minimum of 100 minutes daily and teachers will provide a 50/50 balance of literary and informational texts during the instructional time. This will result in students achieving proficiency benchmarks and higher KPREP scores in grades 3-5.	Professional Learning	08/08/2016	01/01/2018	\$0 - No Funding Required	Principal, Asst. Principal, Goal Clarity Coach (GCC) and Team leaders

Activity - PGES Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will monitor teaching and learning by collaborating in grade level and vertical team meetings, conducting classroom walk through specifically observing PGES components, and conferencing with individual teachers.	Other	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal, Assistant Principal and Counselor

### Strategy2:

Stakeholder involvement - The school will promote proficient literacy performance by working with students, staff, parents and community members to ensure students demonstrate continuous improvement.

Category: Stakeholder Engagement

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD:

Alexandria, VA

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chenoweth families and community members will be updated on school and classroom news through print, electronic media, school web site, Infinite Campus Mailers, One Call Now and monthly PTA Newsletter.	Community Engagement	08/01/2016	01/01/2018	\$500 - General Fund	classroom teachers, PTA newsletter chair, FRYSC, School Secretary, Assistant Principal and Principal

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Library Media Center Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the library media center to its full extent by checking out books on a flexible schedule. This will encourage reading of complex texts at all levels and allow for daily check out by various students.	Other	08/10/2016	01/01/2018	\$10500 - General Fund	Library Media Specialist

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center Coordinator will work with attendance clerk, counselor and district attendance personnel to ensure all students are present at school unless of emergency or illness. A personal contact will be made to verify student absences and encourage regular attendance.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Family Resource Center Coordinator, Counselor and Attendance Clerk

Activity - SBDM Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will monitor and analyze literacy and math data for grades K-5 to ensure continual progress of students achieving proficiency goals. Behavioral data provided by the Positive Action Center Coordinator will also be analyzed to determine if specific patterns of behavior could be impeding growth in literacy/math proficiency data.	Behavioral Support Program	08/10/2016	01/01/2018	\$20000 - District Funding	Positive Action Center Coordinator

Activity - Academic Supports for Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chenoweth will host school events in which students and families explore and learn literacy and/or math strategies to increase parent knowledge on improving student interest and enthusiasm for all content areas. Kindergarten Camp is designed to provide parents with information on K readiness skills and grade level benchmarks. Other family events throughout the year will provide parents the opportunity to learn with their child as well as receive information on strategies to support learning at home.	Community Engagement	12/01/2016	01/01/2018	\$500 - State Funds	Family Resource Center Coordinator, Library Media Specialist and a committee of teachers.

### Measurable Objective 3:

80% of Fourth grade students will demonstrate a proficiency in next generation science standards in Science by 06/01/2017 as measured by Cascade.

### Strategy1:

Monitoring - District proficiency assessments will be administered to students and recorded on CASCADE/Dashboard.

Category: Continuous Improvement

Research Cited: Chappuis, J. (2009). Seven strategies of assessment for learning. ETS: Portland, OR

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Analyze Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze assessment results (SPA), identify students not reaching proficiency in Science Content, reteach concepts and ensure students reach proficiency in science as measured by CASCADE.	Professional Learning	08/10/2016	01/01/2018	\$0 - No Funding Required	Team Leaders, Principal Assistant Principal Goal Clarity Coach

Activity - Reteaching or Extending	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science lab teacher and STEAM will plan with Goal Clarity Coach and classroom teacher for reteaching of content as well as extensions for those meeting standard.	Academic Support Program	08/10/2016	01/01/2018	\$60800 - General Fund	Science Lab teacher Goal Clarity Coach STEAM Lab

### Strategy2:

Intentional Instruction - Teachers will provide lessons for intentional instruction in NGSS.

Category: Professional Learning & Support

Research Cited: Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

Activity - Extension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment programs will be utilized to support extending the NGSS content. Fourth Grade science projects, incorporated Science night, Environmental Club, Vex Robotics Club, and other STEAM related clubs will be initiated to promote student engagement.	Extra Curricular	08/10/2016	01/01/2018	\$1000 - General Fund	Principal Assistant Principal STEAM Lab teacher Science Lab teacher Classroom teachers GCC

Activity - ECHO Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students will participate in the University of Louisville and JCPS ECHO program which provides hands-on activities, guest speakers and field trips to enrich science core content.	Field Trip	08/10/2016	01/01/2018	\$1000 - Other	Fourth grade teachers

Activity - Science Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time science lab teacher will be utilized to provide additional enrichment in core content science instruction. The science lab and outdoor classroom will be used to enhance student learning. The lab teacher will collaborate with classroom teachers and the Goal Clarity Coach to design lessons which compliment regular classroom instruction. The science lab position will be funded partially through district itinerant funds and aid in increasing student proficiency in science, math and literacy.	Academic Support Program	08/10/2016	01/01/2018	\$60800 - General Fund	Science Lab teacher Goal Clarity Coach Assistant Principal Principal

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Integrating Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technology into instruction through the use of computer notebooks, internet, Chrome books and other science resources. Teachers will continue to engage students through the use of Smart Board applications with an emphasis on cross-curricular (literacy) content. Walk throughs by administrative team will verify use of technology in classrooms resulting in higher student proficiency.	Technology	08/10/2016	01/01/2018	\$10000 - Other	STEAM Lab Teacher Science Lab Teacher Classroom Teacher

### Measurable Objective 4:

84% of Fifth grade students will demonstrate a proficiency in core content in Social Studies by 06/01/2017 as measured by K PREP.

### Strategy1:

Data Analysis - Teachers and administrators will use district Social Studies Proficiency Assessments to analyze student performance on key focus topics.

Category: Continuous Improvement

Research Cited: Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right-Using it well. ETS: Portland, OR

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize various instructional resources to reteach material not mastered and enrichment for students who gain proficiency. For example: History Alive, Literature Books and Scholastic News Magazine	Academic Support Program	08/10/2016	01/01/2018	\$3000 - District Funding	5th grade teachers, Principal, Textbook Committee, Asst. Principal

Activity - Trend Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student performance. Trends will be identified. Focus and enrichment groups will be determined.	Professional Learning	08/10/2016	01/01/2018	\$65800 - District Funding	5th grade teachers, Goal Clarity Coach, Asst. Principal, Principal

### Strategy2:

Core Content Instruction - Grade level teachers will design and implement thoroughly relevant instruction on social studies standards according to the current core content.

Category: Continuous Improvement

Research Cited: Saphier, J., Haley-Speca, M.A., & Gower, R. (2008). The skillful teacher: Building your teaching skills. Research for Better Teaching, Inc.: Acton, MA

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize various effective instructional strategies to enhance student learning such as; group projects, inquiry based lessons, KY History Day, flexible grouping, integrated technology and cross curricular connections.	Technology	08/10/2016	01/01/2018	\$4000 - Other	Classroom Teacher GCC School Technology Coordinator

Activity - Bilingual Associate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A bilingual instructor provided through district add-on budget will continue providing foreign language instruction as well as instruction on the culture of other countries. Students will demonstrate their understanding through Social Studies Proficiency Assessments, KPREP and Projects.	Academic Support Program	08/10/2016	01/01/2018	\$12900 - District Funding	Principal Assistant Principal Bilingual Instructor III

Activity - Care for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Care for Kids components into daily learning to promote citizenship and see first hand the benefits of working within a classroom community.	Other	08/10/2016	01/01/2018	\$0 - No Funding Required	Counselor Classroom eachers

Activity - Team Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet regularly to plan effective social studies core content instruction using current text and rich, complex informational readings. Use of informational text will support both literacy and Social Studies resulting in increased student proficiency on CASCADE and KPREP.	Professional Learning	08/10/2016	01/01/2018	\$1000 - District Funding	Grade level team Leaders

### Measurable Objective 5:

68% of Third, Fourth and Fifth grade students will demonstrate a proficiency in common core standards in Mathematics by 06/01/2017 as measured by K PREP.

### Strategy1:

Assessment Analysis - District proficiency and diagnostic assessments will be administered to students and recorded on CASCADE. Using Dashboard, teachers will analyze student results and make instructional decisions based on the data reviewed. Deep Implementation Planning process will be utilized and documented.

Category: Continuous Improvement

Research Cited: Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right-Using it well. ETS: Portland, OR

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach will collaborate with teachers in grade level PLC meetings to analyze assessment data (BRIGANCE, grade level benchmarks, district proficiency assessments). Instructional plans, resources, and specific strategies will be designed based on findings to support and increase student achievement.	Professional Learning	08/10/2016	01/01/2018	\$61900 - District Funding	Goal Clarity Coach

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goals will be developed based on key standards and teacher work with Goal Clarity Coach to design formative assessments administered between the diagnostic and proficiency district assessments.	Professional Learning	08/10/2016	01/01/2018	\$60800 - Other	Goal Clarity Coach

### Strategy2:

Rigor - Grade level teams of teachers will design, plan and implement high leveled, rigorous instructional based on KCAS math standards-common core.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May 2004). What is a "professional learning community", Educational Leadership.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide differentiated instruction to include independent study, tiered assignments, flexible skills grouping, essential fluency standards and extension of content based on student needs assessment. This differentiation should address students who are in need of interventions as well as students who are in need of enrichment opportunities.	Direct Instruction	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal, Assistant Principal, Goal Clarity Coach and Team leaders

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC groups to plan and reflect on instruction (pacing, depth, instructional resources, product, process and delivery of content), analyze data, and develop formative/summative assessments. Needs address replacing or adjusting instruction to ensure appropriate level of challenge and improvement. According to TELLKY Survey, vertical teaming and specific professional development opportunities will be provided to support instructional needs of the teachers and to explore the availability of resources.	Professional Learning	08/10/2016	01/01/2018	\$0 - No Funding Required	Goal Clarity Coach, Principal, Asst. Principal and Counselor

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

SY 2016-2017

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## Comprehensive School Improvement Plan

Chenoweth Elementary School

Increase the percentage of GAP students scoring proficient to 70.2% in combined reading and math by 2019.

### Measurable Objective 1:

17% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by lowering the number of students scoring novice in English Language Arts by 06/03/2016 as measured by Unbridled Accountability Model.

### Strategy1:

Progress Monitoring - GAP students will be identified and progress monitored closely for growth towards proficiency.

Category: Integrated Methods for Learning

Research Cited: Chappuis, J. (2990). Seven strategies of assessment for learning. ETS: Portland, OR

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative and summative assessments will be used and analyzed to design instruction and make instructional adjustments for GAP students.	Professional Learning	08/10/2016	01/01/2018	\$0 - No Funding Required	Goal Clarity Coach Principal Asst. Principal

### Measurable Objective 2:

59% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards in English Language Arts by 06/01/2017 as measured by K PREP.

### Strategy1:

Rigor - Grade level teachers, ECE teachers, Goal Clarity Coach, and administrative team will meet in bi-weekly PLCs to plan effective instruction of English Language Arts Common Core curriculum for GAP students.

Category: Continuous Improvement

Research Cited: Dufour, R. (May 2004). What is a "professional learning community" Educational Leadership

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery Teacher will work with targeted students to increase reading proficiency. In addition, Reading Recovery Teacher will provide professional development updating and demonstrating the latest research-based strategies in ELA instruction.	Academic Support Program	08/10/2016	01/01/2018	\$60800 - Other	Reading Recovery Teacher

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will identify students not meeting particular standards. Staff will plan appropriate lessons targeting those standards not mastered including interventions and reteaching with differentiated instruction.	Professional Learning	08/10/2016	01/01/2018	\$0 - No Funding Required	GoalClarity Coach, Literacy Resource Teacher, Grade level teachers, ECE teachers and administrators

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Additional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire additional personnel to work with identified GAP students in reading resulting in higher student proficiency as measured by CASCADE growth and KPREP.	Academic Support Program	08/10/2016	01/01/2018	\$11500 - General Fund	Principal and SBDM

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime After School ESS teacher(s) will focus on students below grade level, as identified by district and state assessments, using specific intervention materials and research-based strategies. Progress monitoring of student growth will be analyzed to determine if an alternative program is needed.	Academic Support Program	01/02/2017	01/01/2018	\$10000 - State Funds	ESS Coordinator Principal Asst Principal Counselor

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student performance will be monitored using proficiency assessments, formative assessments and teacher created materials. Tiered instruction in Response to Intervention will be implemented by Goal Clarity Coach, Interventionists and classroom teachers.	Academic Support Program	08/10/2016	01/01/2018	\$17000 - State Funds	Principal Asst. Principal Counselor

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not achieving proficiency benchmarks will have extended time for instruction with interventionist(s), classroom teacher, and/or technology resources aimed at providing research-based interventions in ELA. Progressed monitoring of student growth will be analyzed to determine effectiveness of the intervention and to make adjustments accordingly.	Academic Support Program	08/10/2016	01/01/2018	\$6000 - State Funds	Classroom teachers, ECE teachers, GCC, Principal, Asst. Principal and Counselor

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An administrator will contact parents or guardians of any student scoring Novice on Reading and/or Math according to KPREP data. Conversation will occur about interventions and ways parents/guardians can work with school and students to improve academic performance.	Community Engagement	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal, Asst. Principal and Counselor

### Strategy2:

Non Academic Support - The administrative team (including the FRC Coordinator), office staff, classroom teachers and district personnel will identify students who are determined in need of non-academic assistance.



## Comprehensive School Improvement Plan

Chenoweth Elementary School

Category: Continuous Improvement

Research Cited: Barbara Rogoff, Apprenticeship in Thinking: Cognitive Development in Social Context (Oxford University Press 1990).

Activity - Behavior and Attendance Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will monitor and analyze behavior and attendance data provided by the Positive Action Center.	Behavioral Support Program	08/10/2016	01/01/2018	\$11000 - District Funding \$10000 - General Fund	Postive Action Center Coordinator, Counselor, Asst. Principal and Principal

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center Coordinator will work with community volunteers and district personnel to pair identified students with an EVERY 1 Reads tutor. The tutor will meet with the student weekly to support literacy skills and provide mentors for learning. A culminating celebration will occur involving tutors, students and their families.	Tutoring	10/03/2016	01/01/2018	\$3000 - FRYSC	Family Resource Center Coordinator

### Measurable Objective 3:

76% of Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in core content in Social Studies by 06/01/2017 as measured by K PREP.

### Strategy1:

Progress Monitoring - GAP students will be identified and progress monitored closely for growth towards proficiency.

Category: Integrated Methods for Learning

Research Cited: Chappuis, J. (1990). Seven strategies of assessment for learning. ETS: Portland, OR

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative and summative assessments will be used and analyzed to design instruction and make instructional adjustments for GAP students.	Professional Learning	08/10/2016	01/01/2018	\$0 - No Funding Required	Goal Clarity Coach Principal Asst. Principal

### Strategy2:

Instructional Design - Teachers will design Social Studies lessons for intentional instruction based on core content for Social Studies and the district curriculum map.

Category: Continuous Improvement

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that work: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

## Comprehensive School Improvement Plan

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Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize district Social Studies proficiency assessments to identify students in need of additional academic support in order to gain proficiency.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Goal Clarity Coach Principal Asst. Principal

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not achieving proficiency on standard benchmarks will be provided additional support in a small group or individual setting. Literacy materials will be utilized to support Social Studies content, providing support in both content areas.	Academic Support Program	08/10/2016	01/01/2018	\$5000 - District Funding	Goal Clarity Coach Principal Bookkeeper

### Measurable Objective 4:

68% of Fourth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in core content in Science by 06/01/2017 as measured by Cascade Assessments.

### Strategy1:

Instruction - Teachers will design science lessons based on district science kits, curriculum maps and next generation science standards.

Category: Continuous Improvement

Research Cited: Jacobs, H. H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support in science core content will be given group or individual assistance on needed content.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Science Lab Teacher Classroom Teachers

Activity - Science Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use district science proficiency assessments to identify students who are in need of additional academic support for NGSS. Science lab teacher will reteach lessons as needed to clarify understanding of NGSS.	Academic Support Program	08/10/2016	01/01/2018	\$60800 - General Fund	Science Lab Teacher Classroom Teachers Goal Clarity Coach

### Strategy2:

Analysis of Data - GAP students will be identified and their data disaggregated during team Professional Learning Community time.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community". Educational Leadership.

## Comprehensive School Improvement Plan

Chenoweth Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in regular PLC groups and use disaggregated data to monitor GAP student progress. Instructional decisions will be discussed and shared to help guide interventions and enrichment opportunities when working with identified groups of students.	Professional Learning	08/10/2016	01/01/2018	\$78500 - District Funding	Goal Clarity Coach Principal Asst. Principal Teachers

Activity - Effort Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students reaching proficiency on Science Assessments will work in the Science Lab and outdoor classroom as "Science Ambassadors". In addition to assisting with upkeep, the lab assistants will provide tours to building visitors, incorporating their knowledge of science into the information.	Other	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal Science Lab Teacher

### Measurable Objective 5:

14% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by lowering the number scoring novice in Mathematics by 06/03/2016 as measured by Unbridled Learning Accountability Model.

### Strategy1:

Identification of Students - Administrative team, Goal Clarity Coach and teachers will work together in Professional Learning Communities to identify students who have not yet reached proficiency in key math standards using state, district and school assessments.

Category: Continuous Improvement

Research Cited: Wiggins, G. and McTighe, J. (1998). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers, ECE teachers and interventionists will provide small group or individual instruction to identified students based on specific KCAS math standards. Student progress will be monitored and groups will be flexible as standards are mastered or not mastered throughout the year.	Academic Support Program	08/10/2016	01/01/2018	\$60800 - General Fund	Goal Clarity Coach

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime and After School ESS teacher(s) will focus on students performing below grade level in math as identified by district, state and school assessments. ESS teachers will utilize researched-based strategies such as Marilyn Burn's Math Solutions, to help guide small group instruction.	Academic Support Program	01/02/2017	01/01/2018	\$7800 - State Funds	ESS Coordinator Principal Asst Principal Counselor

## Comprehensive School Improvement Plan

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Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire additional certified personnel (through ESS or Local School funds) to work with identified GAP students in math.	Academic Support Program	08/10/2016	01/01/2018	\$10000 - State Funds	Principal and SBDM

Activity - Before School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with students before school in small focus groups to address instructional needs and assist with homework or projects.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Teachers

### Measurable Objective 6:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards in Mathematics by 06/01/2017 as measured by K PREP.

### Strategy1:

Additional Support - The administrative team, Family Resource Center Coordinator, office staff, classroom teacher and district personnel will identify students and families in need of non-academic assistance.

Category: Other - Additional support to remove barriers to learning.

Research Cited: Zill, N. (1993). The changing realities of family life. Aspen Institute Quarterly, 5 (1), 27 -51.

Activity - Brokering Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will work with agencies such as Metro United Way, Lions of Kentuckiana, Local Eye Doctors, 7 Counties, The Brook, to partner families with the organizations who can provide needed assistance.	Community Engagement	08/10/2016	01/01/2018	\$60000 - District Funding	Family Resource Center Coordinator

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Asst. Principal or Counselor will conduct a conference with parent/guardian of any student scoring Novice according to KPREP. This conference will help parents understand the school's efforts to improve their student's academic performance, but will also provide strategies or activities that the parent/guardian can do assist in improving academic achievement. This parent communication will continue throughout the school year.	Parent Involvement	10/24/2016	01/01/2018	\$0 - No Funding Required	Principal Asst. Principal Counselor

### Strategy2:

Identification of Students - Administrative team, Goal Clarity Coach and teachers will work together in Professional Learning Communities to identify students who have not yet reached proficiency in key math standards using state, district and school assessments.

Category: Continuous Improvement

Research Cited: Wiggins, G. and McTighe, J. (1998). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.

## Comprehensive School Improvement Plan

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Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire additional certified personnel (through ESS or Local School funds) to work with identified GAP students in math.	Academic Support Program	08/10/2016	01/01/2018	\$10000 - State Funds	Principal and SBDM

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers, ECE teachers and interventionists will provide small group or individual instruction to identified students based on specific KCAS math standards. Student progress will be monitored and groups will be flexible as standards are mastered or not mastered throughout the year.	Academic Support Program	08/10/2016	01/01/2018	\$60800 - General Fund	Goal Clarity Coach

Activity - Before School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with students before school in small focus groups to address instructional needs and assist with homework or projects.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daytime and After School ESS teacher(s) will focus on students performing below grade level in math as identified by district, state and school assessments. ESS teachers will utilize researched-based strategies such as Marilyn Burn's Math Solutions, to help guide small group instruction.	Academic Support Program	01/02/2017	01/01/2018	\$7800 - State Funds	ESS Coordinator Principal Asst Principal Counselor

### Measurable Objective 7:

51% of Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in on demand writing and language mechanics in English Language Arts by 06/01/2017 as measured by K PREP.

### Strategy1:

Instructional Strategies - Teachers will design and implement writing instruction based on student needs as well as the on demand writing expectations associated with KCAS.

Category: Continuous Improvement

Research Cited: P.M. Cunningham & R.L. Allington (1999). Classrooms that work. Addison Wesley Longman.

## Comprehensive School Improvement Plan

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Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting proficiency benchmarks will work in small focus groups where instruction will target specific writing and mechanic content. Monitoring will occur through writing prompts, On-Demand writing pieces, and other student writing samples.	Academic Support Program	08/10/2016	01/01/2018	\$0 - No Funding Required	Classroom Teachers GCC ECE Teachers

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting minimum competency standards in writing will be identified using KDE materials, district prompts, schoolwide prompts and other student writing.	Professional Learning	08/10/2016	01/01/2018	\$1000 - General Fund	Principal Goal Clarity Coach Asst. Principal

### Strategy2:

Data Disaggregation - GAP students will be identified and monitored closely for progress towards proficiency through PLC data analysis based on written performance.

Category: Professional Learning & Support

Research Cited: D.H. Graves (1995). A Fresh Look at Writing, Heinimann.

Activity - Authentic Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informal writing needs assessment will be administered to students in order to identify and progress monitor specific areas not meeting proficiency.	Direct Instruction	08/10/2016	01/01/2018	\$0 - No Funding Required	Goal Clarity Coach Teachers

Activity - Author Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students reaching proficiency will share their writing with classmates through classroom, grade level and school level media.	Direct Instruction	08/10/2016	01/01/2018	\$0 - No Funding Required	Principal Library Media Specialist School Technology Coordinator Classroom Teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

# Comprehensive School Improvement Plan

Chenoweth Elementary School

## Goal 1:

Program Reviews in Writing, Arts and Humanities, K - 3, and Practical Living Vocational Studies will continue to meet or surpass proficiency as defined by the state rubric.

## Measurable Objective 1:

demonstrate a proficiency on all Program Reviews by 06/03/2016 as measured by Kentucky Department of Education's rubric.

## Strategy1:

Program Monitoring - Program Review progress will be monitored on an ongoing basis by committee chairs.

Category: Management Systems

Research Cited: Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools.

Marilyn Friend, Inc.: NC

Activity - Evidence Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards and demonstrators will be reviewed for evidence collection continually and three times during the year with the entire school faculty.	Policy and Process	08/12/2015	06/03/2016	\$0 - No Funding Required	Committee Chairs

Activity - Interim Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interim scoring will be conducted at several points throughout the school year to ensure adequate progress toward proficiency is being met.	Academic Support Program	08/12/2015	06/03/2016	\$0 - No Funding Required	Principal Asst. Principal

## Strategy2:

Foreign Language Instruction - Foreign language instruction will occur in Kindergarten through 5th grade. This may be accomplished through a Foreign Language Instructor as well as through a video series. Lesson plans for language instruction will be monitored.

Category: Early Learning

Research Cited: Students need exposure and practice using foreign language skills to be 21st century learners.

Activity - Foreign Language Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive foreign language instruction.	Academic Support Program	08/12/2015	06/03/2016	\$12600 - District Funding	Principal

## Strategy3:

Committee Representation - A committee for each Program Review will be formed and a chairperson selected.

Category: Continuous Improvement

Research Cited: Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools.

Marilyn Friend, Inc.: NC

## Comprehensive School Improvement Plan

Chenoweth Elementary School

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Activity - Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school wellness policy will be implemented according to SBDM recommendations. Each staff member will receive a copy of the policy.	Policy and Process	08/12/2015	06/03/2016	\$60800 - General Fund	Health/Practical Living Teacher Principal

Activity - SBDM policies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM policies will be written, reviewed and updated to include completion of all Program Review Requirements.	Policy and Process	08/12/2015	06/03/2016	\$0 - No Funding Required	Principal SBDM Council



# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **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?**

Chenoweth Elementary is a Jefferson County Public School (JCPS) serving students in grades Kindergarten-fifth. We are located in eastern Jefferson County at 3622 Brownsboro Road, Louisville Kentucky. Chenoweth Elementary is positioned between the heart of downtown and the suburbs of East Louisville. We are nestled in a community of a high tax base surrounded by many parochial schools. Our community members, students, staff, and parents are extremely involved in the school. Over the course of the last four academic years our state assessment scores have greatly surpassed district and state averages. The latest KPREP data indicated that Chenoweth is a high performing school with a label of a Proficient School.

Chenoweth serves approximately 520 students from diverse backgrounds, both racially and economically. We sustain a high level of student attendance and promotion rates, 96.% attendance rate and 0.6% retention rates.

Since 2009, our school demographic population has changed very little. We continue to maintain a steady demographic population, despite the modifications in the Jefferson County Public School Student Assignment Plan. One of our most unique features is our dedication to serving all of our students needs and embracing our diversity. Chenoweth's administration and staff is dedicated to providing each and every student with a differentiated education based on individual needs. We strive to teach to every student's individual needs every day in every subject. Thus, we have seen a steady increase in state assessment scores in all content areas. We are extremely competitive in academic progress with other educational institutions in our region and area. Our teachers are experienced, dedicated, caring, and make every effort to help all students reach their full potential by providing rigorous, high leveled, learning experiences.

The staff and faculty of Chenoweth Elementary bring a wealth of educational experience and diversity. We have a certified staff to student ratio of 17:1. This allows for a personalized experience of learning with differentiated instruction of our students. Chenoweth Elementary employees thirty one certified teachers. All teachers are registered as Highly Qualified under the Every Child Succeeds Act (ESSA) guidelines. Our staff believes in a commitment to students and learning, continuous improvement, ongoing professional development, and education. Ninety Six percent of our teachers' have attained a Master's in Education or higher. The average teaching experience is fourteen years. This plethora of experience gives Chenoweth students a learning experience with well trained and successful practitioners.

As well as an experienced highly effective staff, Chenoweth has a high rate of community involvement. Community members and parents offer input into school goals through Site Based Decision Making (SBDM) and Family Resources Center (FRC) Advisory meetings. The active Parent Teacher Association (PTA) provides a wealth of input into school decisions and provides involvement through serving on SBDM committees and fundraising activities. The PTA is very active and engaged with one of the largest PTA Boards in JCPS.

The PTA and FRC coordinate an extensive number of volunteers. The Everyone Reads program, a volunteer based literacy initiative, is coordinated by FRC. Parent volunteers are also highly apparent. The most recent School Report Card boasts well over 1,000 volunteer hours which were conducted at Chenoweth Elementary. Also, many community partnerships exist including; Brundage Jewelers, Department of Fish and Wildlife, Broadway Baptist, ECHO., Masonic Homes of Louisville, and Every 1 Reads. The major PTA fund raiser "Gallop-a-thon" is underwritten by a long list of area businesses and organizations who donate time and financial support of the school.

## **Comprehensive School Improvement Plan**

Chenoweth Elementary School

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Chenoweth Elementary has a diverse student body which contributes to our uniqueness in the state of Kentucky. The student population has a high attendance and achievement rate. Our PTA and FRC coordinate numerous volunteers which contribute greatly to student successes. Our staff of highly qualified teachers and low certified teacher to student ratio allows for a commitment to student achievement success at a high level. Chenoweth Elementary is a high ranking JCPS and Kentucky school.

## **School's Purpose**

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

Our Purpose is to promote students prepared for middle school and beyond. We envision Chenoweth to be a safe place where students can reach their full potential. We believe students are to be challenged academically through rigorous, high leveled learning experiences. We value students accepting responsibility for their behavior and showing tolerance for the diversity of others. With these values and beliefs in place, we strive for every student to leave Chenoweth ready to be a contributing member of our community.

Chenoweth Elementary staff, Site-based Decision Making council (SBDM), parents, and teachers make every effort to fully prepare students for the next level of education and beyond. Our goal is for students to reach their full potential through rigorous high leveled experiences. Each of our academic programs, extracurricular activities, and instructional plans are specifically designed with our purpose, mission, vision, and values in mind.

To provide successful academic achievement for students, teachers participate in bi-weekly professional learning communities (PLC's). Groups of teachers analyze complex relevant student data and assessments to plan specially designed instruction related to Common Core Standards. We utilize various programs in literacy, math, social studies, and science to meet the needs of all students. Our teaching staff collaborates with special area teachers in the area of science lab, S.T.E.A.M. Lab, arts and humanities, library sciences, and practical living/career studies to provide cross-curricular opportunities that relate to life experiences. We provide support for students who need extra help academically by allowing for qualified participation in Reading Recovery, Extended School Services and Response to Intervention.. Additionally, we maintain a high quality Advanced Placement (AP) and Primary Talent Pool (PTP) extension programs.

Chenoweth administration and faculty provide multiple extracurricular opportunities for students to enhance the educational experiences at elementary school. We have academic teams which challenge the mind in Future Problem Solving and Quick Recall. Technological advances have allowed students to be involved in Lego robotics, VEX robotics, student participation in Student Technology Leadership Program (STLP), Primary Talent Pool enrichments and a student led newscast. Other student leadership opportunities include, Junior Achievement, Safety Patrol, Student and Caring Buddies activities. Students have the choice of participating in other various activities including, but not limited to, orchestra, band, basketball teams, cross country, choir, cheer-leading, environmental club, science club, and flamenco dancing.

In addition to the wide range of academically enriching program offerings, the Chenoweth staff makes every effort to help students reach their full potential, not only through academics, but as contributing member of society. We are a "Care for Kids" School. Our teaching faculty utilizes this program to help students be productive school citizens. Each class participates in a morning and afternoon meeting where students help solve problems in their classroom community. This allows student to have a "voice and choice" in decision making while utilizing the democratic process. Students learn and utilize restorative justice and gain a respect for the diversity with in our community. Our commitment to creating caring community members is evident in our daily announcement and student participation in the pledge of Allegiance and Chenoweth school pledge, " I am a responsible member of the Chenoweth family. I'll be the best person I can be. I'll help you and you'll help me."

Together with offering numerous challenging and enriching academic programs, we believe becoming a contributing member of society is essential for future student success. Therefore, we participate and sponsor many community service projects that enhance the quality of our  
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environment and community. Students are offered an opportunity to participate in our Environment Club which participates in community service learning and projects in and around Louisville. We also have a philanthropy group which raises funds and awareness for animals in our area. We have classes that couple with community members and groups such as the Masonic Lodge, Every 1 Reads, Brundage Jewelers, Department of Fish and Wildlife, KAIRE, Broadway Baptist Church, and many others.

Chenoweth Elementary administrative, support, and teaching staff strive to have every student promote prepared for the next level. We believe students are to be challenged academically and do so by providing differentiated instruction to meet the needs of each student, whether it be extension or extra support. We offer numerous programs that help prepare student to be contributing members of our community, as well as achieve at high levels.

Chenoweth Students Promote Prepared!

## **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.**

The Chenoweth Elementary Community has earned many notable achievements over the course of its existence. We have an award winning faculty, administrative team, Parent Teacher Association (PTA), and student body. At Chenoweth we strive to excel in academics, community involvement, extra-curricular activities, and technological education enhancements.

Among our award winning staff is the School Media Specialist, Jennifer Koch. She was awarded the Outstanding Library Media Specialist award for Jefferson County. This included not just public schools, but private schools as well. We have a former ECE Teacher of the Year, Terry Dikes, as the Assistant Principal. as well as National Board Certified Teachers. A local TV station presents the ExCEL Award each month to a teacher. Four of our teachers have been recognized and one did win the award. In addition, we are honored to have an ECE teacher who won a Special Education Award for braking down barriers. We also house the JCPS School Psychologist of the Year.

In September of 2015, at the Continuous Improvement Summit, recognized Chenoweth as a "Winner's Circle" school. Teacher survey results were analyzed. Based on results 10 schools were chosen from across the entire state. In conversation with those conducting the survey, Chenoweth staff results were the highest in the state in 3 categories: Student Discipline, Community Involvement and Professional Development. Chenoweth Elementary is indeed a great place to Teach and Learn.

We also house the JCPS School Psychologist of the Year.

Besides an award winning principal and teachers, the Chenoweth Student Technology Leadership Program (STLP) participants won the Pod cast of the Year. Our technology teacher has been named a two time winner of the JCPS Innovator of the Year. Finally, the Chenoweth fifth grade Film Festival had won district awards. Chenoweth also has a unique outdoor classroom and science lab which is nationally recognized.

Along with the notable accomplishments of Chenoweth Elementary faculty and students, our PTA is active and has an extremely high level of participation and school involvement. We reported over 2,200 hours of volunteer hours last year. The PTA has been recognized as a school of Outstanding parent involvement by JCPS. In 2012 we were awarded the PTA Outstanding Volunteer of the Year and District PTA Outstanding Educator of the Year. In addition, our PTA newsletter was named Outstanding PTA Newsletter of the Year. The Chenoweth PTA Reflections contest has winners at the local, state, and National levels

Not only does Chenoweth have an award winning PTA, but many of our teachers have won or been nominated for prestigious educator awards and accomplishments. Our computer teacher is the two time recipient of the Gheen's Institute for innovation and creativity award in 2010 and 2012. In 2009, our STLP won Podcast of the Year. The Chenoweth Film Festival, one of its only kind in the district and state, has won awards. We also have a Nationally Recognized Outdoor classroom and Science Lab of distinction. Finally, Chenoweth Elementary was chosen to be featured on WLKY Cribs segment in 2010 for a partnership with the local veteran's group and currently for our innovative work in the Environmental Club.

Accompanied by the numerous notable achievements and awards our school has received, Chenoweth students, parents, staff, and community members all have worked in tandem to improve state test scores. In the last three years we have meet the majority of our  
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improvement goals and outperformed state and district test data in all subject areas. According to the Kentucky School Report Card reporting for 2015-16, Chenoweth scored a proficient rating of achievement on the Kentucky Performance Rating of Educational Progress.. We outperformed district and state averages in every core academic achievement area..

Although Chenoweth is a high ranking overall achievement school, according the KPREP scores, we strive for continuous improvement and growth. In the next three years Chenoweth school personnel is striving to achieve academic excellence for all students. We are endeavoring to promote all students prepared or the next educational level and beyond. We will continue to excel in offering program and learning opportunities that enhance student's educational experiences. We are constantly pursuing excellence in academic student performance. Our goal is to surpass our annual measure of progress each school year by providing our students with educational experiences that are rigorous, relevant, and that prepare them for the next level.

Chenoweth Students Promoted Prepared!



## **Additional Information**

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

Chenoweth Elementary was noted as a Proficient School in the 2015-2016 KPREP. We have ranked in the top percentages of Kentucky elementary schools performance on KPREP over the last four years. We are committed to students and their achievement, by providing a rigorous high level education experiences which prepare students for the next level.

Chenoweth Chargers, Prepared!