



Comprehensive School Improvement Plan

Corbin Elementary

Corbin Independent

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TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	9
--------------------	---

Stakeholders	10
--------------------	----

Relationship Building	11
-----------------------------	----

Communications	12
----------------------	----

Decision Making	14
-----------------------	----

Advocacy	16
----------------	----

Learning Opportunities	17
------------------------------	----

Community Partnerships	18
------------------------------	----

Reflection	19
------------------	----

Report Summary	20
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	22
--------------------	----

Improvement Planning Process	23
------------------------------------	----

Phase I - Needs Assessment

Introduction 25

Data Analysis 26

Areas of Strengths 27

Opportunities for Improvement 28

Conclusion 29

2016-2017 Goals and Plans

Overview 31

Goals Summary 32

 Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.7% in 2014 to 72.1% in 2019 33

 Goal 2: Increase the averaged combined reading and math K-Prep proficiency scores for elementary school students from 58.4% to 75.7 in 2019 35

 Goal 3: Increase all Program Review Scores with an emphasis on Arts/Humanities and Practical Living to increase one level 37

 Goal 4: Increase teacher capacity for implementation of PGES to 100% by July 30, 2014 39

 Goal 5: Increase parental involvement at Corbin Elementary 40

 Goal 6: Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020 41

 Goal 7: Implement the wellness policy requirements of the Healthy, Hunger-Free Act of 2010 43

 Goal 8: Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP 44

Activity Summary by Funding Source 46

Phase II - KDE Assurances - Schools

Introduction 54

Assurances 55

Phase II - KDE Compliance and Accountability - Schools

Introduction 61

Planning and Accountability Requirements 62

Executive Summary

Introduction 87

Description of the School 88

School's Purpose 89

Notable Achievements and Areas of Improvement 90

Additional Information 91

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.		CES 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.

After analyzing the data. Corbin Elementary's free and reduced population has increased each year over the past 5 years. This is an area that has had to be addressed. We want to ensure that all students living in poverty have the opportunity to be taught by highly qualified teachers. The past two years this has been a goal of our school when placing students to ensure students are placed with experienced teachers with high ratings in the classroom.

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.

After analyzing the data, a couple of barriers have been identified that have challenged Corbin Elementary's school climate and effectiveness is the overall leadership from the past two years. Corbin Elementary has a young staff and administrative team. Through the TELL survey, results show that the leadership team could strive more to help assist teachers and staff. There is a need for better communication and consistency within the administrative team. Corbin Elementary decided to have two grade level team leaders in 3rd and 4th grade to help bring a more teacher input and enhance the overall communication and decisiveness within the school.

Comprehensive School Improvement Plan

Corbin Elementary

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.		CES Equity Goals

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:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by the Professional Growth and Effectiveness System (PGES) as referenced in the Corbin Independent Schools' Certified Evaluation Plan (CEP)..

Strategy1:

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Professional Learning & Support

Research Cited: Bill and Melinda Gates Foundation - MET Project Data

Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be orientated to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/04/2014	09/01/2014	\$0 - No Funding Required	Principal; Teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers that are new or new to the District will attend the Beginning Teacher Institutes sponsored by SESC as well as attend the District's New Teacher Training	Professional Learning	08/04/2014	06/01/2015	\$1000 - Title II Part A	SESC; Principals, Central Office, New Teachers

Activity - Enduring Skills/Student Growth Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	08/04/2014	06/01/2015	\$0 - No Funding Required	Central Office Staff; Principals; Mike York, KDE, SESC Coaches

Activity - PD 360/Other PL Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on observations and/or evaluation of teacher(s), principal may assist teachers in finding opportunities for growth with PD 360 or other opportunities available - possibly SESC	Professional Learning	07/01/2014	06/01/2015	\$5800 - General Fund	Central Office; Principals; Teachers

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the KET peer observer module once every three years and will review the KY Framework of Teaching before observing teachers.	Professional Learning	08/04/2014	06/01/2015	\$0 - No Funding Required	Principals; Teachers; Peer Observers

Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	08/04/2014	06/01/2015	\$0 - No Funding Required	Central Office Staff; Principals; Teachers

Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators that serve in an evaluative position will complete initial TeachScape certification and then complete the TeachScape calibration successfully.	Professional Learning	07/01/2014	06/01/2015	\$1300 - Title II Part A	Central Office Staff; Principals

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/01/2015 as measured by the completion of observations/evaluations required by the teachers' cycle .

Strategy1:

Principal Responsibilities - Principal should be aware of responsibilities regarding the CEP/PGES

Comprehensive School Improvement Plan

Corbin Elementary

Category: Professional Learning & Support

Research Cited:

Activity - Data Analysis - Teacher Evaluations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in the various levels (ineffective, developing, accomplished, exemplary)	Professional Learning	04/01/2015	06/30/2015	\$0 - No Funding Required	Principals

Activity - CEP Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CEP will be evaluated for needed updates based on data from evaluations and stakeholder input.	Policy and Process	04/01/2015	07/01/2015	\$0 - No Funding Required	District 50/50 Committee; Principals; Teachers

Activity - Teacher Observations/Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process	08/04/2014	06/01/2015	\$0 - No Funding Required	Central Office; Principals

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?

Process used to engage a variety of stakeholders in Corbin Elementary's School Improvement Plan are as follows; SBDM Council, Professional Learning Communities, Faculty Meetings, 21st Century Staff, District Administration Meetings, Corbin Elementary School Committees and Title I Parent Involvement quarterly meetings. SBDM Council holds an election each year to determine who will be representing the council and their role. Meetings are scheduled monthly. All grade level teachers have common planning at Corbin Elementary. Two days a week we hold PLC's with our teachers and discuss whatever is on the agenda for that day. Corbin Elementary holds monthly faculty meetings with teachers and our 21st Century Staff. Committees are established at the beginning of the year and meet monthly or as needed. District administration meetings are held monthly at schools throughout the district or at the Board of Education.

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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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: 3.29

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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

Comprehensive School Improvement Plan

Corbin Elementary

	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: 2.57

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

Comprehensive School Improvement Plan

Corbin Elementary

	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: 3.5

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.67

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	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 allows parents access to most classrooms by appointment only.	Apprentice

	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.	Proficient

Community Partnerships

Overall Rating: 3.0

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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

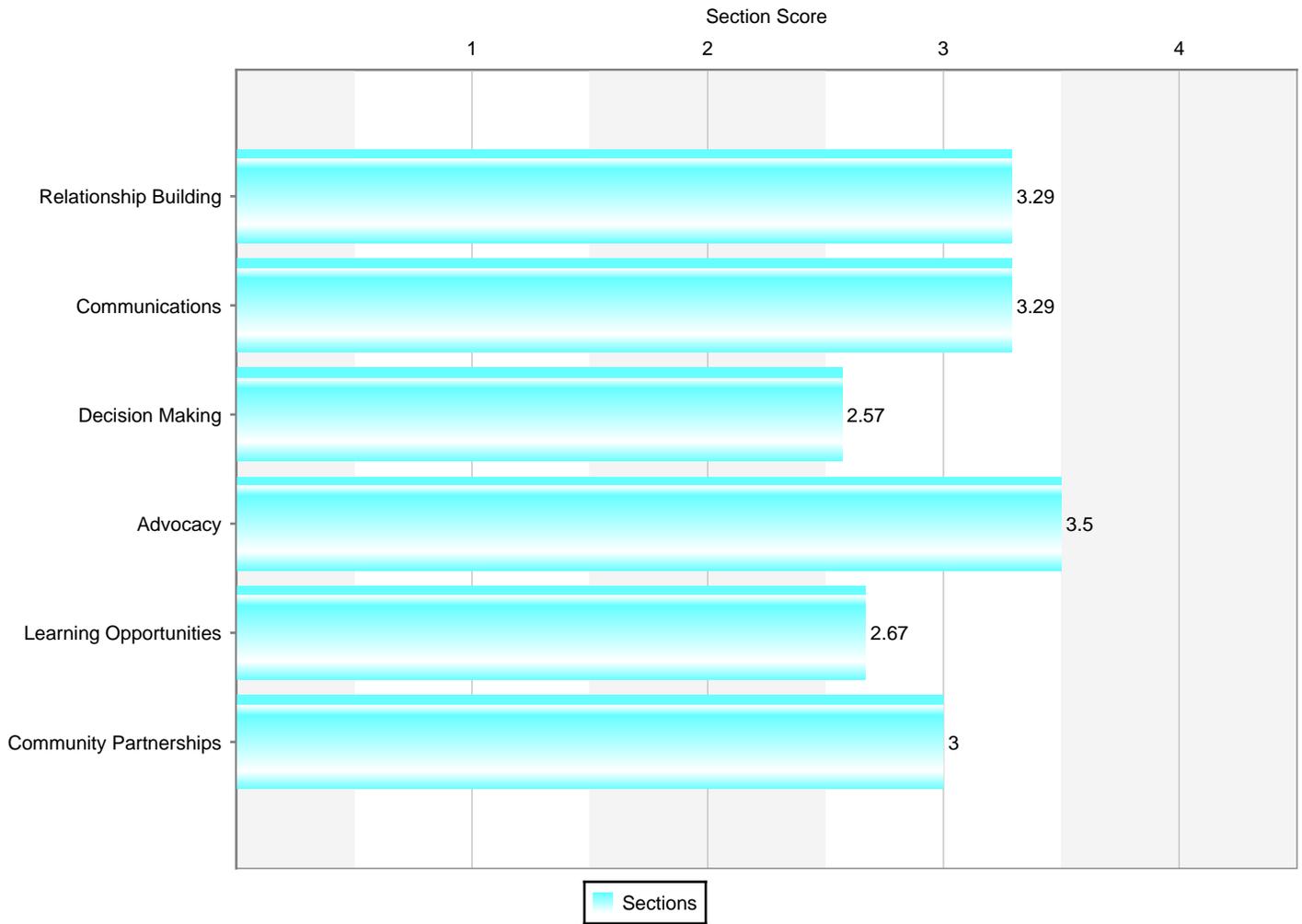
Reflection

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

Corbin Elementary offers a welcoming environment for all staff and stakeholders. We pride ourselves on a strong positive school climate and welcome parent involvement. One strength that has been identified is the communication with our parents and stakeholders. Although, our parent involvement is good we as a school need to continue to strive to relate our school's expectations in multiple ways and on a more regular basis. This year Corbin Elementary modified our standards based report card to be consistent through grades K-4. The development of our standards based grading brochure has increased parent involvement and has given parents more insight about the standards that are taught at each grade level. Communication and parent knowledge of the standards has been addressed by embedding more opportunities throughout the year for parents to attend open house, parent conferences, parent nights, and Title I meetings. Corbin Elementary also has a strong partnership with our Family Resource, Redhound Enrichment After School Program, and some other outside resources that helps meet not only our student's needs but also training and monitoring families that are in need.

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.

The process used to engage a variety of stakeholders in Corbin Elementary's School Improvement Plan are as follows; SBDM Council, Professional Learning Communities, Faculty Meetings, 21st Century Staff, District Administration Meetings, Corbin Elementary School Committees. SBDM Council holds an election each year to determine who will be representing the council and their role. Meetings are scheduled monthly. All grade level teachers have common planning at Corbin Elementary. We meet with grade level team leaders at the beginning of each week and also two days a week we hold PLC's with our teachers to discuss whatever is on the agenda for that day. Corbin Elementary holds monthly faculty meetings with teachers and our 21st Century Staff. Committees are established at the beginning of the year and meet monthly or as needed. District administration meetings are held monthly at schools throughout the district or at the Board of Education.

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

Administration meets with each stakeholder group and discusses past goals, strategies, and activities that were a part of the previous year's CSIP. It is during these meetings that we discuss the impact and implementation of the strategies and activities. After receiving feedback from all stakeholders adjustments are made to the Comprehensive School Improvement Plan.

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

Corbin Elementary's final Comprehensive School Improvement Plan is presented to the SBDM Council for approval in December. Once approved the CSIP is then presented to the faculty, staff, parents, and placed on Corbin Independent School's website as well as, Corbin Elementary Schools website. The CSIP is presented to the Corbin Board of Education as part of an impact/implementation check each year. These checks are done at periodically throughout the year with SBDM.

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?

Corbin Elementary reviews the TELL Survey, School Report Card (KPREP), MAP Data, iReady data, Infinite Campus and student perception data in order to evaluate our school to meet the needs of all students. We have started surveying the needs of parents and working to get them involved in school decisions. Corbin Elementary communicates with parents through Edulink, Remind 101, newsletters, parent conferences, and other sources of media. We also conduct Title I meetings with parents twice a year to get their thoughts on ways to enhance parent communication as well as parent involvement. We are also working to increase our membership in our PTO and our 21st Century program. Through our TELL survey, Val-Ed survey and parent surveys we measure our strengths and weaknesses through K-PREP data, and work to meet delivery targets.

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?

Strengths of the TELL and Val-Ed Survey indicated that teachers feel that state, local, and student data help guide instructional practices and provide support in delivering individualized instruction. Teachers are encouraged to try innovative methods to improve instruction based on student data and reflect on their practice. This year teachers were provided with extensive training over how Kagan strategies can be used in the classroom to enhance student engagement. Through our iReady program, MAP testing, SRI, testing, and KPREP data Corbin Elementary uses data to meet the needs of all students.

After reviewing the School Report Card, Corbin Elementary was above the state mean in students meeting proficiency in the areas of reading, math, and language mechanics for the 2015-2016 school year. Corbin Elementary School has a classification of a Distinguished/Progressing school. Corbin Elementary met its AMO for the 2015-2016 school year and is rated as a high performing school. Corbin Elementary School reviewed Attendance and Student Behavior reports from Infinite Campus. The average daily attendance for the 2015-2016 school year was 95.60%. That is a slight increase from the previous year. The number of behavior referrals has consistently decreased the last three years. The data is reviewed by district administrators, school administrators, School-Based Decision Making Council, team leaders, school-wide committees, and all teachers through a test score analysis professional development in addition to a 2-day administrative retreat. Reviewing data allows stakeholder to evaluate the reports, reflect on current practices, and set new goals for the coming year

Opportunities for Improvement

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

Weaknesses from the TELL Survey show that teachers feel that the school improvement team needs to provide more effective leadership at Corbin Elementary. To address these concerns, we decided to provide two team leader positions per grade level. This in turn will provide the administrative staff more input from teachers as well as provide better communication among staff. The improvement team meets weekly and discusses ways to improve communication and collaboration among all staff. Also, school administrators will attend trainings provided SESC Coop over effective leadership strategies as well as go on a one day retreat with team leaders. The principal and the assistant principal will collaborate with other administrators within the district to observe PLC's and gain knowledge on how to improve our overall leadership within the building.

Analysis of the School Report Card data- Corbin Elementary KPREP data indicates that the school did not meet it's combined reading and math delivery targets for the 2015-2016 school year. We would like to see more growth in the area of math. Overall, we did show growth in math but the number of students reaching proficient/distinguished status in third grade declined. The data also shows that the biggest area of concern that needs to be addressed are those students in the special ed. and free/reduced population. This is an area that is being addressed by identifying these students and working with them in small groups, RTI, and individualized learning stations

Conclusion

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

Corbin Elementary administrators, team leaders, and reading/math interventionists at each grade level will oversee that the interventions, instructional strategies, curriculum calendars/pacing guides, and programs are in place for all students. I have listed the strategies that we will incorporate into our opportunities of improvement.

Plans that are in place to help improve the areas of need.

*ESS- Extended School Services are already being offered and will continue throughout the year. Students will be identified using MAP data, K-Prep test scores, iReady diagnostic test, SRI data. Special Ed. and Free/Reduced population. (GAP students)

*Before school hours staff are going to help assist students in the computer labs from 7:00 - 7:45 a.m. During this time, teachers will assist students using programs to enhance/remediate skills incorporated with iReady, Small Groups, Educational Apps, etc. in order to close the gap and enhance student growth.

*The district has purchase a supplemental instructional program called Ready Common Core which all teachers are required to do each day to reinforce standards that have been taught throughout the year.

*RTI/Enrichment time has been embedded into the master schedule for teachers to address individual student needs such as, enrichment and remediation.

*Corbin Elementary will scrimmage test 3 times a year in the areas of reading, math, and language to expose students to what state testing is like and to build stamina. Setting expectations.

*All assessments formative and summative will be timed.

*The I-Ready diagnostic test is given at the beginning of the year to identify what grade level each individual student is currently working at.

*Goal setting with students throughout the year on MAP testing. (conferencing) in order to identify skills students have not yet acquired and assist with student growth.

*Corbin Elementary will continue to use the reading series "Wonders" this year that reading teachers will use to increase the rigor of their lessons.

*Corbin Elementary is in the process of hiring two instructional assistants to do in-school ESS. This is to target students gaps and work with these students in small groups two days a week in the areas of reading and math.

*In February Corbin Elementary will begin the program "Weekend Warriors" where at risk students can come in on Saturdays and work on remediation and enrichment.

*Our Math/Reading interventionists have begun identifying at risk students using iReady data and are going to be pulling small groups twice a week.

2016-2017 Goals and Plans

Overview

Plan Name

2016-2017 Goals and Plans

Plan Description

Corbin Elementary's Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all achieve proficiency, and reducing the novice gap.

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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.7% in 2014 to 72.1% in 2019	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$41500
2	Increase the averaged combined reading and math K-Prep proficiency scores for elementary school students from 58.4% to 75.7 in 2019	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$19500
3	Increase all Program Review Scores with an emphasis on Arts/Humanities and Practical Living to increase one level.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$34000
4	Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$600
5	Increase parental involvement at Corbin Elementary.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$8100
7	Implement the wellness policy requirements of the Healthy, Hunger-Free Act of 2010	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
8	Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$8000

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.7% in 2014 to 72.1% in 2019

Measurable Objective 1:

collaborate to to increase the average combined read and math proficiency ratings in the non-duplicated gap group from 49.7 % to 60.9 % by 06/01/2017 as measured by K-PREP data reported in the school report card.

Strategy 1:

Progress Monitoring - School administrators, Team Leaders, Math/Reading Interventionist, and Grade Level teachers will meet and analyze MAP, iReady, Formative/Summative Assessments, and Scrimmage test data 3 times a year. The Curriculum Committee meets in January to analyze and revise curriculum in the areas of reading and math.

Category: Continuous Improvement

Activity - Weekend Warriors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On designated Saturdays teachers will work with identified GAP students who voluntarily come in to work on skills needed for student growth. The Weekend Warriors program does not begin until March of 2016.	Academic Support Program	03/04/2017	04/22/2017	\$0	Other	School Administrators and 3rd & 4th Grade teachers.

Activity - Name Them, Claim Them	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate with our math/reading interventionist as well as our instructional monitors to work with students below the 25th percentile. Multiple measures are used to identify these students. (MAP, I-Ready Diagnostic, SRI, and K-PREP) Examples of small group instruction strategies that teachers will use are computer centers (iReady, Read 180,) and reading, math, and test taking centers.	Academic Support Program	10/24/2016	04/14/2017	\$2500	State Funds	Instructional assistants, reading/math interventionist , 3rd & 4th grade teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use the DesCartes document, iReady Diagnostic Data, Wonders Reading Series Assessments, Scrimmage test, and mastery of common core standards to identify what students have mastered and what skills the student needs remediation in.	Academic Support Program	08/22/2016	05/19/2017	\$0	No Funding Required	School Administrator s, Curriculum Committee, 3rd and 4th Grade Teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 3rd and 4th Grade met in June 2016 to look over and update current curriculum maps. The teachers realigned their curriculum maps with the Common Core Standards and discussed what concepts needed to be added and what concepts needed to be omitted from their curriculum maps. All staff attended a professional development in the summer as well as in November over Kagan instructional strategies to enhance student engagement.	Professional Learning	08/04/2016	05/19/2017	\$26000	District Funding, Title I School Improvement (ISI)	All 3rd and 4th Grade teachers and School Administration

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified in the 25% and below receive RTI on a daily basis in the areas of Reading and Math. They receive small group instruction from our Reading and Math Interventionist as well as the regular classroom teacher. Also, through district funds and grant funds after school ESS instructors have been added to staff to support student growth.	Direct Instruction	11/15/2016	05/19/2017	\$0	Other	Teachers, Reading and Math Interventionist, ESS teachers

Strategy 2:

Surveys - An increase in the agreement of the TELL survey statement (The school improvement team show effective leadership at Corbin Elementary.) We will accomplish this by working more closely with school & district administration as well as team leaders to provide more effective leadership within Corbin Elementary. Corbin Elementary added an additional team leader to each grade level to help with overall communication and consistency throughout the school. Success will be measured by an increase in agreement rate on 7.1J TELL question. The Val-Ed survey will also be used to help measure progress.

Category: Continuous Improvement

Activity - Kentucky TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage all staff to participate in the TELL survey, Val-Ed survey, and school wide surveys, and analyze results as a school team, report to SBDM, and report to community.	Other	08/22/2016	05/19/2017	\$0	No Funding Required	School staff, SBDM, and school administrators

Strategy 3:

Ready Common Core - All classroom teachers will implement Ready Common Core instruction into their Master Schedule in the areas of reading and math.

Category: Integrated Methods for Learning

Activity - Ready Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are mandated to teach Ready Common Core three days a week in the areas of math and reading.	Direct Instruction	08/22/2016	05/19/2017	\$0	No Funding Required	Principal and teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - iReady Common Core Online Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet with students to set goals in the program I-Ready in the areas of reading and math. Students have the option of going to the computer labs beginning at 6:40 a.m. in the mornings and also every afternoon after school. All classes have a lab day and technology in the classroom that provide students the opportunity to activate the I-Ready program. Teachers can assign lessons to students to meet their individual needs in math and reading.	Technology	09/12/2016	05/19/2017	\$13000	District Funding	Principal, Assistant Principal, Teachers, Interventionist

Goal 2: Increase the averaged combined reading and math K-Prep proficiency scores for elementary school students from 58.4% to 75.7 in 2019

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores to 66.0% by 06/01/2017 as measured by K-PREP data reported on the School Report Card.

Strategy 1:

Curriculum Assessment & Alignment - Teachers will collaborate in order to align the reading and math curriculum along with our i-Ready program to ensure that reinforcement of the standards at Corbin Elementary is taking place for the 2016-2017 school year.

Category: Continuous Improvement

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborated through professional development to align reading and math standards with our online i-Ready program to ensure that reinforcement of the standards are being met. Teachers collaborate through professional learning communities to update reading and math to Common Core Standards.	Direct Instruction	06/02/2016	05/19/2017	\$0	No Funding Required	School Administrators and Grade Level Teachers

Activity - Cross-Curricular Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM policy creation of cross-curricular advisory committees in order to support Program Review strategies and implementation. Mr. Webb and A&H team leader Angela Smith updated the staff on the changes to Program Review for the 2016-2017 school year.	Policy and Process	11/16/2016	05/19/2017	\$0	No Funding Required	School Staff, Arts/Humanities Staff, Practical Living Staff, SBDM, and School Administrators

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To analyze MAP, I-Ready data, and K-PREP data in order to adjust instructional strategies based on individual student data. Teachers meet in PLC's and Faculty Meetings to discuss and monitor student progress.	Professional Learning	08/22/2016	05/19/2017	\$0	No Funding Required	School Administrator s, Teachers
Activity - Reading/Math Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three days a week teachers reinforce Common Core Reading and Math Standards and use conferencing strategies to help meet students needs identified by formative and summative assessments.	Direct Instruction	08/22/2016	05/19/2017	\$0	No Funding Required	School Adminstrators and Teachers
Activity - 21st Century Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program for those students who attend.	Academic Support Program	08/22/2016	05/19/2017	\$0	District Funding	21st Century Staff, School Administrator s, and Teachers
Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have identified at-risk students in need of remediation and work with these students on Tuesday and Thursdays each week.	Direct Instruction	11/15/2016	04/27/2017	\$5000	Title I Part A	Principal and Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from CPS, CES, and CIS attended a professional development with Dr. Thomas Gusky over standards based grading.	Professional Learning	08/22/2016	05/19/2017	\$2000	State Funds	Administration , Teachers from CPS, CES, CIS
Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corbin Elementary has started K-PREP type Scrimmage Testing 3 times a year. This helps expose and prepare our students for state testing that takes place in May. Having a grade configuration of 3rd & 4th grade our students need to understand test taking strategies as well as timed test. These scrimmage test are used as a growth model for our students as well. Teachers use the scrimmage test and compare results to KPREP data.	Direct Instruction	09/30/2016	03/24/2017	\$0	No Funding Required	Administrative Team and Teachers
Activity - Top Ranking School Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Corbin Elementary

Administrators as well as some staff will be visiting a couple of schools in the state who have shown great growth and look for instructional strategies that can help boost Corbin Elementary's test scores.	Professional Learning	01/11/2017	02/24/2017	\$500	Title II Part A	School administration, team leaders, teachers
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Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff from CES, CPS, and CIS received training over instructional strategies using the Kagan method. This training helps enhance student engagement in the classroom, which in turn helps student achievement.	Professional Learning	08/22/2016	05/19/2017	\$12000	District Funding	District & School Administrators and teachers

Strategy 2:

Program Review - Arts/Humanities, Practical Living, and Writing teachers will collaborate with cross-curricular content teachers in order to implement instructional strategies identified in Program Reviews.

Category: Integrated Methods for Learning

Activity - Program Review Update	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corbin Elementary will inform staff of the expectations and procedures as defined by the policy approved by SBDM. Corbin Elementary principal and A&H Team Leader Angela Smith will update all staff of any changes to Program Review for the 16/17 school year.	Policy and Process	11/16/2016	05/19/2017	\$0	No Funding Required	School Administrators, Arts/Humanities, Practical Living, and Writing Team Leaders

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Program Review analysis results to determine and plan next steps for continuous improvement in the areas of Arts/Humanities, Practical Living, and Writing.	Other	11/15/2016	05/19/2017	\$0	No Funding Required	School Administrators, Art/Humanities, Practical Living, and Writing Team Leaders

Goal 3: Increase all Program Review Scores with an emphasis on Arts/Humanities and Practical Living to increase one level.

Comprehensive School Improvement Plan

Corbin Elementary

Measurable Objective 1:

collaborate to meet proficient and distinguished ratings in practical living, arts/humanities and writing on Program Review by 06/01/2016 as measured by scores as measured by the state mandated rubric..

Strategy 1:

Cross Curricular Planning - This strategy will allow related arts teachers to oollaborate with classroom teachers monthly to discuss how Arts/Humanities, Practical Living, and Writing are being implemented into the regular classroom.

Category: Continuous Improvement

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and share ideas of how to collect evidence for Program Review.	Professional Learning	09/28/2016	05/19/2017	\$0	No Funding Required	Principal, Program Review Committee, Teachers, SESC Coop provides training
Activity - Arts/Humanities/Practical Living/Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Related Arts teachers as well as the regular classroom teachers will by-weekly have students reflect by writing about lessons, plays, assemblies, and instruction that have been taught in and out of the classroom.	Direct Instruction	08/22/2016	05/19/2017	\$0	No Funding Required	Principal, Related Arts teachers, regular classroom teachers
Activity - Wonders Reading Series Writing Component	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district purchased a new reading series entitled "Wonders" by McGraw/Hill last year. This reading series is up to date with the new Common Core standards and provides a writing workshop that all reading/writing have been trained in. Teachers collaborate with one another to help enhance student products.	Direct Instruction	08/19/2016	05/19/2017	\$25000	District Funding	All reading/writin g teachers

Strategy 2:

Training by SESC - Sarah Evans with SESC will provide professional development to all teachers on evidence collection in Program Review and how to input this evidence into the resource tab of CIITS.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Corbin Elementary

Activity - CIITS Training/Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained on implementation of Program Review evidence using the resource tab.	Professional Learning	09/28/2016	05/19/2017	\$9000	Race to the Top	Principal, SESC Coop Training, Program Review Committee

Goal 4: Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 06/30/2014 as measured by the number of teachers who have engaged in PGES Professional Learning.

Strategy 1:

Professional Growth and Effectiveness System - The district will create and distribute to our school PowerPoint presentations and/or media presentations for each component of TPGES. These materials will be used with teachers during teachers' meetings and/or PLC's..

Category:

Activity - Overview of TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PP presentation on purpose of TPGES and explanation of multiple measures.	Professional Learning	08/01/2013	08/30/2013	\$0	No Funding Required	Principal
Activity - KY Framework for Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PP presentation to explain Framework, domains, and level of performance.	Professional Learning	09/02/2013	09/30/2013	\$0	No Funding Required	Principal
Activity - Domain 2: Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PP presentation on Domain 2 with critical attributes.	Professional Learning	11/01/2013	11/29/2013	\$0	No Funding Required	Principal
Activity - Domain 3: Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PP presentation on Domain 3 with critical attributes.	Professional Learning	12/02/2013	12/31/2013	\$0	No Funding Required	Principal
Activity - Observation in TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Corbin Elementary

PP and video on the observation process	Professional Learning	01/01/2014	01/31/2014	\$0	No Funding Required	Principal
Activity - Professional Growth/Self Reflection/Voice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PP and various activities that concern processes for each point.	Professional Learning	02/03/2014	02/28/2014	\$0	No Funding Required	Principal
Activity - Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SMART Goal Writing	Professional Learning	03/03/2014	03/31/2014	\$0	No Funding Required	Principal
Activity - Gearing Up for 2014-2015	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to input data in CIITS and review multiple measure of TPGES.	Professional Learning	04/01/2014	06/02/2014	\$0	No Funding Required	Principal

Strategy 2:

TPGES Pilot - Schools will participate in TPGES pilot to build capacity.

Category:

Activity - TeachScape Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and assistant principal will complete training required to be certified.	Professional Learning	08/05/2013	11/01/2013	\$600	Title II Part A	Principal
Activity - Peer Observers Trained	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in pilot will complete the peer observers module located in CIITS	Professional Learning	08/01/2013	11/01/2013	\$0	No Funding Required	Teachers in Pilot and Principal

Goal 5: Increase parental involvement at Corbin Elementary.

Measurable Objective 1:

collaborate to increase parental involvement to raise achievement scores and increase school-wide attendance by 01/30/2016 as measured by overall achievement scores based on KPREP and infinite campus data. .

Strategy 1:

Parental Involvement - Data will be collected from infinite campus and test scores will be analyzed to see if improvement has been made.

Comprehensive School Improvement Plan

Corbin Elementary

Category: Continuous Improvement

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer more opportunities open house, parent conferences, data analysis nights for parents and community stakeholders to collaborate with teachers and staff. Report and receive feedback from SBDM Council, FRYSC, PTO, and parent surveys.	Academic Support Program	11/11/2014	01/14/2016	\$0	No Funding Required	Administration

Goal 6: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by the Professional Growth and Effectiveness System (PGES) as referenced in the Corbin Independent Schools' Certified Evaluation Plan (CEP)..

Strategy 1:

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Professional Learning & Support

Research Cited: Bill and Melinda Gates Foundation - MET Project Data

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the KET peer observer module once every three years and will review the KY Framework of Teaching before observing teachers.	Professional Learning	08/04/2014	06/01/2015	\$0	No Funding Required	Principals; Teachers; Peer Observers

Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators that serve in an evaluative position will complete initial TeachScape certification and then complete the TeachScape calibration successfully.	Professional Learning	07/01/2014	06/01/2015	\$1300	Title II Part A	Central Office Staff; Principals

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers that are new or new to the District will attend the Beginning Teacher Institutes sponsored by SESC as well as attend the District's New Teacher Training	Professional Learning	08/04/2014	06/01/2015	\$1000	Title II Part A	SESC; Principals, Central Office, New Teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - PD 360/Other PL Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on observations and/or evaluation of teacher(s), principal may assist teachers in finding opportunities for growth with PD 360 or other opportunities available - possibly SESC	Professional Learning	07/01/2014	06/01/2015	\$5800	General Fund	Central Office; Principals; Teachers
Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be orientated to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/04/2014	09/01/2014	\$0	No Funding Required	Principal; Teachers
Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	08/04/2014	06/01/2015	\$0	No Funding Required	Central Office Staff; Principals; Teachers
Activity - Enduring Skills/Student Growth Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	08/04/2014	06/01/2015	\$0	No Funding Required	Central Office Staff; Principals; Mike York, KDE, SESC Coaches

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/01/2015 as measured by the completion of observations/evaluations required by the teachers' cycle .

Strategy 1:

Principal Responsibilities - Principal should be aware of responsibilities regarding the CEP/PGES

Category: Professional Learning & Support

Activity - Teacher Observations/Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process	08/04/2014	06/01/2015	\$0	No Funding Required	Central Office; Principals

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

Corbin Elementary

Principals will analyze their evaluation data to determine the number of teachers in the various levels (ineffective, developing, accomplished, exemplary)	Professional Learning	04/01/2015	06/30/2015	\$0	No Funding Required	Principals
Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from evaluations and stakeholder input.	Policy and Process	04/01/2015	07/01/2015	\$0	No Funding Required	District 50/50 Committee; Principals; Teachers

Goal 7: Implement the wellness policy requirements of the Healthy, Hunger-Free Act of 2010

Measurable Objective 1:

collaborate to create a Coordinated School Health Council by 01/31/2015 as measured by representation of various stakeholders including school and community members..

Strategy 1:

School CSH Committee's Role - The CSH at the school level will include various stakeholders from the community and school. The CSH Council will have various roles.

Category: Other - Policy

Activity - Council/Committee Formation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be formed that includes food service, health service, physical education teacher, principal, and other PLCS teachers as well as community members.	Policy and Process	01/05/2015	01/31/2015	\$0	No Funding Required	Principal
Activity - CSH Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will meet at regular intervals throughout the year.	Policy and Process	01/31/2015	07/01/2016	\$0	No Funding Required	Principal, CSH Committee
Activity - PL/CS Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CSH Council will provide input into the school's PLCS Program Review.	Policy and Process	01/31/2015	07/01/2016	\$0	No Funding Required	CSH Council
Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Corbin Elementary

The committee will set goals for nutrition education, physical activity and nutritional guidelines.	Policy and Process	01/31/2015	01/31/2016	\$0	No Funding Required	CSH Council
Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annually review school wellness policy and ensure that it includes a Comprehensive School Physical Program approach.	Policy and Process	01/31/2015	01/31/2016	\$0	No Funding Required	CSH Council
Activity - Health Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CSH Council will report the implementation progress of wellness policy SBDM by January 31st of each year.	Policy and Process	01/31/2015	01/31/2016	\$0	No Funding Required	CSH Council, SBDM Council

Goal 8: Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.

Measurable Objective 1:

collaborate to decrease by 10% the number of students scoring novice in Mathematics and Reading by 06/01/2016 as measured by K-PREP scores as reported on the School Report Card.

Strategy 1:

Monitoring Student Performance - For the current school year teachers have identified students scoring at the novice level using multiple measures of data. (MAP, I-Ready Diagnostic, K-PREP, SRI, etc.) These students are pulled for small groups 3 days a week for remediation in the subject areas of math and reading.

Category: Continuous Improvement

Activity - In-School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two in-school ESS teachers provide direct instruction for students who have been identified as performing at the Novice level. These two teachers work with small groups and address students individual needs in the areas of math and reading. Teachers collaborate with our special education teachers and our reading and math interventionist.	Academic Support Program	01/12/2016	05/19/2017	\$8000	Title I Part A	In-school ESS teachers, Reading/Math Interventionist, Administration
Activity - RTI Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall below the 25th percentile receive RTI in math and reading 3 days a week. Our reading and math interventionist oversee the instruction.	Direct Instruction	09/20/2016	05/19/2017	\$0	District Funding	Administrators, Reading/Math Interventionist

Comprehensive School Improvement Plan

Corbin Elementary

Activity - ESS Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have identified students who are projected to be novice using multiple measures of assessment. These students are provided direct instruction after school two days a week for remediation.	Direct Instruction	11/15/2016	04/28/2017	\$0	Title I Part A	Teachers, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Alignment	The 3rd and 4th Grade met in June 2016 to look over and update current curriculum maps. The teachers realigned their curriculum maps with the Common Core Standards and discussed what concepts needed to be added and what concepts needed to be omitted from their curriculum maps. All staff attended a professional development in the summer as well as in November over Kagan instructional strategies to enhance student engagement.	Professional Learning	08/04/2016	05/19/2017	\$0	All 3rd and 4th Grade teachers and School Administration
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Students who have been identified in the 25% and below receive RTI on a daily basis in the areas of Reading and Math. They receive small group instruction from our Reading and Math Interventionist as well as the regular classroom teacher. Also, through district funds and grant funds after school ESS instructors have been added to staff to support student growth.	Direct Instruction	11/15/2016	05/19/2017	\$0	Teachers, Reading and Math Interventionist, ESS teachers
Weekend Warriors	On designated Saturdays teachers will work with identified GAP students who voluntarily come in to work on skills needed for student growth. The Weekend Warriors program does not begin until March of 2016.	Academic Support Program	03/04/2017	04/22/2017	\$0	School Administrators and 3rd & 4th Grade teachers.
Total					\$0	

Title II Part A

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

Corbin Elementary

New Teacher Mentoring	Teachers that are new or new to the District will attend the Beginning Teacher Institutes sponsored by SESC as well as attend the District's New Teacher Training	Professional Learning	08/04/2014	06/01/2015	\$1000	SESC; Principals, Central Office, New Teachers
Top Ranking School Visits	Administrators as well as some staff will be visiting a couple of schools in the state who have shown great growth and look for instructional strategies that can help boost Corbin Elementary's test scores.	Professional Learning	01/11/2017	02/24/2017	\$500	School administration, team leaders, teachers
Observer Certification and Calibration	Administrators that serve in an evaluative position will complete initial TeachScape certification and then complete the TeachScape calibration successfully.	Professional Learning	07/01/2014	06/01/2015	\$1300	Central Office Staff; Principals
TeachScape Certification	Principal and assistant principal will complete training required to be certified.	Professional Learning	08/05/2013	11/01/2013	\$600	Principal
Total					\$3400	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Program	Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program for those students who attend.	Academic Support Program	08/22/2016	05/19/2017	\$0	21st Century Staff, School Administrator s, and Teachers
iReady Common Core Online Instruction	Teachers meet with students to set goals in the program I-Ready in the areas of reading and math. Students have the option of going to the computer labs beginning at 6:40 a.m. in the mornings and also every afternoon after school. All classes have a lab day and technology in the classroom that provide students the opportunity to activate the I-Ready program. Teachers can assign lessons to students to meet their individual needs in math and reading.	Technology	09/12/2016	05/19/2017	\$13000	Principal, Assistant Principal, Teachers, Interventionist
Wonders Reading Series Writing Component	Our district purchased a new reading series entitled "Wonders" by McGraw/Hill last year. This reading series is up to date with the new Common Core standards and provides a writing workshop that all reading/writing have been trained in. Teachers collaborate with one another to help enhance student products.	Direct Instruction	08/19/2016	05/19/2017	\$25000	All reading/writing teachers
Curriculum Alignment	The 3rd and 4th Grade met in June 2016 to look over and update current curriculum maps. The teachers realigned their curriculum maps with the Common Core Standards and discussed what concepts needed to be added and what concepts needed to be omitted from their curriculum maps. All staff attended a professional development in the summer as well as in November over Kagan instructional strategies to enhance student engagement.	Professional Learning	08/04/2016	05/19/2017	\$26000	All 3rd and 4th Grade teachers and School Administration

Comprehensive School Improvement Plan

Corbin Elementary

RTI Groups	Students who fall below the 25th percentile receive RTI in math and reading 3 days a week. Our reading and math interventionist oversee the instruction.	Direct Instruction	09/20/2016	05/19/2017	\$0	Administrator s, Reading/Math Interventionist
Kagan Strategies	Staff from CES, CPS, and CIS received training over instructional strategies using the Kagan method. This training helps enhance student engagement in the classroom, which in turn helps student achievement.	Professional Learning	08/22/2016	05/19/2017	\$12000	District & School Administrator s and teachers
Total					\$76000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
In-School ESS	Two in-school ESS teachers provide direct instruction for students who have been identified as performing at the Novice level. These two teachers work with small groups and address students individual needs in the areas of math and reading. Teachers collaborate with our special education teachers and our reading and math interventionist.	Academic Support Program	01/12/2016	05/19/2017	\$8000	In-school ESS teachers, Reading/Math Interventionist , Administration
ESS Services	Teachers have identified students who are projected to be novice using multiple measures of assessment. These students are provided direct instruction after school two days a week for remediation.	Direct Instruction	11/15/2016	04/28/2017	\$0	Teachers, Administration
Extended School Services	Teachers have identified at-risk students in need of remediation and work with these students on Tuesday and Thursdays each week.	Direct Instruction	11/15/2016	04/27/2017	\$5000	Principal and Teachers
Total					\$13000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training/Program Review	Teachers were trained on implementation of Program Review evidence using the resource tab.	Professional Learning	09/28/2016	05/19/2017	\$9000	Principal, SESC Coop Training, Program Review Committee
Total					\$9000	

No Funding Required

Comprehensive School Improvement Plan

Corbin Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observer Training	Teachers serving as peer observers will complete the KET peer observer module once every three years and will review the KY Framework of Teaching before observing teachers.	Professional Learning	08/04/2014	06/01/2015	\$0	Principals; Teachers; Peer Observers
Student Growth	SMART Goal Writing	Professional Learning	03/03/2014	03/31/2014	\$0	Principal
Overview of TPGES	PP presentation on purpose of TPGES and explanation of multiple measures.	Professional Learning	08/01/2013	08/30/2013	\$0	Principal
Council/Committee Formation	A committee will be formed that includes food service, health service, physical education teacher, principal, and other PLCS teachers as well as community members.	Policy and Process	01/05/2015	01/31/2015	\$0	Principal
Benchmark Assessment	To analyze MAP, I-Ready data, and K-PREP data in order to adjust instructional strategies based on individual student data. Teachers meet in PLC's and Faculty Meetings to discuss and monitor student progress.	Professional Learning	08/22/2016	05/19/2017	\$0	School Administrators, Teachers
Teacher Observations/Evaluation	Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process	08/04/2014	06/01/2015	\$0	Central Office; Principals
Professional Learning Community	Teachers will be trained and share ideas of how to collect evidence for Program Review.	Professional Learning	09/28/2016	05/19/2017	\$0	Principal, Program Review Committee, Teachers, SESC Coop provides training
Observation in TPGES	PP and video on the observation process	Professional Learning	01/01/2014	01/31/2014	\$0	Principal
Domain 3: Instruction	PP presentation on Domain 3 with critical attributes.	Professional Learning	12/02/2013	12/31/2013	\$0	Principal
PL/CS Program Review	The CSH Council will provide input into the school's PLCS Program Review.	Policy and Process	01/31/2015	07/01/2016	\$0	CSH Council
Domain 2: Environment	PP presentation on Domain 2 with critical attributes.	Professional Learning	11/01/2013	11/29/2013	\$0	Principal
Student Voice Implementation	Train teachers on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	08/04/2014	06/01/2015	\$0	Central Office Staff; Principals; Teachers
KY Framework for Teaching	PP presentation to explain Framework, domains, and level of performance.	Professional Learning	09/02/2013	09/30/2013	\$0	Principal
Parental Involvement	Offer more opportunities open house, parent conferences, data analysis nights for parents and community stakeholders to collaborate with teachers and staff. Report and receive feedback from SBDM Council, FRYSC, PTO, and parent surveys.	Academic Support Program	11/11/2014	01/14/2016	\$0	Administration

Comprehensive School Improvement Plan

Corbin Elementary

Ready Common Core	Teachers are mandated to teach Ready Common Core three days a week in the areas of math and reading.	Direct Instruction	08/22/2016	05/19/2017	\$0	Principal and teachers
Program Review Analysis	Using Program Review analysis results to determine and plan next steps for continuous improvement in the areas of Arts/Humanities, Practical Living, and Writing.	Other	11/15/2016	05/19/2017	\$0	School Administrators, Art/Humanities, Practical Living, and Writing Team Leaders
Enduring Skills/Student Growth Professional Learning	Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	08/04/2014	06/01/2015	\$0	Central Office Staff; Principals; Mike York, KDE, SESC Coaches
Certified Evaluation Plan Orientation	All staff will be orientated to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/04/2014	09/01/2014	\$0	Principal; Teachers
Wellness Policy	Annually review school wellness policy and ensure that it includes a Comprehensive School Physical Program approach.	Policy and Process	01/31/2015	01/31/2016	\$0	CSH Council
Goal Setting	The committee will set goals for nutrition education, physical activity and nutritional guidelines.	Policy and Process	01/31/2015	01/31/2016	\$0	CSH Council
Curriculum Maps	Teachers collaborated through professional development to align reading and math standards with our online i-Ready program to ensure that reinforcement of the standards are being met. Teachers collaborate through professional learning communities to update reading and math to Common Core Standards.	Direct Instruction	06/02/2016	05/19/2017	\$0	School Administrators and Grade Level Teachers
Peer Observers Trained	Teachers in pilot will complete the peer observers module located in CIITS	Professional Learning	08/01/2013	11/01/2013	\$0	Teachers in Pilot and Principal
Health Assessment	CSH Council will report the implementation progress of wellness policy SBDM by January 31st of each year.	Policy and Process	01/31/2015	01/31/2016	\$0	CSH Council, SBDM Council
CSH Meetings	Committee will meet at regular intervals throughout the year.	Policy and Process	01/31/2015	07/01/2016	\$0	Principal, CSH Committee
Data Analysis - Teacher Evaluations	Principals will analyze their evaluation data to determine the number of teachers in the various levels (ineffective, developing, accomplished, exemplary)	Professional Learning	04/01/2015	06/30/2015	\$0	Principals
CEP Updates	The CEP will be evaluated for needed updates based on data from evaluations and stakeholder input.	Policy and Process	04/01/2015	07/01/2015	\$0	District 50/50 Committee; Principals; Teachers

Comprehensive School Improvement Plan

Corbin Elementary

Reading/Math Common Core	Three days a week teachers reinforce Common Core Reading and Math Standards and use conferencing strategies to help meet students needs identified by formative and summative assessments.	Direct Instruction	08/22/2016	05/19/2017	\$0	School Administrators and Teachers
Data Analysis	Teachers use the DesCartes document, iReady Diagnostic Data, Wonders Reading Series Assessments, Scrimmage test, and mastery of common core standards to identify what students have mastered and what skills the student needs remediation in.	Academic Support Program	08/22/2016	05/19/2017	\$0	School Administrator s, Curriculum Committee, 3rd and 4th Grade Teachers
Gearing Up for 2014-2015	Teachers will learn to input data in CIITS and review multiple measure of TPGES.	Professional Learning	04/01/2014	06/02/2014	\$0	Principal
Program Review Update	Corbin Elementary will inform staff of the expectations and procedures as defined by the policy approved by SBDM. Corbin Elementary principal and A&H Team Leader Angela Smith will update all staff of any changes to Program Review for the 16/17 school year.	Policy and Process	11/16/2016	05/19/2017	\$0	School Administrators , Arts/Humanities, Practical Living, and Writing Team Leaders
Arts/Humanities/Practical Living/Writing	All Related Arts teachers as well as the regular classroom teachers will by-weekly have students reflect by writing about lessons, plays, assemblies, and instruction that have been taught in and out of the classroom.	Direct Instruction	08/22/2016	05/19/2017	\$0	Principal, Related Arts teachers, regular classroom teachers
Kentucky TELL Survey	Encourage all staff to participate in the TELL survey, Val-Ed survey, and school wide surveys, and analyze results as a school team, report to SBDM, and report to community.	Other	08/22/2016	05/19/2017	\$0	School staff, SBDM, and school administrators
Scrimmage Testing	Corbin Elementary has started K-PREP type Scrimmage Testing 3 times a year. This helps expose and prepare our students for state testing that takes place in May. Having a grade configuration of 3rd & 4th grade our students need to understand test taking strategies as well as timed test. These scrimmage test are used as a growth model for our students as well. Teachers use the scrimmage test and compare results to KPREP data.	Direct Instruction	09/30/2016	03/24/2017	\$0	Administrative Team and Teachers
Professional Growth/Self Reflection/Voice	PP and various activities that concern processes for each point.	Professional Learning	02/03/2014	02/28/2014	\$0	Principal

Comprehensive School Improvement Plan

Corbin Elementary

Cross-Curricular Collaboration	SBDM policy creation of cross-curricular advisory committees in order to support Program Review strategies and implementation. Mr. Webb and A&H team leader Angela Smith updated the staff on the changes to Program Review for the 2016-2017 school year.	Policy and Process	11/16/2016	05/19/2017	\$0	School Staff, Arts/Humanities Staff, Practical Living Staff, SBDM, and School Administrators
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD 360/Other PL Opportunities	Based on observations and/or evaluation of teacher(s), principal may assist teachers in finding opportunities for growth with PD 360 or other opportunities available - possibly SESC	Professional Learning	07/01/2014	06/01/2015	\$5800	Central Office; Principals; Teachers
Total					\$5800	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Name Them, Claim Them	Teachers collaborate with our math/reading interventionist as well as our instructional monitors to work with students below the 25th percentile. Multiple measures are used to identify these students. (MAP, I-Ready Diagnostic, SRI, and K-PREP) Examples of small group instruction strategies that teachers will use are computer centers (iReady, Read 180,) and reading, math, and test taking centers.	Academic Support Program	10/24/2016	04/14/2017	\$2500	Instructional assistants, reading/math interventionist, 3rd & 4th grade teachers
Professional Development	Teachers from CPS, CES, and CIS attended a professional development with Dr. Thomas Gusky over standards based grading.	Professional Learning	08/22/2016	05/19/2017	\$2000	Administration, Teachers from CPS, CES, CIS
Total					\$4500	

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	*All staff was provided with Kagan Training for instructional practices to enhance student engagement and help meet the needs of all students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

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	*After school ESS *Response to intervention for students falling below the 25th percentile in math and reading. *In-school ESS	

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.	Yes		

Comprehensive School Improvement Plan

Corbin Elementary

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.	Yes		

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.	N/A		

Comprehensive School Improvement Plan

Corbin Elementary

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.	N/A		

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.	Yes		

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.	N/A		

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.	Yes		

Comprehensive School Improvement Plan

Corbin Elementary

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		

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.	Yes		

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.	Yes		

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

Corbin Elementary

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

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:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.7% in 2014 to 72.1% in 2019

Measurable Objective 1:

collaborate to to increase the average combined read and math proficiency ratings in the non-duplicated gap group from 49.7 % to 60.9 % by 06/01/2017 as measured by K-PREP data reported in the school report card.

Strategy1:

Ready Common Core - All classroom teachers will implement Ready Common Core instruction into their Master Schedule in the areas of reading and math.

Category: Integrated Methods for Learning

Research Cited:

Activity - Ready Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are mandated to teach Ready Common Core three days a week in the areas of math and reading.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	Principal and teachers

Activity - iReady Common Core Online Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet with students to set goals in the program I-Ready in the areas of reading and math. Students have the option of going to the computer labs beginning at 6:40 a.m. in the mornings and also every afternoon after school. All classes have a lab day and technology in the classroom that provide students the opportunity to activate the I-Ready program. Teachers can assign lessons to students to meet their individual needs in math and reading.	Technology	09/12/2016	05/19/2017	\$13000 - District Funding	Principal, Assistant Principal, Teachers, Interventionist

Strategy2:

Surveys - An increase in the agreement of the TELL survey statement (The school improvement team show effective leadership at Corbin Elementary.) We will accomplish this by working more closely with school & district administration as well as team leaders to provide more effective leadership within Corbin Elementary. Corbin Elementary added an additional team leader to each grade level to help with overall communication and consistency throughout the school. Success will be measured by an increase in agreement rate on 7.1J TELL question. The Val-Ed survey will also be used to help measure progress.

Comprehensive School Improvement Plan

Corbin Elementary

Category: Continuous Improvement

Research Cited:

Activity - Kentucky TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all staff to participate in the TELL survey, Val-Ed survey, and school wide surveys, and analyze results as a school team, report to SBDM, and report to community.	Other	08/22/2016	05/19/2017	\$0 - No Funding Required	School staff, SBDM, and school administrators

Strategy3:

Progress Monitoring - School administrators, Team Leaders, Math/Reading Interventionist, and Grade Level teachers will meet and analyze MAP, iReady, Formative/Summative Assessments, and Scrimmage test data 3 times a year. The Curriculum Committee meets in January to analyze and revise curriculum in the areas of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Name Them, Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate with our math/reading interventionist as well as our instructional monitors to work with students below the 25th percentile. Multiple measures are used to identify these students. (MAP, I-Ready Diagnostic, SRI, and K-PREP) Examples of small group instruction strategies that teachers will use are computer centers (iReady, Read 180,) and reading, math, and test taking centers.	Academic Support Program	10/24/2016	04/14/2017	\$2500 - State Funds	Instructional assistants, reading/math interventionist, 3rd & 4th grade teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use the DesCartes document, iReady Diagnostic Data, Wonders Reading Series Assessments, Scrimmage test, and mastery of common core standards to identify what students have mastered and what skills the student needs remediation in.	Academic Support Program	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Curriculum Committee, 3rd and 4th Grade Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3rd and 4th Grade met in June 2016 to look over and update current curriculum maps. The teachers realigned their curriculum maps with the Common Core Standards and discussed what concepts needed to be added and what concepts needed to be omitted from their curriculum maps. All staff attended a professional development in the summer as well as in November over Kagan instructional strategies to enhance student engagement.	Professional Learning	08/04/2016	05/19/2017	\$26000 - District Funding \$0 - Title I School Improvement (ISI)	All 3rd and 4th Grade teachers and School Administration

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Weekend Warriors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On designated Saturdays teachers will work with identified GAP students who voluntarily come in to work on skills needed for student growth. The Weekend Warriors program does not begin until March of 2016.	Academic Support Program	03/04/2017	04/22/2017	\$0 - Other	School Administrators and 3rd & 4th Grade teachers.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been identified in the 25% and below receive RTI on a daily basis in the areas of Reading and Math. They receive small group instruction from our Reading and Math Interventionist as well as the regular classroom teacher. Also, through district funds and grant funds after school ESS instructors have been added to staff to support student growth.	Direct Instruction	11/15/2016	05/19/2017	\$0 - Other	Teachers, Reading and Math Interventionist, ESS teachers

Goal 2:

Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.

Measurable Objective 1:

collaborate to decrease by 10% the number of students scoring novice in Mathematics and Reading by 06/01/2016 as measured by K-PREP scores as reported on the School Report Card.

Strategy1:

Monitoring Student Performance - For the current school year teachers have identified students scoring at the novice level using multiple measures of data. (MAP, I-Ready Diagnostic, K-PREP, SRI, etc.) These students are pulled for small groups 3 days a week for remediation in the subject areas of math and reading.

Category: Continuous Improvement

Research Cited:

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two in-school ESS teachers provide direct instruction for students who have been identified as performing at the Novice level. These two teachers work with small groups and address students individual needs in the areas of math and reading. Teachers collaborate with our special education teachers and our reading and math interventionist.	Academic Support Program	01/12/2016	05/19/2017	\$8000 - Title I Part A	In-school ESS teachers, Reading/Math Interventionist, Administration

Activity - RTI Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall below the 25th percentile receive RTI in math and reading 3 days a week. Our reading and math interventionist oversee the instruction.	Direct Instruction	09/20/2016	05/19/2017	\$0 - District Funding	Administrators, Reading/Math Interventionist

Comprehensive School Improvement Plan

Corbin Elementary

Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have identified students who are projected to be novice using multiple measures of assessment. These students are provided direct instruction after school two days a week for remediation.	Direct Instruction	11/15/2016	04/28/2017	\$0 - Title I Part A	Teachers, Administration

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.7% in 2014 to 72.1% in 2019

Measurable Objective 1:

collaborate to to increase the average combined read and math proficiency ratings in the non-duplicated gap group from 49.7 % to 60.9 % by 06/01/2017 as measured by K-PREP data reported in the school report card.

Strategy1:

Progress Monitoring - School administrators, Team Leaders, Math/Reading Interventionist, and Grade Level teachers will meet and analyze MAP, iReady, Formative/Summative Assessments, and Scrimmage test data 3 times a year. The Curriculum Committee meets in January to analyze and revise curriculum in the areas of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use the DesCartes document, iReady Diagnostic Data, Wonders Reading Series Assessments, Scrimmage test, and mastery of common core standards to identify what students have mastered and what skills the student needs remediation in.	Academic Support Program	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Curriculum Committee, 3rd and 4th Grade Teachers

Activity - Name Them, Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate with our math/reading interventionist as well as our instructional monitors to work with students below the 25th percentile. Multiple measures are used to identify these students. (MAP, I-Ready Diagnostic, SRI, and K-PREP) Examples of small group instruction strategies that teachers will use are computer centers (iReady, Read 180,) and reading, math, and test taking centers.	Academic Support Program	10/24/2016	04/14/2017	\$2500 - State Funds	Instructional assistants, reading/math interventionist, 3rd & 4th grade teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been identified in the 25% and below receive RTI on a daily basis in the areas of Reading and Math. They receive small group instruction from our Reading and Math Interventionist as well as the regular classroom teacher. Also, through district funds and grant funds after school ESS instructors have been added to staff to support student growth.	Direct Instruction	11/15/2016	05/19/2017	\$0 - Other	Teachers, Reading and Math Interventionist, ESS teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3rd and 4th Grade met in June 2016 to look over and update current curriculum maps. The teachers realigned their curriculum maps with the Common Core Standards and discussed what concepts needed to be added and what concepts needed to be omitted from their curriculum maps. All staff attended a professional development in the summer as well as in November over Kagan instructional strategies to enhance student engagement.	Professional Learning	08/04/2016	05/19/2017	\$0 - Title I School Improvement (ISI) \$26000 - District Funding	All 3rd and 4th Grade teachers and School Administration

Activity - Weekend Warriors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On designated Saturdays teachers will work with identified GAP students who voluntarily come in to work on skills needed for student growth. The Weekend Warriors program does not begin until March of 2016.	Academic Support Program	03/04/2017	04/22/2017	\$0 - Other	School Administrators and 3rd & 4th Grade teachers.

Strategy2:

Ready Common Core - All classroom teachers will implement Ready Common Core instruction into their Master Schedule in the areas of reading and math.

Category: Integrated Methods for Learning

Research Cited:

Activity - iReady Common Core Online Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet with students to set goals in the program I-Ready in the areas of reading and math. Students have the option of going to the computer labs beginning at 6:40 a.m. in the mornings and also every afternoon after school. All classes have a lab day and technology in the classroom that provide students the opportunity to activate the I-Ready program. Teachers can assign lessons to students to meet their individual needs in math and reading.	Technology	09/12/2016	05/19/2017	\$13000 - District Funding	Principal, Assistant Principal, Teachers, Interventionist

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Ready Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are mandated to teach Ready Common Core three days a week in the areas of math and reading.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	Principal and teachers

Strategy3:

Surveys - An increase in the agreement of the TELL survey statement (The school improvement team show effective leadership at Corbin Elementary.) We will accomplish this by working more closely with school & district administration as well as team leaders to provide more effective leadership within Corbin Elementary. Corbin Elementary added an additional team leader to each grade level to help with overall communication and consistency throughout the school. Success will be measured by an increase in agreement rate on 7.1J TELL question. The Val-Ed survey will also be used to help measure progress.

Category: Continuous Improvement

Research Cited:

Activity - Kentucky TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all staff to participate in the TELL survey, Val-Ed survey, and school wide surveys, and analyze results as a school team, report to SBDM, and report to community.	Other	08/22/2016	05/19/2017	\$0 - No Funding Required	School staff, SBDM, and school administrators

Goal 2:

Increase the averaged combined reading and math K-Prep proficiency scores for elementary school students from 58.4% to 75.7 in 2019

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores to 66.0% by 06/01/2017 as measured by K-PREP data reported on the School Report Card.

Strategy1:

Program Review - Arts/Humanities, Practical Living, and Writing teachers will collaborate with cross-curricular content teachers in order to implement instructional strategies identified in Program Reviews.

Category: Integrated Methods for Learning

Research Cited:

Activity - Program Review Update	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Elementary will inform staff of the expectations and procedures as defined by the policy approved by SBDM. Corbin Elementary principal and A&H Team Leader Angela Smith will update all staff of any changes to Program Review for the 16/17 school year.	Policy and Process	11/16/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Arts/Humanities, Practical Living, and Writing Team Leaders

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Program Review analysis results to determine and plan next steps for continuous improvement in the areas of Arts/Humanities, Practical Living, and Writing.	Other	11/15/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Art/Humanities, Practical Living, and Writing Team Leaders

Strategy2:

Curriculum Assessment & Alignment - Teachers will collaborate in order to align the reading and math curriculum along with our i-Ready program to ensure that reinforcement of the standards at Corbin Elementary is taking place for the 2016-2017 school year.

Category: Continuous Improvement

Research Cited:

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff from CES, CPS, and CIS received training over instructional strategies using the Kagan method. This training helps enhance student engagement in the classroom, which in turn helps student achievement.	Professional Learning	08/22/2016	05/19/2017	\$12000 - District Funding	District & School Administrators and teachers

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Elementary has started K-PREP type Scrimmage Testing 3 times a year. This helps expose and prepare our students for state testing that takes place in May. Having a grade configuration of 3rd & 4th grade our students need to understand test taking strategies as well as timed test. These scrimmage test are used as a growth model for our students as well. Teachers use the scrimmage test and compare results to KPREP data.	Direct Instruction	09/30/2016	03/24/2017	\$0 - No Funding Required	Administrative Team and Teachers

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To analyze MAP, I-Ready data, and K-PREP data in order to adjust instructional strategies based on individual student data. Teachers meet in PLC's and Faculty Meetings to discuss and monitor student progress.	Professional Learning	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Teachers

Activity - Top Ranking School Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators as well as some staff will be visiting a couple of schools in the state who have shown great growth and look for instructional strategies that can help boost Corbin Elementary's test scores.	Professional Learning	01/11/2017	02/24/2017	\$500 - Title II Part A	School administration, team leaders, teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Cross-Curricular Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM policy creation of cross-curricular advisory committees in order to support Program Review strategies and implementation. Mr. Webb and A&H team leader Angela Smith updated the staff on the changes to Program Review for the 2016-2017 school year.	Policy and Process	11/16/2016	05/19/2017	\$0 - No Funding Required	School Staff, Arts/Humanities Staff, Practical Living Staff, SBDM, and School Administrators

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated through professional development to align reading and math standards with our online i-Ready program to ensure that reinforcement of the standards are being met. Teachers collaborate through professional learning communities to update reading and math to Common Core Standards.	Direct Instruction	06/02/2016	05/19/2017	\$0 - No Funding Required	School Administrators and Grade Level Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from CPS, CES, and CIS attended a professional development with Dr. Thomas Gusky over standards based grading.	Professional Learning	08/22/2016	05/19/2017	\$2000 - State Funds	Administration, Teachers from CPS, CES, CIS

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have identified at-risk students in need of remediation and work with these students on Tuesday and Thursdays each week.	Direct Instruction	11/15/2016	04/27/2017	\$5000 - Title I Part A	Principal and Teachers

Activity - Reading/Math Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three days a week teachers reinforce Common Core Reading and Math Standards and use conferencing strategies to help meet students needs identified by formative and summative assessments.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators and Teachers

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program for those students who attend.	Academic Support Program	08/22/2016	05/19/2017	\$0 - District Funding	21st Century Staff, School Administrators, and Teachers

Goal 3:

Increase all Program Review Scores with an emphasis on Arts/Humanities and Practical Living to increase one level.

Measurable Objective 1:

Comprehensive School Improvement Plan

Corbin Elementary

collaborate to meet proficient and distinguished ratings in practical living, arts/humanities and writing on Program Review by 06/01/2016 as measured by scores as measured by the state mandated rubric..

Strategy1:

Cross Curricular Planning - This strategy will allow related arts teachers to collaborate with classroom teachers monthly to discuss how Arts/Humanities, Practical Living, and Writing are being implemented into the regular classroom.

Category: Continuous Improvement

Research Cited:

Activity - Arts/Humanities/Practical Living/Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Related Arts teachers as well as the regular classroom teachers will by-weekly have students reflect by writing about lessons, plays, assemblies, and instruction that have been taught in and out of the classroom.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	Principal, Related Arts teachers, regular classroom teachers

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and share ideas of how to collect evidence for Program Review.	Professional Learning	09/28/2016	05/19/2017	\$0 - No Funding Required	Principal, Program Review Committee, Teachers, SESC Coop provides training

Activity - Wonders Reading Series Writing Component	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our district purchased a new reading series entitled "Wonders" by McGraw/Hill last year. This reading series is up to date with the new Common Core standards and provides a writing workshop that all reading/writing have been trained in. Teachers collaborate with one another to help enhance student products.	Direct Instruction	08/19/2016	05/19/2017	\$25000 - District Funding	All reading/writing teachers

Strategy2:

Training by SESC - Sarah Evans with SESC will provide professional development to all teachers on evidence collection in Program Review and how to input this evidence into the resource tab of CIITS.

Category: Professional Learning & Support

Research Cited:

Activity - CIITS Training/Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained on implementation of Program Review evidence using the resource tab.	Professional Learning	09/28/2016	05/19/2017	\$9000 - Race to the Top	Principal, SESC Coop Training, Program Review Committee

Goal 4:

Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.

Comprehensive School Improvement Plan

Corbin Elementary

Measurable Objective 1:

collaborate to decrease by 10% the number of students scoring novice in Mathematics and Reading by 06/01/2016 as measured by K-PREP scores as reported on the School Report Card.

Strategy1:

Monitoring Student Performance - For the current school year teachers have identified students scoring at the novice level using multiple measures of data. (MAP, I-Ready Diagnostic, K-PREP, SRI, etc.) These students are pulled for small groups 3 days a week for remediation in the subject areas of math and reading.

Category: Continuous Improvement

Research Cited:

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two in-school ESS teachers provide direct instruction for students who have been identified as performing at the Novice level. These two teachers work with small groups and address students individual needs in the areas of math and reading. Teachers collaborate with our special education teachers and our reading and math interventionist.	Academic Support Program	01/12/2016	05/19/2017	\$8000 - Title I Part A	In-school ESS teachers, Reading/Math Interventionist, Administration

Activity - RTI Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall below the 25th percentile receive RTI in math and reading 3 days a week. Our reading and math interventionist oversee the instruction.	Direct Instruction	09/20/2016	05/19/2017	\$0 - District Funding	Administrators, Reading/Math Interventionist

Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have identified students who are projected to be novice using multiple measures of assessment. These students are provided direct instruction after school two days a week for remediation.	Direct Instruction	11/15/2016	04/28/2017	\$0 - Title I Part A	Teachers, Administration

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

N/A (this question does not apply)

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

N/A (this question does not apply)

Comprehensive School Improvement Plan

Corbin Elementary

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.7% in 2014 to 72.1% in 2019

Measurable Objective 1:

collaborate to to increase the average combined read and math proficiency ratings in the non-duplicated gap group from 49.7 % to 60.9 % by 06/01/2017 as measured by K-PREP data reported in the school report card.

Strategy1:

Progress Monitoring - School administrators, Team Leaders, Math/Reading Interventionist, and Grade Level teachers will meet and analyze MAP, iReady, Formative/Summative Assessments, and Scrimmage test data 3 times a year. The Curriculum Committee meets in January to analyze and revise curriculum in the areas of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Name Them, Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate with our math/reading interventionist as well as our instructional monitors to work with students below the 25th percentile. Multiple measures are used to identify these students. (MAP, I-Ready Diagnostic, SRI, and K-PREP) Examples of small group instruction strategies that teachers will use are computer centers (iReady, Read 180,) and reading, math, and test taking centers.	Academic Support Program	10/24/2016	04/14/2017	\$2500 - State Funds	Instructional assistants, reading/math interventionist, 3rd & 4th grade teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3rd and 4th Grade met in June 2016 to look over and update current curriculum maps. The teachers realigned their curriculum maps with the Common Core Standards and discussed what concepts needed to be added and what concepts needed to be omitted from their curriculum maps. All staff attended a professional development in the summer as well as in November over Kagan instructional strategies to enhance student engagement.	Professional Learning	08/04/2016	05/19/2017	\$0 - Title I School Improvement (ISI) \$26000 - District Funding	All 3rd and 4th Grade teachers and School Administration

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use the DesCartes document, iReady Diagnostic Data, Wonders Reading Series Assessments, Scrimmage test, and mastery of common core standards to identify what students have mastered and what skills the student needs remediation in.	Academic Support Program	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Curriculum Committee, 3rd and 4th Grade Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been identified in the 25% and below receive RTI on a daily basis in the areas of Reading and Math. They receive small group instruction from our Reading and Math Interventionist as well as the regular classroom teacher. Also, through district funds and grant funds after school ESS instructors have been added to staff to support student growth.	Direct Instruction	11/15/2016	05/19/2017	\$0 - Other	Teachers, Reading and Math Interventionist, ESS teachers

Activity - Weekend Warriors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On designated Saturdays teachers will work with identified GAP students who voluntarily come in to work on skills needed for student growth. The Weekend Warriors program does not begin until March of 2016.	Academic Support Program	03/04/2017	04/22/2017	\$0 - Other	School Administrators and 3rd & 4th Grade teachers.

Strategy2:

Surveys - An increase in the agreement of the TELL survey statement (The school improvement team show effective leadership at Corbin Elementary.) We will accomplish this by working more closely with school & district administration as well as team leaders to provide more effective leadership within Corbin Elementary. Corbin Elementary added an additional team leader to each grade level to help with overall communication and consistency throughout the school. Success will be measured by an increase in agreement rate on 7.1J TELL question. The Val-Ed survey will also be used to help measure progress.

Category: Continuous Improvement

Research Cited:

Activity - Kentucky TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all staff to participate in the TELL survey, Val-Ed survey, and school wide surveys, and analyze results as a school team, report to SBDM, and report to community.	Other	08/22/2016	05/19/2017	\$0 - No Funding Required	School staff, SBDM, and school administrators

Strategy3:

Ready Common Core - All classroom teachers will implement Ready Common Core instruction into their Master Schedule in the areas of reading and math.

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Corbin Elementary

Activity - iReady Common Core Online Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet with students to set goals in the program I-Ready in the areas of reading and math. Students have the option of going to the computer labs beginning at 6:40 a.m. in the mornings and also every afternoon after school. All classes have a lab day and technology in the classroom that provide students the opportunity to activate the I-Ready program. Teachers can assign lessons to students to meet their individual needs in math and reading.	Technology	09/12/2016	05/19/2017	\$13000 - District Funding	Principal, Assistant Principal, Teachers, Interventionist

Activity - Ready Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are mandated to teach Ready Common Core three days a week in the areas of math and reading.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	Principal and teachers

Goal 2:

Increase the averaged combined reading and math K-Prep proficiency scores for elementary school students from 58.4% to 75.7 in 2019

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores to 66.0% by 06/01/2017 as measured by K-PREP data reported on the School Report Card.

Strategy1:

Program Review - Arts/Humanities, Practical Living, and Writing teachers will collaborate with cross-curricular content teachers in order to implement instructional strategies identified in Program Reviews.

Category: Integrated Methods for Learning

Research Cited:

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Program Review analysis results to determine and plan next steps for continuous improvement in the areas of Arts/Humanities, Practical Living, and Writing.	Other	11/15/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Art/Humanities, Practical Living, and Writing Team Leaders

Activity - Program Review Update	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Elementary will inform staff of the expectations and procedures as defined by the policy approved by SBDM. Corbin Elementary principal and A&H Team Leader Angela Smith will update all staff of any changes to Program Review for the 16/17 school year.	Policy and Process	11/16/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Arts/Humanities, Practical Living, and Writing Team Leaders

Strategy2:

Comprehensive School Improvement Plan

Corbin Elementary

Curriculum Assessment & Alignment - Teachers will collaborate in order to align the reading and math curriculum along with our i-Ready program to ensure that reinforcement of the standards at Corbin Elementary is taking place for the 2016-2017 school year.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated through professional development to align reading and math standards with our online i-Ready program to ensure that reinforcement of the standards are being met. Teachers collaborate through professional learning communities to update reading and math to Common Core Standards.	Direct Instruction	06/02/2016	05/19/2017	\$0 - No Funding Required	School Administrators and Grade Level Teachers

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Elementary has started K-PREP type Scrimmage Testing 3 times a year. This helps expose and prepare our students for state testing that takes place in May. Having a grade configuration of 3rd & 4th grade our students need to understand test taking strategies as well as timed test. These scrimmage test are used as a growth model for our students as well. Teachers use the scrimmage test and compare results to KPREP data.	Direct Instruction	09/30/2016	03/24/2017	\$0 - No Funding Required	Administrative Team and Teachers

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To analyze MAP, I-Ready data, and K-PREP data in order to adjust instructional strategies based on individual student data. Teachers meet in PLC's and Faculty Meetings to discuss and monitor student progress.	Professional Learning	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Teachers

Activity - Reading/Math Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three days a week teachers reinforce Common Core Reading and Math Standards and use conferencing strategies to help meet students needs identified by formative and summative assessments.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators and Teachers

Activity - Top Ranking School Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators as well as some staff will be visiting a couple of schools in the state who have shown great growth and look for instructional strategies that can help boost Corbin Elementary's test scores.	Professional Learning	01/11/2017	02/24/2017	\$500 - Title II Part A	School administration, team leaders, teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have identified at-risk students in need of remediation and work with these students on Tuesday and Thursdays each week.	Direct Instruction	11/15/2016	04/27/2017	\$5000 - Title I Part A	Principal and Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from CPS, CES, and CIS attended a professional development with Dr. Thomas Gusky over standards based grading.	Professional Learning	08/22/2016	05/19/2017	\$2000 - State Funds	Administration, Teachers from CPS, CES, CIS

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program for those students who attend.	Academic Support Program	08/22/2016	05/19/2017	\$0 - District Funding	21st Century Staff, School Administrators, and Teachers

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff from CES, CPS, and CIS received training over instructional strategies using the Kagan method. This training helps enhance student engagement in the classroom, which in turn helps student achievement.	Professional Learning	08/22/2016	05/19/2017	\$12000 - District Funding	District & School Administrators and teachers

Activity - Cross-Curricular Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM policy creation of cross-curricular advisory committees in order to support Program Review strategies and implementation. Mr. Webb and A&H team leader Angela Smith updated the staff on the changes to Program Review for the 2016-2017 school year.	Policy and Process	11/16/2016	05/19/2017	\$0 - No Funding Required	School Staff, Arts/Humanities Staff, Practical Living Staff, SBDM, and School Administrators

Goal 3:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by the Professional Growth and Effectiveness System (PGES) as referenced in the Corbin Independent Schools' Certified Evaluation Plan (CEP)..

Strategy1:

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Corbin Elementary

Research Cited: Bill and Melinda Gates Foundation - MET Project Data

Activity - Enduring Skills/Student Growth Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	08/04/2014	06/01/2015	\$0 - No Funding Required	Central Office Staff; Principals; Mike York, KDE, SESC Coaches

Goal 4:

Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.

Measurable Objective 1:

collaborate to decrease by 10% the number of students scoring novice in Mathematics and Reading by 06/01/2016 as measured by K-PREP scores as reported on the School Report Card.

Strategy1:

Monitoring Student Performance - For the current school year teachers have identified students scoring at the novice level using multiple measures of data. (MAP, I-Ready Diagnostic, K-PREP, SRI, etc.) These students are pulled for small groups 3 days a week for remediation in the subject areas of math and reading.

Category: Continuous Improvement

Research Cited:

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two in-school ESS teachers provide direct instruction for students who have been identified as performing at the Novice level. These two teachers work with small groups and address students individual needs in the areas of math and reading. Teachers collaborate with our special education teachers and our reading and math interventionist.	Academic Support Program	01/12/2016	05/19/2017	\$8000 - Title I Part A	In-school ESS teachers, Reading/Math Interventionist, Administration

Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have identified students who are projected to be novice using multiple measures of assessment. These students are provided direct instruction after school two days a week for remediation.	Direct Instruction	11/15/2016	04/28/2017	\$0 - Title I Part A	Teachers, Administration

Activity - RTI Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall below the 25th percentile receive RTI in math and reading 3 days a week. Our reading and math interventionist oversee the instruction.	Direct Instruction	09/20/2016	05/19/2017	\$0 - District Funding	Administrators, Reading/Math Interventionist

Comprehensive School Improvement Plan

Corbin Elementary

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.7% in 2014 to 72.1% in 2019

Measurable Objective 1:

collaborate to to increase the average combined read and math proficiency ratings in the non-duplicated gap group from 49.7 % to 60.9 % by 06/01/2017 as measured by K-PREP data reported in the school report card.

Strategy1:

Progress Monitoring - School administrators, Team Leaders, Math/Reading Interventionist, and Grade Level teachers will meet and analyze MAP, iReady, Formative/Summative Assessments, and Scrimmage test data 3 times a year. The Curriculum Committee meets in January to analyze and revise curriculum in the areas of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use the DesCartes document, iReady Diagnostic Data, Wonders Reading Series Assessments, Scrimmage test, and mastery of common core standards to identify what students have mastered and what skills the student needs remediation in.	Academic Support Program	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Curriculum Committee, 3rd and 4th Grade Teachers

Activity - Weekend Warriors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On designated Saturdays teachers will work with identified GAP students who voluntarily come in to work on skills needed for student growth. The Weekend Warriors program does not begin until March of 2016.	Academic Support Program	03/04/2017	04/22/2017	\$0 - Other	School Administrators and 3rd & 4th Grade teachers.

Activity - Name Them, Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate with our math/reading interventionist as well as our instructional monitors to work with students below the 25th percentile. Multiple measures are used to identify these students. (MAP, I-Ready Diagnostic, SRI, and K-PREP) Examples of small group instruction strategies that teachers will use are computer centers (iReady, Read 180,) and reading, math, and test taking centers.	Academic Support Program	10/24/2016	04/14/2017	\$2500 - State Funds	Instructional assistants, reading/math interventionist, 3rd & 4th grade teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been identified in the 25% and below receive RTI on a daily basis in the areas of Reading and Math. They receive small group instruction from our Reading and Math Interventionist as well as the regular classroom teacher. Also, through district funds and grant funds after school ESS instructors have been added to staff to support student growth.	Direct Instruction	11/15/2016	05/19/2017	\$0 - Other	Teachers, Reading and Math Interventionist, ESS teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3rd and 4th Grade met in June 2016 to look over and update current curriculum maps. The teachers realigned their curriculum maps with the Common Core Standards and discussed what concepts needed to be added and what concepts needed to be omitted from their curriculum maps. All staff attended a professional development in the summer as well as in November over Kagan instructional strategies to enhance student engagement.	Professional Learning	08/04/2016	05/19/2017	\$26000 - District Funding \$0 - Title I School Improvement (ISI)	All 3rd and 4th Grade teachers and School Administration

Strategy2:

Ready Common Core - All classroom teachers will implement Ready Common Core instruction into their Master Schedule in the areas of reading and math.

Category: Integrated Methods for Learning

Research Cited:

Activity - iReady Common Core Online Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet with students to set goals in the program I-Ready in the areas of reading and math. Students have the option of going to the computer labs beginning at 6:40 a.m. in the mornings and also every afternoon after school. All classes have a lab day and technology in the classroom that provide students the opportunity to activate the I-Ready program. Teachers can assign lessons to students to meet their individual needs in math and reading.	Technology	09/12/2016	05/19/2017	\$13000 - District Funding	Principal, Assistant Principal, Teachers, Interventionist

Activity - Ready Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are mandated to teach Ready Common Core three days a week in the areas of math and reading.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	Principal and teachers

Strategy3:

Surveys - An increase in the agreement of the TELL survey statement (The school improvement team show effective leadership at Corbin Elementary.) We will accomplish this by working more closely with school & district administration as well as team leaders to provide more

Comprehensive School Improvement Plan

Corbin Elementary

effective leadership within Corbin Elementary. Corbin Elementary added an additional team leader to each grade level to help with overall communication and consistency throughout the school. Success will be measured by an increase in agreement rate on 7.1J TELL question. The Val-Ed survey will also be used to help measure progress.

Category: Continuous Improvement

Research Cited:

Activity - Kentucky TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all staff to participate in the TELL survey, Val-Ed survey, and school wide surveys, and analyze results as a school team, report to SBDM, and report to community.	Other	08/22/2016	05/19/2017	\$0 - No Funding Required	School staff, SBDM, and school administrators

Goal 2:

Increase the averaged combined reading and math K-Prep proficiency scores for elementary school students from 58.4% to 75.7 in 2019

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores to 66.0% by 06/01/2017 as measured by K-PREP data reported on the School Report Card.

Strategy1:

Program Review - Arts/Humanities, Practical Living, and Writing teachers will collaborate with cross-curricular content teachers in order to implement instructional strategies identified in Program Reviews.

Category: Integrated Methods for Learning

Research Cited:

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Program Review analysis results to determine and plan next steps for continuous improvement in the areas of Arts/Humanities, Practical Living, and Writing.	Other	11/15/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Art/Humanities, Practical Living, and Writing Team Leaders

Activity - Program Review Update	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Elementary will inform staff of the expectations and procedures as defined by the policy approved by SBDM. Corbin Elementary principal and A&H Team Leader Angela Smith will update all staff of any changes to Program Review for the 16/17 school year.	Policy and Process	11/16/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Arts/Humanities, Practical Living, and Writing Team Leaders

Strategy2:

Curriculum Assessment & Alignment - Teachers will collaborate in order to align the reading and math curriculum along with our i-Ready program to ensure that reinforcement of the standards at Corbin Elementary is taking place for the 2016-2017 school year.

Comprehensive School Improvement Plan

Corbin Elementary

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have identified at-risk students in need of remediation and work with these students on Tuesday and Thursdays each week.	Direct Instruction	11/15/2016	04/27/2017	\$5000 - Title I Part A	Principal and Teachers

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To analyze MAP, I-Ready data, and K-PREP data in order to adjust instructional strategies based on individual student data. Teachers meet in PLC's and Faculty Meetings to discuss and monitor student progress.	Professional Learning	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from CPS, CES, and CIS attended a professional development with Dr. Thomas Gusky over standards based grading.	Professional Learning	08/22/2016	05/19/2017	\$2000 - State Funds	Administration, Teachers from CPS, CES, CIS

Activity - Reading/Math Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three days a week teachers reinforce Common Core Reading and Math Standards and use conferencing strategies to help meet students needs identified by formative and summative assessments.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	School Administrators and Teachers

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff from CES, CPS, and CIS received training over instructional strategies using the Kagan method. This training helps enhance student engagement in the classroom, which in turn helps student achievement.	Professional Learning	08/22/2016	05/19/2017	\$12000 - District Funding	District & School Administrators and teachers

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program for those students who attend.	Academic Support Program	08/22/2016	05/19/2017	\$0 - District Funding	21st Century Staff, School Administrators, and Teachers

Comprehensive School Improvement Plan

Corbin Elementary

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Elementary has started K-PREP type Scrimmage Testing 3 times a year. This helps expose and prepare our students for state testing that takes place in May. Having a grade configuration of 3rd & 4th grade our students need to understand test taking strategies as well as timed test. These scrimmage test are used as a growth model for our students as well. Teachers use the scrimmage test and compare results to KPREP data.	Direct Instruction	09/30/2016	03/24/2017	\$0 - No Funding Required	Administrative Team and Teachers

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborated through professional development to align reading and math standards with our online i-Ready program to ensure that reinforcement of the standards are being met. Teachers collaborate through professional learning communities to update reading and math to Common Core Standards.	Direct Instruction	06/02/2016	05/19/2017	\$0 - No Funding Required	School Administrators and Grade Level Teachers

Activity - Cross-Curricular Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM policy creation of cross-curricular advisory committees in order to support Program Review strategies and implementation. Mr. Webb and A&H team leader Angela Smith updated the staff on the changes to Program Review for the 2016-2017 school year.	Policy and Process	11/16/2016	05/19/2017	\$0 - No Funding Required	School Staff, Arts/Humanities Staff, Practical Living Staff, SBDM, and School Administrators

Activity - Top Ranking School Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators as well as some staff will be visiting a couple of schools in the state who have shown great growth and look for instructional strategies that can help boost Corbin Elementary's test scores.	Professional Learning	01/11/2017	02/24/2017	\$500 - Title II Part A	School administration, team leaders, teachers

Goal 3:

Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.

Measurable Objective 1:

collaborate to decrease by 10% the number of students scoring novice in Mathematics and Reading by 06/01/2016 as measured by K-PREP scores as reported on the School Report Card.

Strategy1:

Monitoring Student Performance - For the current school year teachers have identified students scoring at the novice level using multiple measures of data. (MAP, I-Ready Diagnostic, K-PREP, SRI, etc.) These students are pulled for small groups 3 days a week for remediation in the subject areas of math and reading.

Comprehensive School Improvement Plan

Corbin Elementary

Category: Continuous Improvement

Research Cited:

Activity - ESS Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have identified students who are projected to be novice using multiple measures of assessment. These students are provided direct instruction after school two days a week for remediation.	Direct Instruction	11/15/2016	04/28/2017	\$0 - Title I Part A	Teachers, Administration

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two in-school ESS teachers provide direct instruction for students who have been identified as performing at the Novice level. These two teachers work with small groups and address students individual needs in the areas of math and reading. Teachers collaborate with our special education teachers and our reading and math interventionist.	Academic Support Program	01/12/2016	05/19/2017	\$8000 - Title I Part A	In-school ESS teachers, Reading/Math Interventionist, Administration

Activity - RTI Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall below the 25th percentile receive RTI in math and reading 3 days a week. Our reading and math interventionist oversee the instruction.	Direct Instruction	09/20/2016	05/19/2017	\$0 - District Funding	Administrators, Reading/Math Interventionist

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.

Goal 1:

Increase all Program Review Scores with an emphasis on Arts/Humanities and Practical Living to increase one level.

Measurable Objective 1:

collaborate to meet proficient and distinguished ratings in practical living, arts/humanities and writing on Program Review by 06/01/2016 as measured by scores as measured by the state mandated rubric..

Comprehensive School Improvement Plan

Corbin Elementary

Strategy1:

Training by SESC - Sarah Evans with SESC will provide professional development to all teachers on evidence collection in Program Review and how to input this evidence into the resource tab of CIITS.

Category: Professional Learning & Support

Research Cited:

Activity - CIITS Training/Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained on implementation of Program Review evidence using the resource tab.	Professional Learning	09/28/2016	05/19/2017	\$9000 - Race to the Top	Principal, SESC Coop Training, Program Review Committee

Strategy2:

Cross Curricular Planning - This strategy will allow related arts teachers to collaborate with classroom teachers monthly to discuss how Arts/Humanities, Practical Living, and Writing are being implemented into the regular classroom.

Category: Continuous Improvement

Research Cited:

Activity - Wonders Reading Series Writing Component	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our district purchased a new reading series entitled "Wonders" by McGraw/Hill last year. This reading series is up to date with the new Common Core standards and provides a writing workshop that all reading/writing have been trained in. Teachers collaborate with one another to help enhance student products.	Direct Instruction	08/19/2016	05/19/2017	\$25000 - District Funding	All reading/writing teachers

Activity - Arts/Humanities/Practical Living/Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Related Arts teachers as well as the regular classroom teachers will by-weekly have students reflect by writing about lessons, plays, assemblies, and instruction that have been taught in and out of the classroom.	Direct Instruction	08/22/2016	05/19/2017	\$0 - No Funding Required	Principal, Related Arts teachers, regular classroom teachers

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and share ideas of how to collect evidence for Program Review.	Professional Learning	09/28/2016	05/19/2017	\$0 - No Funding Required	Principal, Program Review Committee, Teachers, SESC Coop provides training

Goal 2:

Implement the wellness policy requirements of the Healthy, Hunger-Free Act of 2010

Comprehensive School Improvement Plan

Corbin Elementary

Measurable Objective 1:

collaborate to creat a Coordinated School Health Council by 01/31/2015 as measured by representation of various stakeholders including school and community members..

Strategy1:

School CSH Committee's Role - The CSH at the school level will include various stakeholders from the community and school. The CSH Council will have various roles.

Category: Other - Policy

Research Cited:

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annually review school wellness policy and ensure that it includes a Comprehensive School Physical Program approach.	Policy and Process	01/31/2015	01/31/2016	\$0 - No Funding Required	CSH Council

Activity - Health Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CSH Council will report the implementation progress of wellness policy SBDM by January 31st of each year.	Policy and Process	01/31/2015	01/31/2016	\$0 - No Funding Required	CSH Council, SBDM Council

Activity - PL/CS Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CSH Council will provide input into the school's PLCS Program Review.	Policy and Process	01/31/2015	07/01/2016	\$0 - No Funding Required	CSH 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?

Corbin Elementary School is home to approximately 470 third and fourth grade students in the Corbin Independent School District. Our school is one of five schools in our district and is located in Southeastern Kentucky. Corbin Elementary is a school wide Title 1 school with approximately 64% of our students on free/reduced lunch. Our school is 96% white with 45% male and 55% female students. Our enrollment has increased by 50 students from last school year. This is the largest enrollment that Corbin Elementary has ever had.

Corbin Elementary School Staff are all highly qualified according to the Educational Professional Standards Board (EPSB). Corbin Elementary school has approximately 26 teachers with a 21.5:1 student/teacher ratio. About 32.1% of our teachers have their master degrees and we have one teacher that is National Board Certified. Corbin Elementary also has 2 math interventionists and one reading interventionist who help meet individual student needs and assist teachers with the best practices in the classroom. We have 5 instructional aides that work with students within our building in several capacities. Corbin Elementary is committed to developing intellectual independence for students. Our priority is to assist students in developing skills to be life-long learners. We provide a comprehensive integrated curriculum. We strongly encourage parents to be involved with our school and their child's education by using our Corbin Elementary school website, CES Twitter feed, Infinite Campus, School- wide Discipline Reports and Standards Based Grading Card to keep track with their student's grades, attendance, and behavior.

Corbin Elementary is a school with an emphasis on collaboration and teaming. Teaming allows for our staff to meet daily in Professional Learning Communities to focus on curriculum, best practices, and/or behavior concerns of our students. Our "Guidelines for Success" and our Junior Achievement classes are a key component to the elementary concept. Through these concepts students are taught about respect, responsibility, tolerance, and how to be a buddy and not a bully. Our related arts classes allow students the opportunities to draw interests in other areas of their education such as: Art, Music, Drama, Fitness, World Language (Spanish), Character Education, Career Choices, and a Project Based Learning class for social studies.

Our mission statement was designed by all Stakeholders of our school and through council, committees, and staff meetings continue to drive the schools mission. Corbin Elementary School and Staff believe we will meet the individual needs of all students in a safe, nurturing environment and will increase student achievement by providing students with a quality foundational education regardless of family background, socio-economic status, race and/or gender. We focus on our slogan "Striving to be the Best."

Corbin Elementary School is very proud of the academic achievements we have had for several years and will continue to find ways to improve. We are currently ranked 264 out of 720 elementary schools based on KPREP results with a classification of "Distinguished Progressing." Each year, we strive for our students to be the best possible and take a personalized learning approach to meet all students' needs. Our focus will continue to be on our Special Education and Free and Reduced Lunch Population. We will strive for these students to gain knowledge and the skills necessary through morning, in-school, and after school ESS as well as, after school tutoring through Redhound Enrichment and more parent involvement.

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.

The staff at Corbin Elementary strives to create a safe, nurturing, and positive learning environment for all students. We are committed to providing a quality education with high expectations that enable all students to reach his or her full potential and become life-long learners. We celebrate the individual differences of our students and empower them to reach their highest potential. By providing common planning time for our teachers and through our Professional Learning Communities we are able to give teachers the opportunities to plan lessons, plan interdisciplinary instruction, and analyze student data. The common planning also allows parents the time to meet with teachers as a group.

How We Ensure Educational Equity: All children are unique and teachers at Corbin Elementary work to meet the needs of these students through differentiation in all classes. Teachers receive professional development on programs that are used within the school and teaching strategies to help students at all levels. Assessments are given at the beginning, middle, and end of the year to monitor student progress. Assessments such as MAP, iReady, SRI, and Scrimmage Testing over the Common Core Standards help determine each child's strengths and weaknesses. Once the data has been analyzed, teachers meet during common planning time and develop a plan of action. Teachers discuss deficiencies they identify as common throughout and then decide on what needs to be done to help meet all students' needs and help ensure students are successful.

Corbin Elementary recognizes the importance of relationships and connections with parents and the community. We try to accomplish this through our team building process with staff and by making our parents have more of an active role in the learning process with our students. Corbin Elementary has taken steps to get more parental and community involvement through such programs as; Parent-Teacher Organization, School Based Decision Making Council, School Improvement Committees, and through in-school programs like Career Day, Sue Day, Veteran's Day, All Pro Dads Program, Museum Night, and guest speakers on Fridays during morning meeting. Our Family Resource Center has an active volunteer program with local businesses which helps in providing additional human and financial resources. Over the past 15 years Corbin's school population and community population have increased due to growth in business and industry. The building and grounds have undergone many changes to upgrade safety and to accommodate growth.

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.

For the 2015-2016 school year, Corbin Elementary School ranked 264 out of 720 elementary schools. Our overall score for the 2015-2016 school year was 73.7. This is a 9.9% gain from the 2014-2015 school year. Our overall score classified Corbin Elementary as a "Distinguished/Progressing" school. We are very proud of the gains we made this past year. We were above the state mean in proficiency in all areas tested. Since Corbin Elementary only houses grades 3 & 4 we are only tested in the areas of reading, math, and language mechanics. We received all 23 points for our Program Review and feel very good about the direction we are headed with our Program Review. Also for the 2015-2016 school year, our school district was classified as a District of Distinction.

The areas that we are striving to reduce are the gaps between our regular education students and students with disabilities. We are also striving to reduce the number of students scoring in the novice range in the areas of reading and math. We are striving to continue to increase our number of proficient students in reading and mathematics with a focus on our Free and Reduced population. We are working to increase our number of students meeting benchmarks on the MAP assessment as well our i-Ready diagnostic assessment

Additional Information

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

Corbin Elementary has several extracurricular activities for students to get involved in. A couple of sporting opportunities available for students include: Corbin Recreation Department Sports League and the Archery Team. Some of the academic opportunities and student clubs that are offered at Corbin Elementary include: The Pride Club, an Energy Team, Sports Club, "Be a Buddy, Not a Bully Program", All Pro Dads Club, Treehouse University, and a Health Club. 4th grade students have the opportunity to be a part of the 5th & 6th grade academic team which has won region the past three years. We also house the Redhound Enrichment After School Program that is directly involved with Corbin Elementary students and their academic performance. I would also like to highlight our morning meeting that starts each day and is completely student centered. Students lead the meeting by giving a Lunch, Weather and Character Report as well as recognize students for their accomplishments not only academically but also what they do within the community.