



Comprehensive School Improvement Plan

Corbin High School

Corbin Independent

John Crawford
1901snyder Street
Corbin, KY 40701

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	8
--------------------	---

Stakeholders	9
--------------------	---

Relationship Building	10
-----------------------------	----

Communications	11
----------------------	----

Decision Making	13
-----------------------	----

Advocacy	15
----------------	----

Learning Opportunities	16
------------------------------	----

Community Partnerships	17
------------------------------	----

Reflection	18
------------------	----

Report Summary	19
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	21
--------------------	----

Improvement Planning Process	22
------------------------------------	----

Phase I - Needs Assessment

Introduction 24

Data Analysis 25

Areas of Strengths 26

Opportunities for Improvement 27

Conclusion 28

2016-17 Goals and Plans

Overview 30

Goals Summary 31

 Goal 1: Corbin High School students will increase the average combined reading and math proficiency percentages from ____ in 2016 to 72.2 in 2019 for all students in the non-duplicated GAP Groups. 32

 Goal 2: Corbin High School will meet the 98.0 five year adjusted cohort graduation rate target 33

 Goal 3: Corbin High School will increase the percentage of students that are college and/or career ready from 84.2% in 2016 to 87.2% in 2017. 34

 Goal 4: CHS will improve program review scores to a minimum category of Proficient in each area with an emphasis on VPA and PLCS. 38

 Goal 5: Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP. 40

Activity Summary by Funding Source 41

Phase II - KDE Assurances - Schools

Introduction 48

Assurances 49

Phase II - KDE Compliance and Accountability - Schools

Introduction 55

Planning and Accountability Requirements 56

Executive Summary

Introduction 68

Description of the School 69

School's Purpose 70

Notable Achievements and Areas of Improvement 71

Additional Information 72

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.	We have looked at class sizes, teacher placement, and student placement to ensure that all needs are being met by qualified personnel.	School_Equity_Diagnostic.xlsx

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.

While we are seeing an increasing of numbers of students at risk (minority, disabilities, SES, and ELL), Corbin High School also has a more experienced group of teachers to remove barriers to ensure the student success.

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.

Barriers

* increased number of English Language Learners

*increased number of special needs learners

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.		School_Equity_Goals

Comprehensive School Improvement Plan

Corbin High School

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 students' equitable access to effective teachers by raising the percentage of effective teachers from 97% in 2016 to 98% in 2019.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/15/2017 as measured by Professional Growth and Effectiveness System as referenced in the Corbin Independent Schools' Certified Evaluation Plan.

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 Linda Gates MET project...

Activity - Data Analysis--Teacher Evaluations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will analyze their evaluation data to determine the number of teachers in the various levels (ineffective, developing, accomplished, exemplary).	Professional Learning	04/03/2017	06/30/2017	\$0 - No Funding Required	Principals

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), principals 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

Comprehensive School Improvement Plan

Corbin High School

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 Institute sponsored by SESC as well as attend the District's New Teacher Training.	Professional Learning	07/01/2016	05/22/2017	\$1000 - Title II Part A	Central Office...Principals...New Teachers

Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/15/2016	09/30/2016	\$0 - No Funding Required	Central Office Staff...Principals

Activity - Enduring Skills/Student Growth PL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth skills.	Professional Learning	08/01/2016	09/30/2016	\$0 - No Funding Required	Central Office Staff...Principals..Mike York, KDE...SESC Coaches..

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 principals on evaluations, surveys, and anecdotal data.	Policy and Process	04/03/2017	07/19/2017	\$0 - No Funding Required	District 50/50 Committee..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	08/15/2016	12/19/2016	\$0 - No Funding Required	Central Office Staff...Principals...Peer Observers

Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators that serve as in an evaluative position will complete the TeachScape calibration successfully.	Professional Learning	07/01/2016	09/30/2016	\$1300 - Title II Part A	Central Office Staff...Administrators

Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train new teachers on the protocols of Student Voice and work with all teachers on how to use the data for continuous improvement.	Professional Learning	08/08/2016	05/26/2017	\$0 - No Funding Required	Central Office Staff..Principals...Teachers

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?

Corbin High School involved the following groups in completing the Missing Piece diagnostic

- *CHS Site Based Decision Making Council
- *CHS Academic Boosters Club (parent/teacher organization)
- *CHS FRYSC & Advisory Council
- *CISD PAWS Program - parent/guardian volunteer program
- *CHS Team Leaders & Media Specialist
- *CHS Administrators
- *CISD 21st Century program coordinators
- *Corbin ATC staff
- *Corbin Community Coalition
- *NAF Advisory Board
- *Student Advisory Board
- *Chamber of Commerce
- *Department of Economic Development
- *CISD PBIS Committee

Relationship Building

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	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.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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: 2.43

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

Comprehensive School Improvement Plan

Corbin High School

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

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

Comprehensive School Improvement Plan

Corbin High School

	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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.5

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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 welcomes families to visit all classrooms.	Proficient

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.83

	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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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.

The FRYSC completes parent/staff/student needs assessments yearly. This information gives stakeholders valuable information about the components of our school.

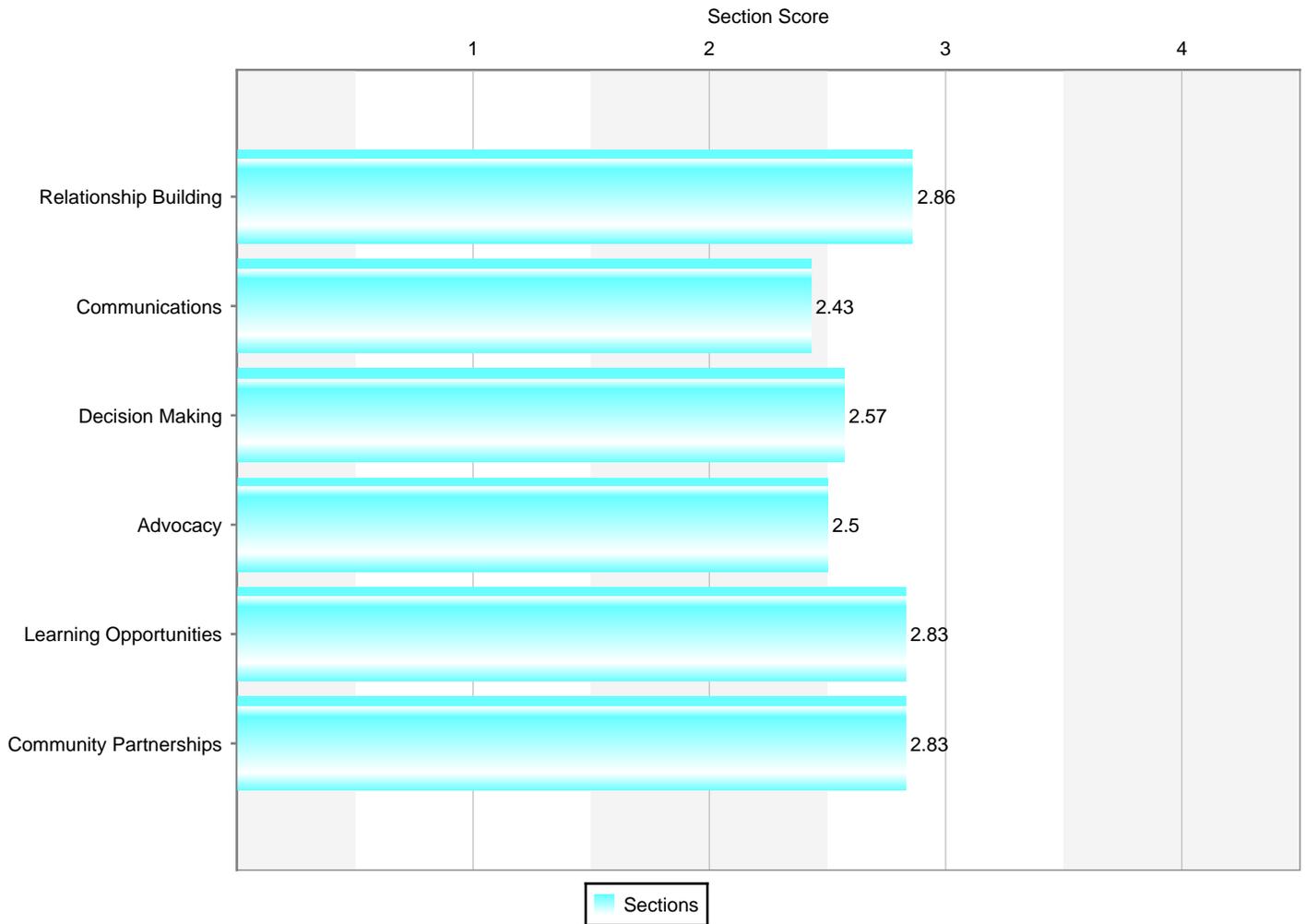
We provide multiple opportunities for our SBDM council and other committees to be trained and learn about the decision making council. At the June 2017 SBDM meeting, the incoming parent SBDM members will be invited to facilitate interaction between them and the outgoing parent members to ease the transition.

We do not currently have scheduled parent-teacher conferences, just as needed. However, there are staff workdays throughout the school year that parents-teachers can use to set up meetings. All teachers are required to provide students and their guardians a syllabus that will have contact information provided in addition to the school website staff directory page. During the 2015-16, a new SBDM policy was developed that will allow guardians the opportunity to visit classrooms by appointment.

To increase communication between the school and parents concerning community involvement, we will use school newsletters, Peach Jar flyers, and teacher communications to inform parents of job shadowing opportunities/experiences, Work Ethic Seal program, other career speakers, and college preparation opportunities.

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.

Collaboration with Youth Service Center director...regular department head meetings...planning team meetings...November professional development day ...analyzed the results of teacher and student surveys.. .After department meetings, the school met twice with the entire school faculty to formulate a plan. All stakeholders were given a voice to improve communication within the school. After the first draft of the plan, it was edited and presented to stakeholders once again for review. Morning and afternoon meetings were scheduled to meet the needs of faculty. Improvement plan was approved by the SBDM committee.

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

All department heads....Assistant principals...Youth Service Director...School counselors...Later, the input of all teachers and support staff were reviewed and edited by administrative staff. All stakeholders input was considered and valued. SBDM committee was also consulted and they approved the 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.

Improvement was communicated by administrative staff emails to all personnel. Edulink, Redhound News, and Infinite Campus sent regular messages to all stakeholders. Furthermore, the final plan was posted on the CHS web page. SBDM committee approved plan.

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 High School reviews the TELL Survey, School Report Card, parent/student perception data, and Infinite Campus Data Reports in addition to local and state test scores in order to evaluate our school to meet the needs of all students.

As we disaggregate the data, we are looking for areas of strength and areas to be strengthened as identified by various stakeholders.

Several questions include...

*How are our students performing? Are students transitioning well?

*How does the staff feel about resources? administration? safety?

*How does the community contribute to the educational progress of our students?

Upon review, we find that we are making gains in all areas and programs. We continue to have 100% successful transition to life and more students are college and/or career ready. Our attendance rate has increased over the past year. Our faculty recognizes that they are held to high professional standards and that their input is valued. The faculty feels that our strengths lie in our classroom resources, facilities, technology, class size, and common planning with department members.

From surveys and ABC records, we can see an increase of community/parental involvement.

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 identified by the TELL Survey are that teachers are effective leaders in our school that are held to high professional standards for delivering instruction. Teachers are encouraged to try innovative methods to improve instruction and reflect on their practice. With a supportive board and local administration team, staff also feels that they have adequate resources to enhance learning - facilities, textbooks, technology, space, etc.

After reviewing the School Report Card, Corbin High met and surpassed several delivery targets set by the state. CHS students scored 0.7 points above in Combined Reading and Math, 2.4 points above in Mathematics, 1.6 points above in Science, 9.6 points above in Social Studies, and 2.0 points above the Graduation Rate.

The data is reviewed by district administrators, school administrators, School-Based Decision Making Council, team leaders, and all teachers through a test score analysis professional development in addition to PLC meetings throughout the year. Reviewing the data allows stakeholders to evaluate the reports, reflect on current practices, and set new goals for the coming year. Time is given to departments to re-align curriculum if needed and resources are appropriated as needed. For example, with the new Science standards, teachers have attended training and will be provided professional development time to work on new assessments, both formative and summative.

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 would like more content specific professional development and more follow-up for professional development. We have implemented common planning time to allow similar content area teachers time with one another for job-embedded training. Administrators can frequent meetings to stay abreast of concerns or needs which would allow teachers to have more of a voice in the decision making progress.

Analysis of the School Report Card data - Corbin High missed three state delivery targets - Reading, by 1.2 points, Writing by 6.6 points, and CCR without Bonus by 2.8 points. Also, 16.7% of students tested scored Novice in Reading. CHS has focused on reading across the curriculum with professional development opportunities, influx of reading material (newspapers, magazines, and content area specific materials), and free reading time. We are also giving a mock ACT exam to all juniors to identify students that are not meeting college readiness benchmarks including the reading benchmark.

Conclusion

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

Our next steps in strengthening professional development implementation is for administrators to follow up on school-wide trainings during planning team meetings and content specific trainings during department meetings. Taking the time to reflect on new practices and their impact on student progress will help teachers move forward in their learning new strategies and procedures. During PGP conferences, teachers and administrators can identify content specific trainings and activities that best hone skills.

To improve reading comprehension, teachers have begun training with our reading specialist who is providing job-embedded instruction as well as team teaching during the school day. New reading materials are in the building and are dispersed across the curriculum.

Team leaders will report regularly to administration how their department is integrating reading. Mock ACT tests will be given during December to identify low readers in addition to MAP & AR tests. Low readers will be targeted for intervention.

2016-17 Goals and Plans

Overview

Plan Name

2016-17 Goals and Plans

Plan Description

Corbin High School'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 students 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	Corbin High School students will increase the average combined reading and math proficiency percentages from ____ in 2016 to 72.2 in 2019 for all students in the non-duplicated GAP Groups.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$16350
2	Corbin High School will meet the 98.0 five year adjusted cohort graduation rate target	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$45000
3	Corbin High School will increase the percentage of students that are college and/or career ready from 84.2% in 2016 to 87.2% in 2017.	Objectives: 1 Strategies: 4 Activities: 19	Organizational	\$11900
4	CHS will improve program review scores to a minimum category of Proficient in each area with an emphasis on VPA and PLCS.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$100
5	Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10000

Goal 1: Corbin High School students will increase the average combined reading and math proficiency percentages from _____ in 2016 to 72.2 in 2019 for all students in the non-duplicated GAP Groups.

Measurable Objective 1:

collaborate to increase the Reading and Math Proficiency GAP Scores to _____ by 05/19/2017 as measured by Next Generation Learners Model..

Strategy 1:

Progress Monitoring - Faculty and Staff will continually monitor the students in these sub-groups in relation to KPREP Assessments, School Assessments, and District System Assessments

Category: Continuous Improvement

Activity - Student Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will meet in collaborative PLC settings by content area and identify students who are at-risk of failure. MAP assessment, teacher formative information, and other student achievement data will be utilized to assist in these placements.	Academic Support Program	11/09/2016	04/19/2017	\$12000	General Fund, General Fund	Corbin High School faculty and staff, District Resource instructors, Central office and school administration

Strategy 2:

Other Surveys - Analyzing results at both the leadership and faculty level.

Category: Principal PGES

Activity - TELL/Val-Ed SURVEYS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corbin High School administrators as well as district administrators will encourage all teaching staff to participate in the TELL SURVEY. The survey will depict the environment of the classroom and surrounding facilities. The information gathered from the survey will be analyzed by administration to plan for future activities. The Val-Ed survey will depict the importance placed on addressing the needs of all students (Sp. Ed, Free/Reduced, etc).	Professional Learning	11/07/2016	05/19/2017	\$350	Title II Part A	All Certified faculty and staff from Corbin High School, Principal

Comprehensive School Improvement Plan

Corbin High School

Activity - Survey Results Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative staff will analyze data from the Val-Ed and TELL survey to determine areas of success and need. These results will be shared with staff in team meetings and action plans will be developed to insure improvement.	Professional Learning	11/07/2016	06/01/2017	\$0	No Funding Required	Principal

Strategy 3:

Remediation - CHS will create opportunities for students to receive extra help in Math and Reading on an as needed basis with a certified teacher.

Category: Persistence to Graduation

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS will employ before and after school teachers to address at-risk students in Reading and Math. Students who are failing Math will have the opportunity to attend before school ESS (Tue-Thur) for 45 minutes (including breakfast break). After school tutoring is provided by appropriate content teachers as student need arises.	Tutoring	09/05/2016	05/18/2017	\$4000	State Funds	Principal, department chairs, teachers

Goal 2: Corbin High School will meet the 98.0 five year adjusted cohort graduation rate target

Measurable Objective 1:

collaborate to increase the Corbin High School graduation rate to 98.0 by 05/19/2017 as measured by as measure by the Five-Year Adjusted Cohort Rate..

Strategy 1:

Targeted Interventions - CHS staff will collaboratively target students through intervention programs such as Credit Recovery, ASPIRE, and before/after school tutoring with the thought that success will deter students from dropping out.

Category: Persistence to Graduation

Activity - At Risk Identifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and Staff will target those students who may not meet graduation requirements and schedule them into courses and/or programs so that these requirements can be fulfilled within an allotted time. Programs such as ASPIRE/Credit Recovery will provide an opportunity for at-risk students.	Academic Support Program	08/17/2016	05/19/2017	\$45000	General Fund, Grant Funds	Corbin High School Guidance Counselors and School Level Administration

Activity - Utilizing CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Corbin High School

Corbin High School faculty and staff, in collaboration with Corbin Area Technology Center will utilize the ILP in order to place incoming 9th graders in CTE courses that are aligned with a career interest survey.	Recruitment and Retention	01/01/2016	08/17/2016	\$0	No Funding Required	Corbin High School faculty and staff, school guidance counselors, CTE instructors, and district and school level administrators
--	---------------------------	------------	------------	-----	---------------------	---

Activity - Student Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty from each content area will develop criteria to determine appropriate placement for incoming students. Placement will be based on MAP scores, teacher recommendation, exit criteria. This activity will prevent students from being placed in classes until they are academically ready thus causing failures and potential dropouts to be reduced.	Policy and Process	03/16/2016	08/22/2016	\$0	No Funding Required	Principal, Administrative Staff

Goal 3: Corbin High School will increase the percentage of students that are college and/or career ready from 84.2% in 2016 to 87.2% in 2017.

Measurable Objective 1:

collaborate to achieve 89.2% College and Career Readiness proficiency by 05/19/2017 as measured by the Next Generation Learners model..

Strategy 1:

Career Readiness Pathway Alignment & Scheduling - CHS and Corbin Area Technology Center instructors, administration and guidance will collaborate to ensure that students are instructed on a career pathway of their choice. The courses that students choose will be aligned with the Common Core Standards and KDE certified pathways. End of Course testing will also be aligned with the Common Core Standards and tie into Career Pathways. Incoming Freshman will be required to select a Career Pathway of their choosing and then align their elective choices with that category. Students will then be eligible achieve preparatory status and/or industry certification. Additional pathways in the Arts, Early Childhood Development, Fundamentals of Teaching, and Hospitality with Emphasis on Communication are being added.

Category: Career Readiness Pathways

Activity - Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Corbin High School

A Program Committee will be organized for CTE Programs using Career Pathways Model and Program Reviews to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification	Career Preparation/Orientation	08/17/2016	05/19/2017	\$1000	Perkins	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff
--	--------------------------------	------------	------------	--------	---------	---

Activity - AIM - Advise, Instruct, & Mentor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assigned to an AIM teacher that they will meet with on a daily basis during high school to help support their academic needs and career options.	Career Preparation/Orientation	08/17/2016	05/19/2017	\$0	No Funding Required	CHS staff - AIM teachers, counselors, administrators

Activity - Team Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of counselors and administrators will schedule/counsel students in grades 8-11 during the school day to guide students to become college and career ready.	Career Preparation/Orientation	01/02/2017	03/31/2017	\$1000	Title II Part A	CHS administrators, counselors, and scheduling team

Strategy 2:

Professional Development - CHS staff will be trained in identifying career pathways and in counseling students toward their areas of interest. Staff and administration will become familiar with the career pathways available to them and the associated elective classes needed to assist students in becoming career ready. PD time will be utilized to meet this need.

CHS staff will be trained in the ACT College Readiness Standards. Teachers will be able to identify gaps in curriculum to better prepare students to meet college benchmark.

Category: Professional Learning & Support

Activity - Career Clustering PD/Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Corbin High School

CHS administration will utilize PD time during the planning team meetings to train staff in the details of Career Pathways and the procedures associated with taking the KOSSA assessments for industry certification. Staff will be given time during the school advisory time in order to meet and discuss career/class choices with students.	Professional Learning	08/17/2016	05/19/2017	\$0	No Funding Required	CHS Guidance, CTE Instructors, CHS Administration and Corbin Area Technology Administration
--	-----------------------	------------	------------	-----	---------------------	---

Activity - ACT training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training throughout the year on college readiness standards. Board-sponsored Junior ACT data analysis session will take place in December - training needs will be identified. Additional training will take place in the spring.	Professional Learning	11/07/2016	05/19/2017	\$0	General Fund	contract days monitored by administrators

Activity - ECU Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition Update Meetings	Professional Learning	09/28/2016	05/19/2017	\$200	Title II Part A	Brian Theodore, Andrew Roark, Nicole Brock, Kenny Siler

Strategy 3:

College Readiness - CISD will provide opportunities for students to prepare for the mandatory ACT administration in a variety of ways. Staff will be cognizant of a number of strategies (school-wide) used to enhance student performance on the ACT.

Category: Other - College Readiness

Activity - ACT Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Corbin Board of Education will provide funding for all 11th grade students to take a mock ACT assessment once before the state March administration (preferably November). This will provide much needed exposure and familiarity for students to this college readiness assessment.	Academic Support Program	10/03/2016	12/21/2016	\$3500	Grant Funds	Superintendent, Asst Superintendent, Principal, Counselors

Activity - Class Openers/Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize "Coach" books to implement class openers in an ACT format in all content areas. Key vocabulary will be emphasized in these activities and teachers will collaborate on variety and content of questions.	Direct Instruction	08/17/2016	05/19/2017	\$0	No Funding Required	Department Chairs, Principal

Comprehensive School Improvement Plan

Corbin High School

Activity - College Readiness Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CHS College Readiness Center is located in the Media Center. Materials were purchased for students to use during the school day as well as during 21st Century learning opportunities.	Academic Support Program	08/17/2016	05/19/2017	\$200	General Fund	Karen West, Pam Bishop, YSC
Activity - ACT Student Workshops and Seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 4 Saturday ACT workshops will be held for juniors/seniors to increase student achievement before the March ACT state exam. There will also be 2 one-week long sessions in the summer for all CHS students. Fall seminars will also be	Direct Instruction	10/03/2016	06/30/2017	\$4000	Grant Funds	Karen West, John Crawford, and ACT workshop staff
Activity - Methods Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTP is test preparation software purchased for all students in grades 9-12 to increase student success in meeting college readiness benchmarks. Students have access to the software through their ILP homepage which allows for integration throughout all classes, during 21st Century Learning programs, and at home.	Technology	09/26/2016	05/19/2017	\$1500	Grant Funds	Karen West and CHS staff/administrators
Activity - FAFSA Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors are brought in to establish their FAFSA Pin and then are rotated through AIMS to complete their FAFSA at school with assistance. YSC and guidance staff work with students throughout January and February to ensure that seniors have applied.	Academic Support Program	08/17/2016	03/01/2017	\$0	No Funding Required	Administration, Teachers, YSC
Activity - Career Pathway Information Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sessions provided to information students of the various career pathways at CHS.	Academic Support Program	11/01/2016	01/27/2017	\$0	No Funding Required	Administration, Department Heads, Teachers
Activity - 21stCCLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school's 21st Century Community Learning Center provides activities to increase college and career readiness and to improve graduation rates by providing students with a connection to the school.	Extra Curricular	08/17/2016	05/19/2017	\$0	No Funding Required	Administration, Darlene McBurney, YSC

Strategy 4:

Career Readiness - CHS will provide opportunities for students to prepare for careers.

Comprehensive School Improvement Plan

Corbin High School

Category: Career Readiness Pathways

Activity - School Based Enterprises	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS provides multiple opportunities for students to gain career experience through Media Center Cafe, Redhound School Store, Corbin Center, Vision Designs, and Redhound Productions. Future school-based enterprises are being researched - plans to be developed for new "stores" for the 2017-18 school year. A team with representatives of the administration, YSC, and teachers will visit schools with successful enterprises.	Career Preparation/Orientation	08/17/2016	05/19/2017	\$500	FRYSC	Administration, Faculty, YSC
Activity - Career Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
YSC provides 6 session workshops on mock interview skills, correct application process, and resume writing	Career Preparation/Orientation	02/01/2017	05/19/2017	\$0	No Funding Required	YSC
Activity - Career Pathway Information Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sessions provided to information students of the various career pathways at CHS.	Career Preparation/Orientation	11/01/2016	01/27/2017	\$0	No Funding Required	Administration, Department Heads, Teachers
Activity - Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to gain career knowledge through Co-Op and Media Communications classes. Job shadowing is encouraged - students are able to gain permission from administrators to shadow if not in a performance class that requires shadowing. Several clubs such as Future Educators of America, HOSA, and FBLA require or encourage their members to participate in shadowing activities.	Career Preparation/Orientation	08/17/2016	05/19/2017	\$0	No Funding Required	Guidance, Teachers, YSC
Activity - 21st CCLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school's 21st Century Community Learning Center provides activities to increase college and career readiness and to improve graduation rates by providing students with a connection to the school.	Extra Curricular	08/17/2016	05/19/2017	\$0	No Funding Required	Administration, Karen West, YSC

Goal 4: CHS will improve program review scores to a minimum category of Proficient in each area with an emphasis on VPA and PLCS.

Comprehensive School Improvement Plan

Corbin High School

Measurable Objective 1:

collaborate to achieve a minimum of Proficient ratings for all Program Review areas by 06/30/2017 as measured by the state mandated rubric and the associated scoring guides..

Strategy 1:

Program Review Next Steps - Arts & Humanities, Practical Living/Career Studies, Writing, and World Language teachers will utilize imbedded PD time in order to meet in a PLC format to understand the process of collecting evidence from the Resource Tab in CIITS.

Category: Professional Learning & Support

Activity - CIITS Evidence Gathering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review teachers will meet with their committees to analyze the data provided to them by the staff once the staff has entered evidence into the CIITS resource tab. Teachers will have time to input evidence during the school day.	Professional Learning	11/07/2016	02/08/2017	\$0	No Funding Required	Principal, School/District PD Coordinator
Activity - CIITS Input Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS experienced teachers will train new staff and review for all staff on the process of providing and gathering evidence for Program Review justification.	Professional Learning	10/24/2016	12/21/2016	\$0	No Funding Required	Principal

Strategy 2:

Principal Program Review Training - The principal will be trained on the new proficiency standards and implications for policy and process implementation.

Category: Professional Learning & Support

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be trained on the World Language Proficiency standards.	Professional Learning	10/12/2016	02/28/2017	\$0	No Funding Required	Principal, Assistant Superintendent

Strategy 3:

teacher training - Teachers will be trained on Global Competency Standards to improve World Language Program Review.

Category: Professional Learning & Support

Activity - Teacher training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Corbin High School

Foreign language teachers will attend WL/Global Competency training with KDE trainers throughout the year.	Professional Learning	09/28/2016	05/19/2017	\$100	General Fund	Assistant principal and foreign language teachers
--	-----------------------	------------	------------	-------	--------------	---

Goal 5: 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 06/01/2017 as measured by K-PREP scores as reported on the School Report Card.

Strategy 1:

target intervention - Target intervention will be used once students are identified at risk.

Category: Integrated Methods for Learning

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max will be used in resource and regular ed classes.	Technology, Academic Support Program	08/17/2016	05/19/2017	\$0	No Funding Required	Resource teachers and principal

Activity - math RTI class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will be identified and placed in Math RTI class.	Direct Instruction	11/09/2016	05/19/2017	\$10000	General Fund	Math department chair

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	CHS will employ before and after school teachers to address at-risk students in Reading and Math. Students who are failing Math will have the opportunity to attend before school ESS (Tue-Thur) for 45 minutes (including breakfast break). After school tutoring is provided by appropriate content teachers as student need arises.	Tutoring	09/05/2016	05/18/2017	\$4000	Principal, department chairs, teachers
Total					\$4000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training	Foreign language teachers will attend WL/Global Competency training with KDE trainers throughout the year.	Professional Learning	09/28/2016	05/19/2017	\$100	Assistant principal and foreign language teachers
Student Placement	Faculty will meet in collaborative PLC settings by content area and identify students who are at-risk of failure. MAP assessment, teacher formative information, and other student achievement data will be utilized to assist in these placements.	Academic Support Program	11/09/2016	04/19/2017	\$2000	Corbin High School faculty and staff, District Resource instructors, Central office and school administration
ACT training	Teachers will receive training throughout the year on college readiness standards. Board-sponsored Junior ACT data analysis session will take place in December - training needs will be identified. Additional training will take place in the spring.	Professional Learning	11/07/2016	05/19/2017	\$0	contract days monitored by administrators

Comprehensive School Improvement Plan

Corbin High School

Student Placement	Faculty will meet in collaborative PLC settings by content area and identify students who are at-risk of failure. MAP assessment, teacher formative information, and other student achievement data will be utilized to assist in these placements.	Academic Support Program	11/09/2016	04/19/2017	\$10000	Corbin High School faculty and staff, District Resource instructors, Central office and school administration
math RTI class	At risk students will be identified and placed in Math RTI class.	Direct Instruction	11/09/2016	05/19/2017	\$10000	Math department chair
College Readiness Center	The CHS College Readiness Center is located in the Media Center. Materials were purchased for students to use during the school day as well as during 21st Century learning opportunities.	Academic Support Program	08/17/2016	05/19/2017	\$200	Karen West, Pam Bishop, YSC
At Risk Identifications	Faculty and Staff will target those students who may not meet graduation requirements and schedule them into courses and/or programs so that these requirements can be fulfilled within an allotted time. Programs such as ASPIRE/Credit Recovery will provide an opportunity for at-risk students.	Academic Support Program	08/17/2016	05/19/2017	\$10000	Corbin High School Guidance Counselors and School Level Administration
Total					\$32300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Moby Max will be used in resource and regular ed classes.	Technology, Academic Support Program	08/17/2016	05/19/2017	\$0	Resource teachers and principal
CIITS Input Training	CHS experienced teachers will train new staff and review for all staff on the process of providing and gathering evidence for Program Review justification.	Professional Learning	10/24/2016	12/21/2016	\$0	Principal
Survey Results Analysis	Administrative staff will analyze data from the Val-Ed and TELL survey to determine areas of success and need. These results will be shared with staff in team meetings and action plans will be developed to insure improvement.	Professional Learning	11/07/2016	06/01/2017	\$0	Principal
Career Workshops	YSC provides 6 session workshops on mock interview skills, correct application process, and resume writing	Career Preparation/Orientation	02/01/2017	05/19/2017	\$0	YSC
FAFSA Completion	Seniors are brought in to establish their FAFSA Pin and then are rotated through AIMS to complete their FAFSA at school with assistance. YSC and guidance staff work with students throughout January and February to ensure that seniors have applied.	Academic Support Program	08/17/2016	03/01/2017	\$0	Administration, Teachers, YSC

Comprehensive School Improvement Plan

Corbin High School

AIM - Advise, Instruct, & Mentor	Students are assigned to an AIM teacher that they will meet with on a daily basis during high school to help support their academic needs and career options.	Career Preparation/Orientation	08/17/2016	05/19/2017	\$0	CHS staff - AIM teachers, counselors, administrators
Career Pathway Information Sessions	Sessions provided to information students of the various career pathways at CHS.	Academic Support Program	11/01/2016	01/27/2017	\$0	Administration, Department Heads, Teachers
Career Pathway Information Sessions	Sessions provided to information students of the various career pathways at CHS.	Career Preparation/Orientation	11/01/2016	01/27/2017	\$0	Administration, Department Heads, Teachers
Utilizing CTE	Corbin High School faculty and staff, in collaboration with Corbin Area Technology Center will utilize the ILP in order to place incoming 9th graders in CTE courses that are aligned with a career interest survey.	Recruitment and Retention	01/01/2016	08/17/2016	\$0	Corbin High School faculty and staff, school guidance counselors, CTE instructors, and district and school level administrators.
CIITS Evidence Gathering	Program Review teachers will meet with their committees to analyze the data provided to them by the staff once the staff has entered evidence into the CIITS resource tab. Teachers will have time to input evidence during the school day.	Professional Learning	11/07/2016	02/08/2017	\$0	Principal, School/District PD Coordinator
Training	Principals will be trained on the World Language Proficiency standards.	Professional Learning	10/12/2016	02/28/2017	\$0	Principal, Assistant Superintendent
Career Clustering PD/Master Schedule	CHS administration will utilize PD time during the planning team meetings to train staff in the details of Career Pathways and the procedures associated with taking the KOSSA assessments for industry certification. Staff will be given time during the school advisory time in order to meet and discuss career/class choices with students.	Professional Learning	08/17/2016	05/19/2017	\$0	CHS Guidance, CTE Instructors, CHS Administration and Corbin Area Technology Administration
Class Openers/Vocabulary	Staff will utilize "Coach" books to implement class openers in an ACT format in all content areas. Key vocabulary will be emphasized in these activities and teachers will collaborate on variety and content of questions.	Direct Instruction	08/17/2016	05/19/2017	\$0	Department Chairs, Principal

Comprehensive School Improvement Plan

Corbin High School

21st CCLC	Our school's 21st Century Community Learning Center provides activities to increase college and career readiness and to improve graduation rates by providing students with a connection to the school.	Extra Curricular	08/17/2016	05/19/2017	\$0	Administration , Karen West, YSC
21stCCLC	Our school's 21st Century Community Learning Center provides activities to increase college and career readiness and to improve graduation rates by providing students with a connection to the school.	Extra Curricular	08/17/2016	05/19/2017	\$0	Administration , Darlene McBurney, YSC
Career Exploration	Students have the opportunity to gain career knowledge through Co-Op and Media Communications classes. Job shadowing is encouraged - students are able to gain permission from administrators to shadow if not in a performance class that requires shadowing. Several clubs such as Future Educators of America, HOSA, and FBLA require or encourage their members to participate in shadowing activities.	Career Preparation/Orientation	08/17/2016	05/19/2017	\$0	Guidance, Teachers, YSC
Student Placement	Faculty from each content area will develop criteria to determine appropriate placement for incoming students. Placement will be based on MAP scores, teacher recommendation, exit criteria. This activity will prevent students from being placed in classes until they are academically ready thus causing failures and potential dropouts to be reduced.	Policy and Process	03/16/2016	08/22/2016	\$0	Principal, Administrative Staff
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Methods Test Prep	MTP is test preparation software purchased for all students in grades 9-12 to increase student success in meeting college readiness benchmarks. Students have access to the software through their ILP homepage which allows for integration throughout all classes, during 21st Century Learning programs, and at home.	Technology	09/26/2016	05/19/2017	\$1500	Karen West and CHS staff/administrators
At Risk Identifications	Faculty and Staff will target those students who may not meet graduation requirements and schedule them into courses and/or programs so that these requirements can be fulfilled within an allotted time. Programs such as ASPIRE/Credit Recovery will provide an opportunity for at-risk students.	Academic Support Program	08/17/2016	05/19/2017	\$35000	Corbin High School Guidance Counselors and School Level Administration
ACT Administration	The Corbin Board of Education will provide funding for all 11th grade students to take a mock ACT assessment once before the state March administration (preferably November). This will provide much needed exposure and familiarity for students to this college readiness assessment.	Academic Support Program	10/03/2016	12/21/2016	\$3500	Superintendent, Asst Superintendent, Principal, Counselors

Comprehensive School Improvement Plan

Corbin High School

ACT Student Workshops and Seminars	A minimum of 4 Saturday ACT workshops will be held for juniors/seniors to increase student achievement before the March ACT state exam. There will also be 2 one-week long sessions in the summer for all CHS students. Fall seminars will also be	Direct Instruction	10/03/2016	06/30/2017	\$4000	Karen West, John Crawford, and ACT workshop staff
Total					\$44000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Committee	A Program Committee will be organized for CTE Programs using Career Pathways Model and Program Reviews to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification	Career Preparation/Orientation	08/17/2016	05/19/2017	\$1000	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff
Total					\$1000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Based Enterprises	CHS provides multiple opportunities for students to gain career experience through Media Center Cafe, Redhound School Store, Corbin Center, Vision Designs, and Redhound Productions. Future school-based enterprises are being researched - plans to be developed for new "stores" for the 2017-18 school year. A team with representatives of the administration, YSC, and teachers will visit schools with successful enterprises.	Career Preparation/Orientation	08/17/2016	05/19/2017	\$500	Administration, Faculty, YSC
Total					\$500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Scheduling	A team of counselors and administrators will schedule/counsel students in grades 8-11 during the school day to guide students to become college and career ready.	Career Preparation/Orientation	01/02/2017	03/31/2017	\$1000	CHS administrators, counselors, and scheduling team

Comprehensive School Improvement Plan

Corbin High School

EKU Transition	Transition Update Meetings	Professional Learning	09/28/2016	05/19/2017	\$200	Brian Theodore, Andrew Roark, Nicole Brock, Kenny Siler
TELL/Val-Ed SURVEYS	Corbin High School administrators as well as district administrators will encourage all teaching staff to participate in the TELL SURVEY. The survey will depict the environment of the classroom and surrounding facilities. The information gathered from the survey will be analyzed by administration to plan for future activities. The Val-Ed survey will depict the importance placed on addressing the needs of all students (Sp. Ed, Free/Reduced, etc).	Professional Learning	11/07/2016	05/19/2017	\$350	All Certified faculty and staff from Corbin High School, Principal
Total					\$1550	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A		

Comprehensive School Improvement Plan

Corbin High School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A		

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

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

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

Comprehensive School Improvement Plan

Corbin High School

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

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

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A		

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.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

Comprehensive School Improvement Plan

Corbin High School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.corbinschools.org/Parents.html	

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.	N/A		

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 High School

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

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:

Corbin High School will involve representatives of all stakeholders into the decision making process. From 2015 TELL Survey teacher leadership component will increase from 82.4 to 85.4 in regard to effective process for making group decisions

Measurable Objective 1:

collaborate to Increase involvement of a variety of stakeholders in the decision making process. by 05/19/2017 as measured by 2017 TELL Survey.

Strategy1:

Survey - We will design and implement surveys throughout the school year for student/parent/teacher input and comments.

Category: Stakeholder Engagement

Research Cited:

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of surveys will be used to collect input and data.	Community Engagement Parent Involvement	12/14/2015	06/30/2017	\$0 - No Funding Required	FRYSC staff and department chairs, administrative team.

Strategy2:

team leader meetings - Team leader/department head meetings that are held bi-weekly.

Category: Stakeholder Engagement

Research Cited:

Activity - team leader meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly meetings with department heads	Other - staff engagement	08/17/2016	05/19/2017	\$0 - No Funding Required	Administrative team

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

Goal 1:

Corbin High School students will increase the average combined reading and math proficiency percentages from ____ in 2016 to 72.2 in

Comprehensive School Improvement Plan

Corbin High School

2019 for all students in the non-duplicated GAP Groups.

Measurable Objective 1:

collaborate to increase the Reading and Math Proficiency GAP Scores to _____ by 05/19/2017 as measured by Next Generation Learners Model..

Strategy1:

Other Surveys - Analyzing results at both the leadership and faculty level.

Category: Principal PGES

Research Cited:

Activity - Survey Results Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative staff will analyze data from the Val-Ed and TELL survey to determine areas of success and need. These results will be shared with staff in team meetings and action plans will be developed to insure improvement.	Professional Learning	11/07/2016	06/01/2017	\$0 - No Funding Required	Principal

Activity - TELL/Val-Ed SURVEYS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin High School administrators as well as district administrators will encourage all teaching staff to participate in the TELL SURVEY. The survey will depict the environment of the classroom and surrounding facilities. The information gathered from the survey will be analyzed by administration to plan for future activities. The Val-Ed survey will depict the importance placed on addressing the needs of all students (Sp. Ed, Free/Reduced, etc).	Professional Learning	11/07/2016	05/19/2017	\$350 - Title II Part A	All Certified faculty and staff from Corbin High School, Principal

Strategy2:

Remediation - CHS will create opportunities for students to receive extra help in Math and Reading on an as needed basis with a certified teacher.

Category: Persistence to Graduation

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHS will employ before and after school teachers to address at-risk students in Reading and Math. Students who are failing Math will have the opportunity to attend before school ESS (Tue-Thur) for 45 minutes (including breakfast break). After school tutoring is provided by appropriate content teachers as student need arises.	Tutoring	09/05/2016	05/18/2017	\$4000 - State Funds	Principal, department chairs, teachers

Comprehensive School Improvement Plan

Corbin High School

Strategy3:

Progress Monitoring - Faculty and Staff will continually monitor the students in these sub-groups in relation to KPREP Assessments, School Assessments, and District System Assessments

Category: Continuous Improvement

Research Cited:

Activity - Student Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will meet in collaborative PLC settings by content area and identify students who are at-risk of failure. MAP assessment, teacher formative information, and other student achievement data will be utilized to assist in these placements.	Academic Support Program	12/12/2016	04/19/2017	\$2000 - General Fund	Corbin High School faculty and staff, District Resource instructors, Central office and school 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)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Corbin High School students will increase the average combined reading and math proficiency percentages from ____ in 2016 to 72.2 in 2019 for all students in the non-duplicated GAP Groups.

Measurable Objective 1:

collaborate to increase the Reading and Math Proficiency GAP Scores to ____ by 05/19/2017 as measured by Next Generation Learners Model..

Strategy1:

Progress Monitoring - Faculty and Staff will continually monitor the students in these sub-groups in relation to KPREP Assessments, School Assessments, and District System Assessments

Comprehensive School Improvement Plan

Corbin High School

Category: Continuous Improvement

Research Cited:

Activity - Student Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will meet in collaborative PLC settings by content area and identify students who are at-risk of failure. MAP assessment, teacher formative information, and other student achievement data will be utilized to assist in these placements.	Academic Support Program	12/12/2016	04/19/2017	\$2000 - General Fund	Corbin High School faculty and staff, District Resource instructors, Central office and school administration

Strategy2:

Other Surveys - Analyzing results at both the leadership and faculty level.

Category: Principal PGES

Research Cited:

Activity - TELL/Val-Ed SURVEYS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin High School administrators as well as district administrators will encourage all teaching staff to participate in the TELL SURVEY. The survey will depict the environment of the classroom and surrounding facilities. The information gathered from the survey will be analyzed by administration to plan for future activities. The Val-Ed survey will depict the importance placed on addressing the needs of all students (Sp. Ed, Free/Reduced, etc).	Professional Learning	11/07/2016	05/19/2017	\$350 - Title II Part A	All Certified faculty and staff from Corbin High School, Principal

Activity - Survey Results Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative staff will analyze data from the Val-Ed and TELL survey to determine areas of success and need. These results will be shared with staff in team meetings and action plans will be developed to insure improvement.	Professional Learning	11/07/2016	06/01/2017	\$0 - No Funding Required	Principal

Strategy3:

Remediation - CHS will create opportunities for students to receive extra help in Math and Reading on an as needed basis with a certified teacher.

Category: Persistence to Graduation

Research Cited:

Comprehensive School Improvement Plan

Corbin High School

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHS will employ before and after school teachers to address at-risk students in Reading and Math. Students who are failing Math will have the opportunity to attend before school ESS (Tue-Thur) for 45 minutes (including breakfast break). After school tutoring is provided by appropriate content teachers as student need arises.	Tutoring	09/05/2016	05/18/2017	\$4000 - State Funds	Principal, department chairs, teachers

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

Goal 1:

Corbin High School will meet the 98.0 five year adjusted cohort graduation rate target

Measurable Objective 1:

collaborate to increase the Corbin High School graduation rate to 98.0 by 05/19/2017 as measured by as measure by the Five-Year Adjusted Cohort Rate..

Strategy1:

Targeted Interventions - CHS staff will collaboratively target students through intervention programs such as Credit Recovery, ASPIRE, and before/after school tutoring with the thought that success will deter students from dropping out.

Category: Persistence to Graduation

Research Cited:

Activity - Student Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty from each content area will develop criteria to determine appropriate placement for incoming students. Placement will be based on MAP scores, ACT & KYOTE scores, teacher recommendation, exit criteria. This activity will prevent students from being placed in classes until they are academically ready thus causing failures and potential dropouts to be reduced.	Policy and Process	03/01/2017	08/07/2017	\$0 - No Funding Required	Principal, Administrative Staff

Activity - Utilizing CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin High School faculty and staff, in collaboration with Corbin Area Technology Center will utilize the ILP in order to place incoming 9th graders in CTE courses that are aligned with a career interest survey.	Recruitment and Retention	01/01/2017	08/07/2017	\$0 - No Funding Required	Corbin High School faculty and staff, school guidance counselors, CTE instructors, and district and school level administrators.

Comprehensive School Improvement Plan

Corbin High School

Activity - At Risk Identifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will target those students who may not meet graduation requirements and schedule them into courses and/or programs so that these requirements can be fulfilled within an allotted time. Programs such as ASPIRE/Credit Recovery will provide an opportunity for at-risk students.	Academic Support Program	08/17/2016	05/19/2017	\$10000 - General Fund \$35000 - Grant Funds	Corbin High School Guidance Counselors and School Level Administration

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

Goal 1:

Corbin High School will increase the percentage of students that are college and/or career ready from 84.2% in 2016 to 87.2% in 2017.

Measurable Objective 1:

collaborate to achieve 89.2% College and Career Readiness proficiency by 05/19/2017 as measured by the Next Generation Learners model..

Strategy1:

Career Readiness - CHS will provide opportunities for students to prepare for careers.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
YSC provides 6 session workshops on mock interview skills, correct application process, and resume writing	Career Preparation/ Orientation	02/01/2017	05/19/2017	\$0 - No Funding Required	YSC

Activity - School Based Enterprises	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHS provides multiple opportunities for students to gain career experience through Media Center Cafe, Redhound School Store, Corbin Center, Vision Designs, and Redhound Productions. Future school-based enterprises are being researched - plans to be developed for new "stores" for the 2017-18 school year. A team with representatives of the administration, YSC, and teachers will visit schools with successful enterprises.	Career Preparation/ Orientation	08/17/2016	05/19/2017	\$500 - FRYSC	Administration, Faculty, YSC

Activity - Career Pathway Information Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sessions provided to information students of the various career pathways at CHS.	Career Preparation/ Orientation	12/12/2016	01/27/2017	\$0 - No Funding Required	Administration, Department Heads, Teachers

Comprehensive School Improvement Plan

Corbin High School

Activity - 21st CCLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school's 21st Century Community Learning Center provides activities to increase college and career readiness and to improve graduation rates by providing students with a connection to the school.	Extra Curricular	08/17/2016	05/19/2017	\$0 - No Funding Required	Administration, Karen West, YSC

Activity - Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to gain career knowledge through Co-Op and Media Communications classes. Job shadowing is encouraged - students are able to gain permission from administrators to shadow if not in a performance class that requires shadowing. Several clubs such as Future Educators of America, HOSA, and FBLA require or encourage their members to participate in shadowing activities.	Career Preparation/Orientation	08/17/2016	05/19/2017	\$0 - No Funding Required	Guidance, Teachers, YSC

Strategy2:

College Readiness - CISD will provide opportunities for students to prepare for the mandatory ACT administration in a variety of ways. Staff will be cognizant of a number of strategies (school-wide) used to enhance student performance on the ACT.

Category: Other - College Readiness

Research Cited:

Activity - Methods Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MTP is test preparation software purchased for all students in grades 9-12 to increase student success in meeting college readiness benchmarks. Students have access to the software through their ILP homepage which allows for integration throughout all classes, during 21st Century Learning programs, and at home.	Technology	09/26/2016	05/19/2017	\$1500 - Grant Funds	Karen West and CHS staff/administrators

Activity - ACT Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corbin Board of Education will provide funding for all 11th grade students to take a mock ACT assessment once before the state March administration (preferably December). This will provide much needed exposure and familiarity for students to this college readiness assessment.	Academic Support Program	10/03/2016	12/21/2016	\$3500 - Grant Funds	Superintendent, Asst Superintendent, Principal, Counselors

Comprehensive School Improvement Plan

Corbin High School

Activity - ACT Student Workshops and Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A minimum of 4 Saturday ACT workshops will be held for juniors/seniors to increase student achievement before the March ACT state exam. There will also be 2 one-week long sessions in the summer for all CHS students.	Direct Instruction	10/03/2016	06/30/2017	\$4000 - Grant Funds	Karen West, John Crawford, and ACT workshop staff

Activity - Career Pathway Information Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sessions provided to information students of the various career pathways at CHS.	Academic Support Program	12/12/2016	01/27/2017	\$0 - No Funding Required	Administration, Department Heads, Teachers

Activity - FAFSA Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors are brought in to establish their FAFSA Pin and then are rotated through AIMS to complete their FAFSA at school with assistance. YSC and guidance staff work with students throughout January and February to ensure that seniors have applied.	Academic Support Program	08/17/2016	03/01/2017	\$0 - No Funding Required	Administration, Teachers, YSC

Activity - 21stCCLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school's 21st Century Community Learning Center provides activities to increase college and career readiness and to improve graduation rates by providing students with a connection to the school.	Extra Curricular	08/17/2016	05/19/2017	\$0 - No Funding Required	Administration, Darlene McBurney, YSC

Activity - Class Openers/Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize "Coach" books to implement class openers in an ACT format in all content areas. Key vocabulary will be emphasized in these activities and teachers will collaborate on variety and content of questions.	Direct Instruction	08/17/2016	05/19/2017	\$0 - No Funding Required	Department Chairs, Principal

Activity - College Readiness Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CHS College Readiness Center is located in the Media Center. Materials were purchased for students to use during the school day as well as during 21st Century learning opportunities.	Academic Support Program	08/17/2016	05/19/2017	\$200 - General Fund	Karen West, Pam Bishop, YSC

Strategy3:

Professional Development - CHS staff will be trained in identifying career pathways and in counseling students toward their areas of interest. Staff and administration will become familiar with the career pathways available to them and the associated elective classes needed to assist students in becoming career ready. PD time will be utilized to meet this need.

Comprehensive School Improvement Plan

Corbin High School

CHS staff will be trained in the ACT College Readiness Standards. Teachers will be able to identify gaps in curriculum to better prepare students to meet college benchmark.

Category: Professional Learning & Support

Research Cited:

Activity - ACT training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training throughout the year on college readiness standards. Board-sponsored Junior ACT data analysis session will take place in December - training needs will be identified. Additional training will take place in the spring.	Professional Learning	11/07/2016	05/19/2017	\$0 - General Fund	contract days monitored by administrators

Activity - EKU Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition Update Meetings	Professional Learning	09/28/2016	05/19/2017	\$200 - Title II Part A	Brian Theodore, Andrew Roark, Nicole Brock, Kenny Siler

Activity - Career Clustering PD/Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHS administration will utilize PD time during the planning team meetings to train staff in the details of Career Pathways and the procedures associated with taking the KOSSA assessments for industry certification. Staff will be given time during the school advisory time in order to meet and discuss career/class choices with students.	Professional Learning	08/17/2016	05/19/2017	\$0 - No Funding Required	CHS Guidance, CTE Instructors, CHS Administration and Corbin Area Technology Administration

Strategy4:

Career Readiness Pathway Alignment & Scheduling - CHS and Corbin Area Technology Center instructors, administration and guidance will collaborate to ensure that students are instructed on a career pathway of their choice. The courses that students choose will be aligned with the Common Core Standards and KDE certified pathways. End of Course testing will also be aligned with the Common Core Standards and tie into Career Pathways. Incoming Freshman will be required to select a Career Pathway of their choosing and then align their elective choices with that category. Students will then be eligible to achieve preparatory status and/or industry certification. Additional pathways in the Arts, Early Childhood Development, Fundamentals of Teaching, and Hospitality with Emphasis on Communication are being added.

Category: Career Readiness Pathways

Research Cited:

Activity - AIM - Advise, Instruct, & Mentor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assigned to an AIM teacher that they will meet with on a daily basis during high school to help support their academic needs and career options.	Career Preparation/Orientation	08/17/2016	05/19/2017	\$0 - No Funding Required	CHS staff - AIM teachers, counselors, administrators

Comprehensive School Improvement Plan

Corbin High School

Activity - Team Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of counselors and administrators will schedule/counsel students in grades 8-11 during the school day to guide students to become college and career ready.	Career Preparation/Orientation	01/02/2017	03/31/2017	\$1000 - Title II Part A	CHS administrators, counselors, and scheduling team

Activity - Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Program Committee will be organized for CTE Programs using Career Pathways Model and Program Reviews to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification	Career Preparation/Orientation	08/17/2016	05/19/2017	\$1000 - Perkins	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff

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

Goal 1:

CHS will improve program review scores to a minimum category of Proficient in each area with an emphasis on VPA and PLCS.

Measurable Objective 1:

collaborate to achieve a minimum of Proficient ratings for all Program Review areas by 06/30/2017 as measured by the state mandated rubric and the associated scoring guides..

Strategy1:

Principal Program Review Training - The principal will be trained on the new proficiency standards and implications for policy and process implementation.

Category: Professional Learning & Support

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will be trained on the World Language Proficiency standards.	Professional Learning	10/12/2016	02/28/2017	\$0 - No Funding Required	Principal, Assistant Superintendent

Strategy2:

Program Review Next Steps - Arts & Humanities, Practical Living/Career Studies, Writing, and World Language teachers will utilize imbedded PD time in order to meet in a PLC format to understand the process of collecting evidence from the Resource Tab in CIITS.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Corbin High School

Activity - CIITS Evidence Gathering	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review teachers will meet with their committees to analyze the data provided to them by the staff once the staff has entered evidence into the CIITS resource tab. Teachers will have time to input evidence during the school day.	Professional Learning	11/07/2016	02/08/2017	\$0 - No Funding Required	Principal, School/District PD Coordinator

Activity - CIITS Input Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHS experienced teachers will train new staff and review for all staff on the process of providing and gathering evidence for Program Review justification.	Professional Learning	10/24/2016	12/21/2016	\$0 - No Funding Required	Principal

Strategy3:

teacher training - Teachers will be trained on Global Competency Standards to improve World Language Program Review.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Foreign language teachers will attend WL/Global Competency training with KDE trainers throughout the year.	Professional Learning	09/28/2016	05/19/2017	\$100 - General Fund	Assistant principal and foreign language teachers

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 High School is home to approximately 931 ninth through twelve 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 High School has approximately 49% of our students on free/reduced lunch. Our school is 96% white with 51.1% male and 48.9% female students. Our enrollment has increased by 60 students from last school year. Corbin High School has shown a steady increase of enrollment for the past five years.

Corbin High School staff is all highly qualified according to the Educational Professional Standards Board (EPSB). Corbin High school has approximately 56 teachers with a 17:1 student/teacher ratio. Over 80% of our teachers have their master degrees. We have two teachers that are National Board Certified. We have two instructional aides that work with students within our building in several capacities. Corbin High School is dedicated in providing a rigorous curriculum in a caring and nurturing environment.

We encourage parents to be involved with our school and their child's education by joining the Academic Boosters Club and by using our Corbin High School website and Infinite Campus to track with their student's grades, attendance, and behavior. Redhound parents consistently log over 10,000 volunteer hours each year.

Corbin High School is a school with an emphasis on mentoring. Our AIM program (Advise, Instruct, and Mentor) is a key component to the high school concept. In AIM, students are assigned an advisor who acts as their advocate and engages them in guidance activities which include goal setting, career guidance, anti-bullying, tolerance lessons, and community service projects. AIM directs students toward career pathways and becoming college ready by meeting ACT benchmarks.

Our mission statement was designed by all stakeholders of our school and through council, committee, and staff meetings continue to drive the schools mission. Corbin High School Council and staff believe that all students can learn and will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender. We believe our schools purpose is to educate all students to high level of academic performance while fostering growth in social-emotional behavior and attitudes, thus enabling all students to achieve mastery of skills necessary to become effective members of society.

Corbin High School is most proud of the academic success we have had for several years. We are currently ranked 16th out of 229 high schools in the state. Each year, we strive for our students to be the best possible and obtain the skills necessary while here at the high school to achieve at high levels in their future. In the next years, 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 after school tutoring, in-school mentoring and increased parent involvement to become proficient learners.

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.

Corbin High School strives to be the best it can be. We embrace the high school concept by committing to meet the educational and developmental needs of our young aspiring adults. Our common planning process allows teachers to work together in departments. This common planning is used to plan lessons, plan interdisciplinary instruction, and analyze schedules, logistics and discipline. The common planning also allows parents an opportunity to meet teachers as a group.

The Corbin High School Faculty and Staff believe that all students can learn and all students will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender. The mission of Corbin High School is to provide opportunities that will help prepare each student for a successful transition to college, the work place and life. Education will be provided cooperatively through competent, professional educators, supportive families and an involved community. Students are expected to accept responsibility in the learning process.

We believe that our school's purpose is to educate all students to high levels of academic performance while fostering growth in social/emotional behavior and attitudes, thus enabling all students to achieve mastery of skills necessary to become effective and productive members of society. We try to engage our students in learning by integrating technology into the curriculum with our district's "Bring Your Own Device" policy. We also try to use project based learning as much as possible in our classes. Students are also provided clear learning goals in their classes.

We also recognize the importance of relationships and connections. We try to accomplish this through AIM and general caring attitude of our entire staff. A majority of our students participate in one community service project each year in order to demonstrate the importance of also serving others. A large number of students belong to a club.

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 2015-16 school year, Corbin High School ranked 16th among grades 9-12 high schools earning the Distinguished/Progressing Classification. Also for the 2015-16 school year, CHS earned the School of Distinction/High Progress School rewards category further indicating that we were in the top 10% of improvement.

The Junior Class scored an average 21.3 ACT composite, a significant increase from the previous year's score, which allowed the school community to realize a goal of 21+ that had been set 3 years ago. The senior class has continued to achieve the 100 points possible for College and Career Readiness with over 84% of students contributing to the calculation.

The areas that we are striving to reduce are the gaps between our regular education students and students with disabilities. We are striving to also increase our number of proficient students in reading and mathematics as well as reduce the number of novice readers. We will continue to work to increase our number of students meeting benchmarks on the ACT. Also, we are working to graduate every student and have them complete a pathway to become both college and career ready.

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 High School has 21 varsity athletic teams. Boys' sports include baseball, basketball, bowling, football, golf, soccer, and tennis. Girls' sports include basketball, bowling, dance team, golf, soccer, softball, tennis, and volleyball. Corbin High co-ed sports are archery, bass fishing, cheerleading, cross country, swimming, and track & field.

We also have 26 extra & co-curricular academic opportunities. Students have the opportunity to participate in Academic Team, Beta Club, Engineering Club, Family Career and Community Leaders of America, First Priority, Future Business Leaders of America, Future Educators of America, Health Occupation Students of America, Kentucky Junior Historical Society, Key Club, Book Club, National Art Honor Society, National Honor Society, Odyssey of the Mind, Pep Club, Photography Club, PRIDE Club, Science Olympiad, Senior Science Club, Skills USA, Student Council, Student Technology Leadership Program, Student YMCA (Kentucky Youth Assembly and Kentucky United Nations Assembly), Thespian Society, and UNITE Club.

Corbin High School reviews the TELL Survey, School Report Card, student perception data, and Infinite Campus Data Reports in order to evaluate our school to meet the needs of all students. Strengths of the TELL Survey indicated that teachers are effective leaders in our school that are held to high professional standards for delivering instruction. Teachers are encouraged to try innovative methods to improve instruction and reflect on their practice. Teachers feel that class sizes are reasonable, facilities and resources support teaching and learning, and that they have time to collaborate with their colleagues. Weaknesses from the TELL Survey show that 27% of teachers feel that professional development is not differentiated to meet the individual teacher needs and that 83% of teachers have had less than 10 hours of training in reading strategies over the last 2 years.

Corbin High School reviewed Attendance and Student Behavior reports from Infinite Campus. The average daily attendance slightly increased over the last two years. The number of behavior referrals has decreased with 67 total events involving 51 students.

State test data is reviewed by district administrators, school administrators, School-Based Decision Making Council, team leaders, and all teachers through a test score analysis professional development. Reviewing the data allows stakeholder to evaluate the reports, reflect on current practices, and set new goals for the coming year. While only 2 of 4 state delivery targets were met as shown on the school report card, all scores surpassed state averages by more than 12 points. Delivery targets met were Combined Reading/Math and Math. Delivery targets not met were Reading and College & Career Readiness.

Corbin High School involved the School Council, Youth Service Center, and the Academic Boosters Club in completing the Missing Piece Diagnostic. We will be working diligently to further strengthen the communication gap between community, parents and our school. It is our goal to involve the stakeholders to gain input in helping our school achieve further successes.