



Comprehensive District Improvement Plan

Corbin Independent

108 Roy Kidd Ave
Corbin, KY 40701

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District 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 District 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 - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District 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 district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district 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 District Equity Data.		District Equity

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

Corbin Independent Schools has shown an increase in the following:

1. The number of students in poverty
2. The number of students with disabilities (an increase of 21 students for 2016-17)
3. Then number of ELL students

We also notice that only 8% of our teachers have 1 -3 years experience. That seems like a low number for our district. We also note that all of our classes are taught by qualified teachers.

We also noted that at Corbin Middle School, 100% of our principals have 1 - 3 years experience.

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

After looking at the data, we are concerned with the increase in the number of students in poverty, students with disabilities and the increase in ELL students. Even though we note that 92% of our teachers are experienced, we feel that this in itself could present a barrier. These experienced teachers many of whom have more than 15 years are suddenly faced with a changing population. Many of our educators have indicated that they need additional training on how to teach students in poverty. The economics in are area has greatly declined due to the shutdown of CSX railroad and many of their suppliers.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district 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:	I acknowledge that I have uploaded the District Equity Goals Data.		District Goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District 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 district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

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

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

Goal 1:
 Increase the average combined reading and math proficiency KPREP scores for students. Elementary will increase from 62.1% in 2016 to 77.2% . Middle will increase from 65.7% to 80.8%. High School will increase from 63.3% to 77.4% by 2019.

Measurable Objective 1:
 collaborate to increase the average combined reading and math KPREP scores. Elementary will increase to 68.1% .Middle School will increase to 73.1 % . High School will increase to 68.4% by 06/01/2017 as measured by K-PREP data..

Strategy1:
 Professional Development Days - CISD will implement a professional development plan and district calendar that will include 12 PD days for all certified teachers. Professional development days will be approved by the principal and focused on specific content or school/district pedagogy. Teachers will have input into the plan through committee membership and all inclusive surveys. Activities will be aligned with the school/district improvement plans.

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Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PD will be approved at the school or district level. All PD will be content or pedagogy focused base on improvement plans. Seminars will address specific areas of focus and allow principals to get away from a "one size fits all" approach to professional development.	Professional Learning	07/01/2016	06/30/2017	\$5000 - District Funding	Superintendent, PD Coordinators, Principals, Teachers

Activity - Math Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our math coach/interventionist along with teachers from Corbin Primary, Corbin Elementary, and Corbin Intermediate will be trained by a Math Collaborative hosted by SESC to increase math knowledge, pedagogy and knowledge on coaching techniques.	Professional Learning	06/01/2017	07/01/2017	\$3000 - Title II Part A	Teachers, Principals

Goal 2:

Increase the percentage of students (without bonus) who are College & Career Ready from 82.0% to 88% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students who are college/career ready to 88% by 06/30/2017 as measured by KDE generated data..

Strategy1:

Career Readiness Pathways - Stakeholders will ensure that students will choose courses that are aligned with the Common Core Standards and KDE certified career pathways.

Category: Career Readiness Pathways

Research Cited:

Activity - Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program committee has been organized implementing CTE Programs using the Career Pathways Model to create career pathways that leads to industry certification and/or KOSSA certification. New career pathways offered by KDE will be explored by the school and offered as the opportunity presents itself.	Career Preparation/ Orientation	07/01/2015	06/30/2016	\$1000 - Perkins \$1000 - Title II Part A	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff

Goal 3:

Equitable Distribution of Assets/Supports

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Measurable Objective 1:

collaborate to provide equitable distribution of all district assets including teacher quality, resources (monetary and otherwise), to insure ALL students are provided a quality educational experience by 06/30/2017 as measured by student assessment data as well as student/parent surveys .

Strategy1:

Internal Review - CISD (Corbin Independent Schools) will initiate discussions and collaboration around the idea of insuring educational equity among all stakeholders. This will be accomplished by district led meetings with school administration and the implementation of parent and student surveys.

Category: Management Systems

Research Cited:

Activity - Placement Policies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Councils will update their Placement Policies to include placement of minority students and students in poverty with highly effective teachers.	Policy and Process	06/01/2016	06/30/2017	\$0 - No Funding Required	SBDM Councils and Principals

Activity - Educational Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will set up administration meetings at each school with the specific purpose of reviewing procedures subsequent to educational equity. Consistent expectations will be described in how schools assign staff (both certified and classified), as well as monetary and physical assets.	Policy and Process	06/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendents, Principals, Teachers

Goal 4:

Decrease by 50% the number of students scoring novice in Mathematics and Reading on K-PREP by 2020.

Measurable Objective 1:

collaborate to decrease by 10% the number of students scoring novice on Mathematics and Reading by 06/01/2017 as measured by K-PREP Scores as reported on the District Report Card.

Strategy1:

Professional Learning Communities Planning - PLC's will work together to design practice exams to help novice students be more successful.

Category: Continuous Improvement

Research Cited:

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Activity - End of Course Practice Exams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will develop EOC practice exams from Quality Core materials to enable students to be more prepared in taking the EOC exams.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	High School PLC

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Corbin Elementary Corbin Intermediate Corbin Middle	

Phase I - Needs Assessment

Introduction

The purpose of the School District (system) 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 Independent Schools review data from the following sources to help guide our instructional, staffing and resource decisions:

- * MAP data
- * K-PREP data (including proficiency in reading and math and gap student analysis)
- * ACT data
- * Dual Credit/AP Course Enrollment
- * Attendance data from both students and staff
- * Behavior data as recorded in Infinite Campus
- * CCR data
- * Graduation Rate
- * TELL Survey data
- * Val-Ed data
- * Teacher turnover data
- * Brigrance data
- * PGES data
- * Infinite Campus data

From the data above Corbin Independent Schools has tried to answer the following questions:

1. What are the trends in our data - are we showing increase in proficiency for math and reading?
2. Are we meeting our delivery targets for reading and math for gap students?
3. What areas of the TELL survey do we need to address?
4. What does the data from our Val-Ed survey reveal?
5. What support is needed from Central Office based on data from PGES data?
6. Are our efforts with PBIS initiatives decreasing the number of our behavior incidents?
7. Is our teacher turnover an area of concern for the Corbin Independent Schools?
8. Is our graduation rate increasing?
9. Are our students college/career ready?

The information that we were able to glean from the data sources gave us information to answer the questions listed above. However, it does not always get to the root of the problem itself. That's when we must make further investigations to get to the root causes.

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?

Corbin Independent Schools have much to celebrate. Our areas of strengths are listed below:

1. We were name a "District of Distinction" for 2015-16 school year.
2. All of our schools were "Distinguished" schools for 2015-16 based on Next Generation data.
3. Corbin Elementary progressed from a "needs improvement" school to Distinguished".
4. Our data from PBIS indicates that 4 of our 5 schools had a decrease in office referrals.
5. Our data from PBIS indicates that we had a 30% decrease in suspensions from 2014-15 to 2015-16.
6. Attendance increased significantly (approximately 1%) at each of our schools for 2015-16 school year and data for 2016-17 indicates further increases.
7. Students have historically had better attendance than staff. However for the 2016-17 because of employee incentives, we are seeing this reversed.
8. PGES data revealed that all of our principals are in the "Accomplished" category or above.
9. TELL survey data reveals strengths for our district including:
 - *92% of staff feel they have adequate technology
 - *99% of staff believe they supply parents with useful information on student learning
 - *96% of staff believe they work in a safe environment.
10. Our district conducted both a certified and classified conference during the summer of 2016 that was individualized.
11. We have increased on number of Pathways for students in our high school.
12. Our ACT score is 2 points above the state average and is the highest that a CHS class has received.

Corbin Independent Schools will continue to do the following to sustain our areas of strength:

1. Place resources based on needs revealed from data sources.
2. PBIS will continue to be a focus for our District.
3. ESS will continue to be provided based on need.
4. We will continue to fund the extra support interventionist as funds allow.
5. We will continue to fund our attendance incentives for staff as funds allow.
6. Continue funding and promote student interest in Pathways provided.

Opportunities for Improvement

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

The areas of need revealed by data are as follows:

1. Corbin Middle School and Corbin Intermediate both show higher office referrals than other schools in our district.
2. Our TELL Survey data showed that the following areas need improvement:
 - * 77.2% of staff say that they personalized professional development
 - * 75% of staff say that professional development is not evaluated and communicated (this was an increase by 20%)
 - * There was a decrease in the number of staff that believed that principals consistently enforce rules for students.
3. Corbin Independent Schools did not meet their delivery target for proficiency in Math/Reading combined for our Gap students.
4. Our Kindergarten readiness as indicated by Brigance was at 56% which is above the state average, however, we would like increase this number of students.
5. Parent involvement indicated by those that attended our Parent Involvement committee meetings at the school level and the number of those that voted in SBDM elections need to be improved.
6. We need to focus on Novice Reduction for the 2016-17 school year.

We are making the following efforts to improve the areas of need as indicated below:

1. We will continue our PBIS efforts in our schools.
2. We conducted a two day certified conference in our district that offered a wide variety of sessions to meet individualized needs of our staff. We will also begin doing surveys on our professional developments that we offer and survey our staff on their future needs.
3. Meeting delivery targets for our Gap students is being addressed by the following:
 - * Staff attended the Poverty Institute training offered by SESC.
 - * Continue to place interventionist in schools with highest need.
 - * Instructional strategies for co-teaching will have training offered
 - * FRC/YSC will focus on basic needs for students in poverty.
 - * Addition of staff for special needs students beyond FTE required
 - * Continue to provide resources such as iXL, iReady and others as needed
4. Provide information to local child care providers and preschools on Kindergarten readiness standards.
5. Increase our number of after school parent involvement opportunities for our parents/guardians. Allow for various times for voting and various venues for voting.
6. Schools are "Naming and Claiming" our novice students by providing them with differentiated instruction in needed areas.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

We utilize the following for oversight and monitoring:

1. Site visits to schools.
2. Monitoring of progress in CIITS for teacher observations
3. MAP data during biyearly testing.
4. Progress monitoring of Gap students.
5. Common assessment data
6. Val-ed data
7. Sign in sheets at school events to measure parental involvement
8. Formal and informal surveys

Conclusion

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

To address our areas of concern this will be our next steps:

1. During our monthly administrative team meetings, we will ask for updates on novice reduction and gap closure. Strategies will be shared among staff.
2. We will continue to increase our professional development opportunities and ensure that are based on teacher needs.
3. Corbin Independent Schools will continue to monitor equitable access to resources for all our schools.
4. Review staffing needs and make decisions based on data and resources available.
5. Look at configuration of grade levels of our schools and make the best decision based on instructional needs for the 2017-18 year.
6. Review instructional time for each to ensure that we maximize that time.

2016-17 Plan for Comprehensive District Improvement Plan

Overview

Plan Name

2016-17 Plan for Comprehensive District Improvement Plan

Plan Description

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 Independent Schools will increase the 4 year Cohort Adjusted Graduation Rate from 97.6% to 98%.	Objectives: 1 Strategies: 7 Activities: 8	Organizational	\$273000
2	Increase the average combined reading and math proficiency ratings for all students in non duplicated gap groups. Elementary 53.6% in 2016 to 72.9% in 2019, Middle 54.0% in 2016 to 74.3% in 2019, High School 48.9% in 2016 to 72.2% by 2019.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$423250
3	Increase the average combined reading and math proficiency KPREP scores for students. Elementary will increase from 62.1% in 2016 to 77.2% . Middle will increase from 65.7% to 80.8%. High School will increase from 63.3% to 77.4% by 2019.	Objectives: 1 Strategies: 5 Activities: 8	Organizational	\$91100
4	Increase the percentage of students (without bonus) who are College & Career Ready from 82.0% to 88% in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$2000
5	Equitable Distribution of Assets/Supports	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Corbin Independent schools will have all of their schools "Meet Expectations" on the Visual Performing Arts and Practical Living Career Studies Program Reviews for the 2016-17 school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$3000
7	Corbin Independent Schools will increase their parent/community involvement.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$500
8	Decrease by 50% the number of students scoring novice in Mathematics and Reading on K-PREP by 2020.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$120000

Goal 1: Corbin Independent Schools will increase the 4 year Cohort Adjusted Graduation Rate from 97.6%% to 98%.

Measurable Objective 1:

collaborate to increase the Corbin High School graduation rate from 97.6% to 98% by 06/01/2017 as measured by KDE graduation data..

Strategy 1:

Persistence to Graduation - CISD (Corbin Independent School District) will continue to implement strategies and activities designed to deter students from dropping out of school. Alternative methods of graduation, credit recovery and curriculum delivery will be implemented and monitored.

Category:

Activity - Schools of Innovation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various schools including KAPPA, Even Start, Aspire and KAPPA/Flex will be utilized and funded (Compulsory Attendance Grant) to allow at-risk students options for seeking graduation. Counselors and administration will actively utilize AIM to target potential at-risk students and provide them with graduation options through various school initiatives. All staff will be trained and educated as to the programs available in the district. Schools: Corbin Educational Center, Corbin High School	Academic Support Program	07/01/2016	07/01/2017	\$90000	Other, Grant Funds	Coordinator, Mark Daniels, Principals, Counselors

Strategy 2:

Corbin Education Center/Whitley Day Treatment - CISD will support through grants and general funds a school that houses students who are not successful in a traditional setting. This program will encompass students who are court-ordered, referred by their home school, or otherwise are not eligible to attend another school in the Corbin District. Counseling will be a major part of the instructional day at CEC with additional opportunities to achieve credit recovery.

Category:

Activity - Corbin Educational Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program is both an academic and behavioral support initiative. Students with academic/behavioral issues will have the opportunity for daily counseling and online credit recovery. Schools: Corbin Middle School, Corbin Educational Center, Corbin High School	Behavioral Support Program	07/01/2016	07/01/2017	\$100000	Other	Corbin Education Staff, Director of Special Programs, Superintendent

Strategy 3:

Advising - Corbin Middle and Corbin High School will implement an advisor/advisee program focusing on the social and academic needs of all students. The advisee

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program will guide students toward academic success and potential career pathways.

Category: Career Readiness Pathways

Activity - Advisor/Advisee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive counseling in career pathways (ILP), academic orientation, etc. Students will also focus on topics such as bullying, presentation skills, etc. The high school will modify their master schedule to allow time for a daily advisory. School staff will become educated as to career options and the ILP process. The program at CHS will be called AIM (Advise, Instruct, and Mentor); focusing on ILP construction, ACT prep, and College/Career readiness. Schools: Corbin Middle School, Corbin Educational Center, Corbin High School	Career Preparation/Orientation	07/01/2016	06/01/2017	\$0	No Funding Required	Principals, staff

Strategy 4:

Credit Recovery/Graduation - Corbin High School will implement a credit recovery classroom for students who are behind in their graduation plan. Students may spend the entire day in this classroom or come in for a specific class. The class will be monitored by a certified teacher.

Category: Persistence to Graduation

Activity - Credit Recovery Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A credit recovery classroom will be implemented in the High School serving those students who are behind in scheduled credits. Schools: Corbin High School	Academic Support Program	07/01/2016	06/30/2017	\$50000	General Fund	Superintendent, Principal

Strategy 5:

Curriculum Support Materials. - A web based program (APEX) will allow students to work at their own pace to complete required credits.

Category:

Activity - Purchase Curriculum Support Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corbin Independent School District will purchase a web-based computer program (Odysseyware) to allow students that are at-risk of failing or that are based at our day treatment center a chance to complete their required credit hours at their own pace. APEX will also allow students at this school to take accelerated (AP) courses. This program will also be used during Non-Traditional make up days as well as for homebound students. Schools: Corbin Educational Center, Corbin High School	Academic Support Program	07/01/2016	06/30/2017	\$20000	Grant Funds, General Fund	Mark Daniel, Superintendent, Principals

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Strategy 6:

Reducing Failures - The trimester schedule will be adjusted to allow the addition of classes for students that have not met mastery in core subjects.

Category:

Activity - Pre-Algebra for 9th Grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that enter with 8th grade and do not meet minimum criteria for Algebra I will be assigned to a Pre-Algebra class for one trimester. The students will then take Algebra I during the 2nd and 3rd trimester of their Freshman year and the first trimester of their second year. Schools: Corbin High School	Direct Instruction	08/01/2016	06/30/2017	\$0	No Funding Required	Counselors and Principal

Activity - Altering Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are not achieving mastery in core subjects will have their learning time extended by either 6 or 12 weeks of the following trimester. This could include summer classes if necessary. Schools: Corbin High School	Direct Instruction	07/01/2016	06/30/2017	\$3000	State Funds	CHS staff, Principal, and Counselors

Strategy 7:

Reduce Failures - Students will be provided ESS Services

Category: Persistence to Graduation

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS will be provided before and after school for students who need remediation. Schools: All Schools	Class Size Reduction, Direct Instruction	07/01/2016	06/01/2017	\$10000	State Funds	Principals, Teachers, ESS Coordinator

Goal 2: Increase the average combined reading and math proficiency ratings for all students in non duplicated gap groups. Elementary 53.6% in 2016 to 72.9% in 2019, Middle 54.0% in 2016 to 74.3% in 2019, High School 48.9% in 2016 to 72.2% by 2019.

Measurable Objective 1:

collaborate to increase the average combine reading and math proficiency ratings in the non duplicated gap group. Elementary will increase to 62.0%.Middle will increase to 64%.High School will increase to 61% by 06/01/2017 as measured by K-PREP data..

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Strategy 1:

Data Analysis - Staff will be trained in the MAP (Measurement of Academic Progress) protocols and the various reports derived from this assessment. They will also receive training on how to analyze state data as well as school's assessment data.

Category:

Activity - MAP Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will attend MAP training and then train certified teachers at summer conference. Devote time to analyzing student data for the purpose of implementing differentiated instruction. Students in the 25th percentile will be identified for remediation. Schools: All Schools	Professional Learning	06/01/2016	07/01/2017	\$34250	District Funding, Title II Part A	Assessment Coordinator (District and Building); Superintendent; Principals, Assistant Principal
Activity - Data Review Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review data using KASC materials and school report card on a day that is set in the school calendar during November. Schools: All Schools	Professional Learning	11/07/2016	11/07/2016	\$0	No Funding Required	District Administration (Superintendent, Director of Special Education) Principals Team Leaders

Strategy 2:

Extended School Services - CISD will focus on utilizing all available resources in order to provide additional services for struggling learners. Time will be set aside during the day (in-school ESS) as well as after school activities in order to accommodate students who need supplemental instruction. Each school will provided ESS (Extended School Services) in a variety of formats. All teachers will be hired as "ESS" teachers at the beginning of the year and encouraged to take responsibility for their own students learning.

Category:

Activity - Extra Help Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will utilize before school, during school, and after school scheduling to accommodate learners who need additional instruction. Saturday will also be a viable opportunity for schools to use ESS money for "extra help" sessions. Schools: All Schools	Academic Support Program	08/01/2016	06/01/2017	\$20000	State Funds	Principals, teachers, ESS Coordinator

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Activity - Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional daytime ESS staff will be provided to give additional supports to students that need interventions in math and/or reading. Schools: Corbin Elementary, Corbin Primary, Corbin Intermediate	Academic Support Program	08/01/2016	06/01/2017	\$8000	Grant Funds	Principals and ESS Coordinator

Strategy 3:

RTI Implementation - CISD will develop in collaboration with all school representatives a consistent RTI (Response to Intervention) program. The program will determine a protocol for identification, progress monitoring, entry/exit criteria, and special education referral information. The process will be based on guidelines set down by KDE. This will allow all students, regardless of gap classification, to have equal access to programs designed to improve student learning.

Category:

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will participate in building and implementing a Response to Intervention program that will benefit all students who need extra help in mastering standards. A common set of forms, protocols, and directives will be adopted by each school to guarantee equal access to all students. Schools: All Schools	Academic Support Program	08/01/2016	06/01/2017	\$61000	Title I Part A, General Fund	School Psychologist, District Assessment Coordinator, School Assessment Coordinator

Activity - Support Personnel for RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention. Schools: Corbin Preschool, Corbin Elementary, Corbin Middle School, Corbin Primary, Corbin Intermediate	Academic Support Program	07/01/2016	06/30/2017	\$240000	Title I Part A, Grant Funds, Title II Part A	Superintendent, Title I and Title II Coordinator, Principals

Strategy 4:

Students with Disabilities Services - A focus will be made on the gap group - Students with Disabilities - to reduce the number of novice and increase the proficiency rate.

Category: Continuous Improvement

Activity - Special Education Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Corbin Independent

A special needs teacher will be hired to help with intense student needs. They be split among two schools. Schools: Corbin Elementary, Corbin High School	Academic Support Program	12/07/2015	06/30/2016	\$30000	General Fund	Special Education Director and Principals
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Activity - Instructional Assistants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two instructional assistants will be hired to aid with at-risk students. This will allow the teacher interventionist to work with the classroom teacher without interruption. Schools: Corbin Elementary, Corbin Intermediate	Academic Support Program, Community Engagement, Behavioral Support Program	07/01/2016	06/30/2017	\$30000	General Fund	Special education director and principals

Goal 3: Increase the average combined reading and math proficiency KPREP scores for students. Elementary will increase from 62.1% in 2016 to 77.2% . Middle will increase from 65.7% to 80.8%. High School will increase from 63.3% to 77.4% by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores. Elementary will increase to 68.1% .Middle School will increase to 73.1 % . High School will increase to 68.4% by 06/01/2017 as measured by K-PREP data..

Strategy 1:

Test Analysis - All teachers will be trained in available support materials in the Pearson (KPREP) and ACT (End-of-Course) assessment systems. Teachers and support staff will understand the weighting of the various assessments and question types and will become proficient in the acquisition of test bank items, practice tests, and other materials. Teachers, in appropriate PLC's (professional learning communities), will analyze assessment results and identify common patterns, student misconceptions, and areas of improvement.

Category: Continuous Improvement

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will spend PD time analyzing KPREP and ACT (EPAS) results, identifying students with common misconceptions, discussing teacher issues, and reflecting on instruction. Teachers will also utilize all available resources such as test bank items, practice assessments, and curriculum maps. Schools: All Schools	Professional Learning	11/01/2016	06/30/2017	\$5000	District Funding	District Assessment Coordinator, Building Assessment Coordinator, Principals, Teachers

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Corbin Independent

Activity - PLC Subject Area Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each tested area will use the tool from Kentucky Association of School Councils (KASC) to analyze test scores. This will be a day placed in the school calendar for November. Schools: All Schools	Academic Support Program	11/01/2016	06/30/2017	\$2000	Title II Part A	Principals, reading and math teachers, District Administration

Strategy 2:

Professional Development Days - CISD will implement a professional development plan and district calendar that will include 12 PD days for all certified teachers. Professional development days will be approved by the principal and focused on specific content or school/district pedagogy. Teachers will have input into the plan through committee membership and all inclusive surveys. Activities will be aligned with the school/district improvement plans.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PD will be approved at the school or district level. All PD will be content or pedagogy focused base on improvement plans. Seminars will address specific areas of focus and allow principals to get away from a "one size fits all" approach to professional development. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$5000	District Funding	Superintendent, PD Coordinators, Principals, Teachers

Activity - Math Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our math coach/interventionist along with teachers from Corbin Primary, Corbin Elementary, and Corbin Intermediate will be trained by a Math Collaborative hosted by SESC to increase math knowledge, pedagogy and knowledge on coaching techniques. Schools: Corbin Elementary, Corbin Primary, Corbin Intermediate	Professional Learning	06/01/2017	07/01/2017	\$3000	Title II Part A	Teachers, Principals

Strategy 3:

Curriculum Support Materials - After schools have analyzed their scores in math and reading, request for supporting resources will be considered by the district.

Category:

Activity - Math Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Corbin Independent

CPS and CES received training on how to improve rigor in mathematics. They will be given Number Talks that will be used during their PLC time for training on how to increase rigor in mathematics. Schools: Corbin Primary, Corbin Educational Center	Professional Learning	06/01/2016	07/01/2017	\$100	Title II Part A	District PD Coordinator, Principal, Math Teachers, Math Coaches
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Activity - iReady	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase iReady for Corbin Elementary to provide support for Common Core instruction. Schools: Corbin Elementary	Academic Support Program	07/01/2016	07/01/2017	\$16000	Other, Title I Part A	Principal, Title I Coordinator

Strategy 4:

Survey Results - The TELL/Val-Ed survey results will be utilized to assess district needs for resources, culture, facilities, leadership, discipline, and community support.

Category:

Activity - TELL Survey Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TELL Survey results will be reviewed by administrative team during their annual retreat. The principals will also review the information with their staff and address needs in the PGP plans. Schools: All Schools	Professional Learning	03/01/2017	09/01/2017	\$0	No Funding Required	Superintendent and Principals

Strategy 5:

Math Support Personnel - We will utilize highly qualified experienced mathematics teachers to provide support to teachers K - 12 in pedagogy, curriculum alignment, etc.

Category: Continuous Improvement

Activity - K-4 Mathematics Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics coach will be hired to work initially with K - 4 teachers to improve student learning Schools: Corbin Elementary, Corbin Middle School, Corbin Primary, Corbin Intermediate	Recruitment and Retention	07/01/2016	07/01/2017	\$60000	Title I Part A	CO Staff

Goal 4: Increase the percentage of students (without bonus) who are College & Career Ready from 82.0% to 88% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students who are college/career ready to 88% by 06/30/2017 as measured by KDE generated data..

Strategy 1:

Teacher Professional Development - Career Pathways - Training for staff on the various career pathways and methods to counsel students will allow more students to become career ready. CHS will implement an AIM period during the day in order to focus on CCR strategies and informational knowledge for students. This intentional time will allow students to meet with teachers in smaller groups and select a career path in which they are interested in. ACT strategies will also be a focus of this designated time.

Category: Career Readiness Pathways

Activity - Career Clustering PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>CHS staff will be trained on the details of Career Pathways and the procedures associated with taking the KOSSA assessments for industry certification. Staff will be trained on how to share this information with students.</p> <p>Schools: Corbin High School</p>	Professional Learning	06/01/2016	07/01/2017	\$0	No Funding Required	District PD Coordinator, CHS Guidance, CHS Staff, CHS Administration, and Corbin Area Technology Administration

Strategy 2:

Career Readiness Pathways - Stakeholders will ensure that students will choose courses that are aligned with the Common Core Standards and KDE certified career pathways.

Category: Career Readiness Pathways

Activity - Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Corbin Independent

A program committee has been organized implementing CTE Programs using the Career Pathways Model to create career pathways that leads to industry certification and/or KOSSA certification. New career pathways offered by KDE will be explored by the school and offered as the opportunity presents itself. Schools: Corbin High School	Career Preparation/Orientation	07/01/2015	06/30/2016	\$2000	Title II Part A, Perkins	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff
Activity - Pathway Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corbin Independent School District has applied to be a District of Innovation with KDE. This designation will allow CHS to design and implement pathways outside of those recognized by KDE. The pathways will be career certified in the accountability system. (Arts, Law Enforcement, Education) Schools: All Schools	Career Preparation/Orientation	06/01/2016	07/01/2017	\$0	No Funding Required	Mark Daniels, CHS Administration, Vocational School

Goal 5: Equitable Distribution of Assets/Supports

Measurable Objective 1:

collaborate to provide equitable distribution of all district assets including teacher quality, resources (monetary and otherwise), to insure ALL students are provided a quality educational experience by 06/30/2017 as measured by student assessment data as well as student/parent surveys .

Strategy 1:

Internal Review - CISD (Corbin Independent Schools) will initiate discussions and collaboration around the idea of insuring educational equity among all stakeholders. This will be accomplished by district led meetings with school administration and the implementation of parent and student surveys.

Category: Management Systems

Activity - Educational Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will set up administration meetings at each school with the specific purpose of reviewing procedures subsequent to educational equity. Consistent expectations will be described in how schools assign staff (both certified and classified), as well as monetary and physical assets. Schools: All Schools	Policy and Process	06/01/2016	06/30/2017	\$0	No Funding Required	Superintendent, Assistant Superintendents, Principals, Teachers
Activity - Placement Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Corbin Independent

SBDM Councils will update their Placement Policies to include placement of minority students and students in poverty with highly effective teachers. Schools: All Schools	Policy and Process	06/01/2016	06/30/2017	\$0	No Funding Required	SBDM Councils and Principals
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Goal 6: Corbin Independent schools will have all of their schools "Meet Expectations" on the Visual Performing Arts and Practical Living Career Studies Program Reviews for the 2016-17 school year.

Measurable Objective 1:

collaborate to have all our schools meet expectations on VPA and PLCS program review by 07/01/2017 as measured by scores on Program Review.

Strategy 1:

Monitoring - Schools will report on next steps taken during monthly principal meetings

Category: Continuous Improvement

Activity - Fidelity Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Copies of reports given to SBDM councils Schools: All Schools	Academic Support Program, Other	08/01/2016	06/01/2017	\$0	No Funding Required	Principals and District Administrators

Activity - Program Review Quarterly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sarah Evans will meet with Program Review leaders quarterly to help with input of data and to answer questions about rationales and evidence. Schools: All Schools	Professional Learning	12/01/2016	06/01/2017	\$3000	Title II Part A	Sarah Evans, Principals, Program Review Teachers, Superintendents

Goal 7: Corbin Independent Schools will increase their parent/community involvement.

Measurable Objective 1:

collaborate to increase parental/community involvement by 06/30/2017 as measured by an increase in parent/community services and surveys.

Comprehensive District Improvement Plan

Corbin Independent

Strategy 1:

Websites and Other Social Media - These tools will be used to keep community abreast of all activities in the district.

Category: Management Systems

Activity - School and District Websites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools and district will maintain their websites. Twitter will also be utilized by the schools to send out vital information. Schools: All Schools	Parent Involvement	08/01/2016	06/30/2017	\$500	Grant Funds	Hannah Goins, Principals, and Technology Resource Teachers

Strategy 2:

Community Involvement - The district will work with the Greater Corbin Chamber of Commerce/ Office of Economic Development and other organizations, and partnerships with local businesses and schools will be enhanced.

Category:

Activity - Community Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District educators will seek businesses as partners in our schools. Schools will invite guest speakers from the community as speakers to enhance College and Career Readiness. Schools: All Schools	Community Engagement	08/01/2016	06/30/2017	\$0	No Funding Required	Principals

Strategy 3:

Parental Involvement - Parents will serve a vital role in the education of their child. They will be involved in decision making at the school and district level.

Category: Stakeholder Engagement

Activity - Parental Involvement Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM Councils will revise their parent involvement policy, as needed. Schools: All Schools	Parent Involvement	06/01/2016	08/01/2017	\$0	No Funding Required	Principals and SBDM Council
Activity - Parent Title I Informational Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Corbin Independent

Each school will discuss Title I and Parent Involvement at a publicized meeting at the beginning of the school year. Schools: Corbin Elementary, Corbin Middle School, Corbin Primary, Corbin Intermediate	Parent Involvement	07/01/2016	07/01/2017	\$0	No Funding Required	Principals
Activity - Parent Involvement Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will develop an action plan to involve parents in our schools. The plan will include activities to educate parents on how to help their child be successful at school. Schools: Corbin Elementary, Corbin Middle School, Corbin Primary, Corbin Intermediate	Parent Involvement	07/01/2016	06/30/2017	\$0	No Funding Required	Principals
Activity - SBDM Voting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer more venues for voting (electronic) as well as times to increase participation Schools: All Schools	Parent Involvement	04/01/2017	07/01/2017	\$0	No Funding Required	Principals, Hannah Goins

Goal 8: Decrease by 50% the number of students scoring novice in Mathematics and Reading on K-PREP by 2020.

Measurable Objective 1:

collaborate to decrease by 10% the number of students scoring novice on Mathematics and Reading by 06/01/2017 as measured by K-PREP Scores as reported on the District Report Card.

Strategy 1:

Teacher Support Personnel - This will provide support for mathematics teachers in pedagogy and professional learning opportunities

Category: Continuous Improvement

Activity - Elementary Math Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math coach will focus on grades K - 4 initially. They will train teachers in math pedagogy, review curriculum maps, review instructional materials, model lessons, and provide professional learning opportunities. Schools: Corbin Elementary, Corbin Primary	Academic Support Program	08/10/2015	06/01/2016	\$60000	Title I Part A	Jennifer Phipps, Assistant Superintendents, Principals

Comprehensive District Improvement Plan

Corbin Independent

Activity - Instructional Assistants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire an additional instructional assistant at Corbin Elementary and Corbin Intermediate to aid with at-risk students that need individualized instruction. Schools: Corbin Elementary, Corbin Intermediate	Academic Support Program	01/04/2016	07/01/2016	\$16000	General Fund	Principals, and Central Office Staff, Special Ed Director

Activity - Math Interventionist/Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will support interventionist for math at Corbin Primary and Corbin Elementary to work to reduce the number of students scoring novice in mathematics Schools: Corbin Primary	Academic Support Program	07/01/2016	06/30/2017	\$6000	State Funds	Principal

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This person will work with students in the 25th percentile and below in math Schools: Corbin Elementary	Academic Support Program	07/01/2016	06/30/2017	\$25000	Title I Part A	Principal

Strategy 2:

Daytime ESS - We will add additional staff for Daytime ESS beyond what our ESS funds currently provide to allow instruction for at-risk students in mathematics and reading.

Category: Integrated Methods for Learning

Activity - ESS Reading and Math Instructors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire two additional ESS teachers for math and reading at Corbin Primary and Corbin Elementary. We will provide one additional ESS staff member to Corbin Intermediate. These teachers will provide instruction to students below the 25th percentile in math or reading that are beyond the caseload of current interventionist. Schools: Corbin Elementary, Corbin Primary, Corbin Intermediate	Academic Support Program	07/01/2016	06/30/2017	\$8000	Grant Funds	Principals, Central Office Staff

Activity - School Of Innovation Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Corbin School of Innovation will hire tutors for students in math and reading on an as needed basis by students. Schools: All Schools	Academic Support Program	06/01/2016	06/30/2017	\$5000	Grant Funds	Mark Daniel and School of Innovation Staff

Comprehensive District Improvement Plan

Corbin Independent

Strategy 3:

Professional Learning Communities Planning - PLC's will work together to design practice exams to help novice students be more successful.

Category: Continuous Improvement

Activity - End of Course Practice Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will develop EOC practice exams from Quality Core materials to enable students to be more prepared in taking the EOC exams. Schools: Corbin Educational Center, Corbin High School	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	High School PLC

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Title I Informational Meeting	Each school will discuss Title I and Parent Involvement at a publicized meeting at the beginning of the school year.	Parent Involvement	07/01/2016	07/01/2017	\$0	Principals
Advisor/Advisee	Students will receive counseling in career pathways (ILP), academic orientation, etc. Students will also focus on topics such as bullying, presentation skills, etc. The high school will modify their master schedule to allow time for a daily advisory. School staff will become educated as to career options and the ILP process. The program at CHS will be called AIM (Advise, Instruct, and Mentor); focusing on ILP construction, ACT prep, and College/Career readiness.	Career Preparation/Orientation	07/01/2016	06/01/2017	\$0	Principals, staff
SBDM Voting	Offer more venues for voting (electronic) as well as times to increase participation	Parent Involvement	04/01/2017	07/01/2017	\$0	Principals, Hannah Goins
TELL Survey Results	The TELL Survey results will be reviewed by administrative team during their annual retreat. The principals will also review the information with their staff and address needs in the PGP plans.	Professional Learning	03/01/2017	09/01/2017	\$0	Superintendent and Principals
End of Course Practice Exams	PLC's will develop EOC practice exams from Quality Core materials to enable students to be more prepared in taking the EOC exams.	Academic Support Program	08/01/2016	06/30/2017	\$0	High School PLC
Parent Involvement Action Plan	Each school will develop an action plan to involve parents in our schools. The plan will include activities to educate parents on how to help their child be successful at school.	Parent Involvement	07/01/2016	06/30/2017	\$0	Principals
Fidelity Checks	Copies of reports given to SBDM councils	Academic Support Program, Other	08/01/2016	06/01/2017	\$0	Principals and District Administrators
Pathway Design	Corbin Independent School District has applied to be a District of Innovation with KDE. This designation will allow CHS to design and implement pathways outside of those recognized by KDE. The pathways will be career certified in the accountability system. (Arts, Law Enforcement, Education)	Career Preparation/Orientation	06/01/2016	07/01/2017	\$0	Mark Daniels, CHS Administration, Vocational School
Placement Policies	SBDM Councils will update their Placement Policies to include placement of minority students and students in poverty with highly effective teachers.	Policy and Process	06/01/2016	06/30/2017	\$0	SBDM Councils and Principals

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Corbin Independent

Pre-Algebra for 9th Grade	Students that enter with 8th grade and do not meet minimum criteria for Algebra I will be assigned to a Pre-Algebra class for one trimester. The students will then take Algebra I during the 2nd and 3rd trimester of their Freshman year and the first trimester of their second year.	Direct Instruction	08/01/2016	06/30/2017	\$0	Counselors and Principal
Educational Equity	The district will set up administration meetings at each school with the specific purpose of reviewing procedures subsequent to educational equity. Consistent expectations will be described in how schools assign staff (both certified and classified), as well as monetary and physical assets.	Policy and Process	06/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendents, Principals, Teachers
Community Partners	District educators will seek businesses as partners in our schools. Schools will invite guest speakers from the community as speakers to enhance College and Career Readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Principals
Career Clustering PD	CHS staff will be trained on the details of Career Pathways and the procedures associated with taking the KOSSA assessments for industry certification. Staff will be trained on how to share this information with students.	Professional Learning	06/01/2016	07/01/2017	\$0	District PD Coordinator, CHS Guidance, CHS Staff, CHS Administration, and Corbin Area Technology Administration.
Data Review Day	Staff will review data using KASC materials and school report card on a day that is set in the school calendar during November.	Professional Learning	11/07/2016	11/07/2016	\$0	District Administration (Superintendent, Director of Special Education) Principals Team Leaders
Parental Involvement Policy	SBDM Councils will revise their parent involvement policy, as needed.	Parent Involvement	06/01/2016	08/01/2017	\$0	Principals and SBDM Council
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventionist/Daytime ESS	We will support interventionist for math at Corbin Primary and Corbin Elementary to work to reduce the number of students scoring novice in mathematics	Academic Support Program	07/01/2016	06/30/2017	\$6000	Principal

Comprehensive District Improvement Plan

Corbin Independent

Altering Master Schedule	Students that are not achieving mastery in core subjects will have their learning time extended by either 6 or 12 weeks of the following trimester. This could include summer classes if necessary.	Direct Instruction	07/01/2016	06/30/2017	\$3000	CHS staff, Principal, and Counselors
Extended School Services (ESS)	ESS will be provided before and after school for students who need remediation.	Class Size Reduction, Direct Instruction	07/01/2016	06/01/2017	\$10000	Principals, Teachers, ESS Coordinator
Extra Help Programs	Schools will utilize before school, during school, and after school scheduling to accomodate learners who need additional instruction. Saturday will also be a viable opportunity for schools to use ESS money for "extra help" sessions.	Academic Support Program	08/01/2016	06/01/2017	\$20000	Principals, teachers, ESS Coordinator
Total					\$39000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	All schools will participate in building and implementing a Response to Intervention program that will benefit all students who need extra help in mastering standards. A common set of forms, protocols, and directives will be adopted by each school to guarantee equal access to all students.	Academic Support Program	08/01/2016	06/01/2017	\$1000	School Psychologist, District Assessment Coordinator, School Assessment Coordinator
Instructional Assistants	We will hire an additional instructional assistant at Corbin Elementary and Corbin Intermediate to aid with at-risk students that need individualized instruction.	Academic Support Program	01/04/2016	07/01/2016	\$16000	Principals, and Central Office Staff, Special Ed Director
Credit Recovery Classroom	A credit recovery classroom will be implemented in the High School serving those students who are behind in scheduled credits.	Academic Support Program	07/01/2016	06/30/2017	\$50000	Superintendent, Principal
Instructional Assistants	Two instructional assistants will be hired to aid with at-risk students. This will allow the teacher interventionist to work with the classroom teacher without interruption.	Academic Support Program, Community Engagement, Behavioral Support Program	07/01/2016	06/30/2017	\$30000	Special education director and principals
Special Education Teacher	A special needs teacher will be hired to help with intense student needs. They be split among two schools.	Academic Support Program	12/07/2015	06/30/2016	\$30000	Special Education Director and Principals

Comprehensive District Improvement Plan

Corbin Independent

Purchase Curriculum Support Materials	Corbin Independent School District will purchase a web-based computer program (Odysseyware) to allow students that are at-risk of failing or that are based at our day treatment center a chance to complete their required credit hours at their own pace. APEX will also allow students at this school to take accelerated (AP) courses. This program will also be used during Non-Traditional make up days as well as for homebound students.	Academic Support Program	07/01/2016	06/30/2017	\$5000	Mark Daniel, Superintendent, Principals
Total					\$132000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
iReady	Purchase iReady for Corbin Elementary to provide support for Common Core instruction.	Academic Support Program	07/01/2016	07/01/2017	\$11000	Principal, Title I Coordinator
Schools of Innovation	Various schools including KAPPA, Even Start, Aspire and KAPPA/Flex will be utilized and funded (Compulsory Attendance Grant) to allow at-risk students options for seeking graduation. Counselors and administration will actively utilize AIM to target potential at-risk students and provide them with graduation options through various school initiatives. All staff will be trained and educated as to the programs available in the district.	Academic Support Program	07/01/2016	07/01/2017	\$10000	Coordinator, Mark Daniels, Principals, Counselors
Corbin Educational Center	This program is both an academic and behavioral support initiative. Students with academic/behavioral issues will have the opportunity for daily counseling and online credit recovery.	Behavioral Support Program	07/01/2016	07/01/2017	\$100000	Corbin Education Staff, Director of Special Programs, Superintendent
Total					\$121000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Reading and Math Instructors	We will hire two additional ESS teachers for math and reading at Corbin Primary and Corbin Elementary. We will provide one additional ESS staff member to Corbin Intermediate. These teachers will provide instruction to students below the 25th percentile in math or reading that are beyond the caseload of current interventionist.	Academic Support Program	07/01/2016	06/30/2017	\$8000	Principals, Central Office Staff
School Of Innovation Tutors	The Corbin School of Innovation will hire tutors for students in math and reading on an as needed basis by students.	Academic Support Program	06/01/2016	06/30/2017	\$5000	Mark Daniel and School of Innovation Staff

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School and District Websites	Schools and district will maintain their websites. Twitter will also be utilized by the schools to send out vital information.	Parent Involvement	08/01/2016	06/30/2017	\$500	Hannah Goins, Principals, and Technology Resource Teachers
Daytime ESS	Additional daytime ESS staff will be provided to give additional supports to students that need interventions in math and/or reading.	Academic Support Program	08/01/2016	06/01/2017	\$8000	Principals and ESS Coordinator
Purchase Curriculum Support Materials	Corbin Independent School District will purchase a web-based computer program (Odysseyware) to allow students that are at-risk of failing or that are based at our day treatment center a chance to complete their required credit hours at their own pace. APEX will also allow students at this school to take accelerated (AP) courses. This program will also be used during Non-Traditional make up days as well as for homebound students.	Academic Support Program	07/01/2016	06/30/2017	\$15000	Mark Daniel, Superintendent, Principals
Support Personnel for RTI	CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention.	Academic Support Program	07/01/2016	06/30/2017	\$50000	Superintendent, Title I and Title II Coordinator, Principals
Schools of Innovation	Various schools including KAPPA, Even Start, Aspire and KAPPA/Flex will be utilized and funded (Compulsory Attendance Grant) to allow at-risk students options for seeking graduation. Counselors and administration will actively utilize AIM to target potential at-risk students and provide them with graduation options through various school initiatives. All staff will be trained and educated as to the programs available in the district.	Academic Support Program	07/01/2016	07/01/2017	\$80000	Coordinator, Mark Daniels, Principals, Counselors
Total					\$166500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventionist	This person will work with students in the 25th percentile and below in math	Academic Support Program	07/01/2016	06/30/2017	\$25000	Principal
iReady	Purchase iReady for Corbin Elementary to provide support for Common Core instruction.	Academic Support Program	07/01/2016	07/01/2017	\$5000	Principal, Title I Coordinator

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Elementary Math Coach	Math coach will focus on grades K - 4 initially. They will train teachers in math pedagogy, review curriculum maps, review instructional materials, model lessons, and provide professional learning opportunities.	Academic Support Program	08/10/2015	06/01/2016	\$60000	Jennifer Phipps, Assistant Superintendents, Principals
RTI	All schools will participate in building and implementing a Response to Intervention program that will benefit all students who need extra help in mastering standards. A common set of forms, protocols, and directives will be adopted by each school to guarantee equal access to all students.	Academic Support Program	08/01/2016	06/01/2017	\$60000	School Psychologist, District Assessment Coordinator, School Assessment Coordinator
K-4 Mathematics Coach	Mathematics coach will be hired to work initially with K - 4 teachers to improve student learning	Recruitment and Retention	07/01/2016	07/01/2017	\$60000	CO Staff
Support Personnel for RTI	CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention.	Academic Support Program	07/01/2016	06/30/2017	\$160000	Superintendent, Title I and Title II Coordinator, Principals
Total					\$370000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Quarterly Meetings	Sarah Evans will meet with Program Review leaders quarterly to help with input of data and to answer questions about rationales and evidence.	Professional Learning	12/01/2016	06/01/2017	\$3000	Sarah Evans, Principals, Program Review Teachers, Superintendents
Advisory Committee	A program committee has been organized implementing CTE Programs using the Career Pathways Model to create career pathways that leads to industry certification and/or KOSSA certification. New career pathways offered by KDE will be explored by the school and offered as the opportunity presents itself.	Career Preparation/Orientation	07/01/2015	06/30/2016	\$1000	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff
Math Collaborative	Our math coach/interventionist along with teachers from Corbin Primary, Corbin Elementary, and Corbin Intermediate will be trained by a Math Collaborative hosted by SESC to increase math knowledge, pedagogy and knowledge on coaching techniques.	Professional Learning	06/01/2017	07/01/2017	\$3000	Teachers, Principals

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MAP Assessment Analysis	Principals will attend MAP training and then train certified teachers at summer conference. Devote time to analyzing student data for the purpose of implementing differentiated instruction. Students in the 25th percentile will be identified for remediation.	Professional Learning	06/01/2016	07/01/2017	\$3000	Assessment Coordinator (District and Building); Superintendent; Principals, Assistant Principal
Support Personnel for RTI	CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention.	Academic Support Program	07/01/2016	06/30/2017	\$30000	Superintendent, Title I and Title II Coordinator, Principals
PLC Subject Area Test Analysis	Teachers in each tested area will use the tool from Kentucky Association of School Councils (KASC) to analyze test scores. This will be a day placed in the school calendar for November.	Academic Support Program	11/01/2016	06/30/2017	\$2000	Principals, reading and math teachers, District Administration
Math Rigor	CPS and CES received training on how to improve rigor in mathematics. They will be given Number Talks that will be used during their PLC time for training on how to increase rigor in mathematics.	Professional Learning	06/01/2016	07/01/2017	\$100	District PD Coordinator, Principal, Math Teachers, Math Coaches
Total					\$42100	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Assessment Analysis	Principals will attend MAP training and then train certified teachers at summer conference. Devote time to analyzing student data for the purpose of implementing differentiated instruction. Students in the 25th percentile will be identified for remediation.	Professional Learning	06/01/2016	07/01/2017	\$31250	Assessment Coordinator (District and Building); Superintendent; Principals, Assistant Principal
Professional Development	All PD will be approved at the school or district level. All PD will be content or pedagogy focused base on improvement plans. Seminars will address specific areas of focus and allow principals to get away from a "one size fits all" approach to professional development.	Professional Learning	07/01/2016	06/30/2017	\$5000	Superintendent, PD Coordinators, Principals, Teachers

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Assessment Analysis	Teachers will spend PD time analyzing KPREP and ACT (EPAS) results, identifying students with common misconceptions, discussing teacher issues, and reflecting on instruction. Teachers will also utilize all available resources such as test bank items, practice assessments, and curriculum maps.	Professional Learning	11/01/2016	06/30/2017	\$5000	District Assessment Coordinator, Building Assessment Coordinator, Principals, Teachers
Total					\$41250	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Committee	A program committee has been organized implementing CTE Programs using the Career Pathways Model to create career pathways that leads to industry certification and/or KOSSA certification. New career pathways offered by KDE will be explored by the school and offered as the opportunity presents itself.	Career Preparation/Orientation	07/01/2015	06/30/2016	\$1000	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff
Total					\$1000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Assessment Analysis	Principals will attend MAP training and then train certified teachers at summer conference. Devote time to analyzing student data for the purpose of implementing differentiated instruction. Students in the 25th percentile will be identified for remediation.	Professional Learning	06/01/2016	07/01/2017	\$34250	Assessment Coordinator (District and Building); Superintendent; Principals, Assistant Principal
Extra Help Programs	Schools will utilize before school, during school, and after school scheduling to accommodate learners who need additional instruction. Saturday will also be a viable opportunity for schools to use ESS money for "extra help" sessions.	Academic Support Program	08/01/2016	06/01/2017	\$20000	Principals, teachers, ESS Coordinator
RTI	All schools will participate in building and implementing a Response to Intervention program that will benefit all students who need extra help in mastering standards. A common set of forms, protocols, and directives will be adopted by each school to guarantee equal access to all students.	Academic Support Program	08/01/2016	06/01/2017	\$61000	School Psychologist, District Assessment Coordinator, School Assessment Coordinator
Assessment Analysis	Teachers will spend PD time analyzing KPREP and ACT (EPAS) results, identifying students with common misconceptions, discussing teacher issues, and reflecting on instruction. Teachers will also utilize all available resources such as test bank items, practice assessments, and curriculum maps.	Professional Learning	11/01/2016	06/30/2017	\$5000	District Assessment Coordinator, Building Assessment Coordinator, Principals, Teachers
Professional Development	All PD will be approved at the school or district level. All PD will be content or pedagogy focused base on improvement plans. Seminars will address specific areas of focus and allow principals to get away from a "one size fits all" approach to professional development.	Professional Learning	07/01/2016	06/30/2017	\$5000	Superintendent, PD Coordinators, Principals, Teachers

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Educational Equity	The district will set up administration meetings at each school with the specific purpose of reviewing procedures subsequent to educational equity. Consistent expectations will be described in how schools assign staff (both certified and classified), as well as monetary and physical assets.	Policy and Process	06/01/2016	06/30/2017	\$0	Superintendent, Assistant Superintendents, Principals, Teachers
Fidelity Checks	Copies of reports given to SBDM councils	Academic Support Program, Other	08/01/2016	06/01/2017	\$0	Principals and District Administrators
Program Review Quarterly Meetings	Sarah Evans will meet with Program Review leaders quarterly to help with input of data and to answer questions about rationales and evidence.	Professional Learning	12/01/2016	06/01/2017	\$3000	Sarah Evans, Principals, Program Review Teachers, Superintendents
PLC Subject Area Test Analysis	Teachers in each tested area will use the tool from Kentucky Association of School Councils (KASC) to analyze test scores. This will be a day placed in the school calendar for November.	Academic Support Program	11/01/2016	06/30/2017	\$2000	Principals, reading and math teachers, District Administration
TELL Survey Results	The TELL Survey results will be reviewed by administrative team during their annual retreat. The principals will also review the information with their staff and address needs in the PGP plans.	Professional Learning	03/01/2017	09/01/2017	\$0	Superintendent and Principals
School and District Websites	Schools and district will maintain their websites. Twitter will also be utilized by the schools to send out vital information.	Parent Involvement	08/01/2016	06/30/2017	\$500	Hannah Goins, Principals, and Technology Resource Teachers
Community Partners	District educators will seek businesses as partners in our schools. Schools will invite guest speakers from the community as speakers to enhance College and Career Readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Principals
Parental Involvement Policy	SBDM Councils will revise their parent involvement policy, as needed.	Parent Involvement	06/01/2016	08/01/2017	\$0	Principals and SBDM Council

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Data Review Day	Staff will review data using KASC materials and school report card on a day that is set in the school calendar during November.	Professional Learning	11/07/2016	11/07/2016	\$0	District Administration (Superintendent, Director of Special Education) Principals Team Leaders
Placement Policies	SBDM Councils will update their Placement Policies to include placement of minority students and students in poverty with highly effective teachers.	Policy and Process	06/01/2016	06/30/2017	\$0	SBDM Councils and Principals
Pathway Design	Corbin Independent School District has applied to be a District of Innovation with KDE. This designation will allow CHS to design and implement pathways outside of those recognized by KDE. The pathways will be career certified in the accountability system. (Arts, Law Enforcement, Education)	Career Preparation/Orientation	06/01/2016	07/01/2017	\$0	Mark Daniels, CHS Administration, Vocational School
School Of Innovation Tutors	The Corbin School of Innovation will hire tutors for students in math and reading on an as needed basis by students.	Academic Support Program	06/01/2016	06/30/2017	\$5000	Mark Daniel and School of Innovation Staff
Extended School Services (ESS)	ESS will be provided before and after school for students who need remediation.	Class Size Reduction, Direct Instruction	07/01/2016	06/01/2017	\$10000	Principals, Teachers, ESS Coordinator
SBDM Voting	Offer more venues for voting (electronic) as well as times to increase participation	Parent Involvement	04/01/2017	07/01/2017	\$0	Principals, Hannah Goins
Total					\$145750	

Corbin Primary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Personnel for RTI	CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention.	Academic Support Program	07/01/2016	06/30/2017	\$240000	Superintendent, Title I and Title II Coordinator, Principals

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Corbin Independent

Math Rigor	CPS and CES received training on how to improve rigor in mathematics. They will be given Number Talks that will be used during their PLC time for training on how to increase rigor in mathematics.	Professional Learning	06/01/2016	07/01/2017	\$100	District PD Coordinator, Principal, Math Teachers, Math Coaches
Parent Title I Informational Meeting	Each school will discuss Title I and Parent Involvement at a publicized meeting at the beginning of the school year.	Parent Involvement	07/01/2016	07/01/2017	\$0	Principals
Parent Involvement Action Plan	Each school will develop an action plan to involve parents in our schools. The plan will include activities to educate parents on how to help their child be successful at school.	Parent Involvement	07/01/2016	06/30/2017	\$0	Principals
K-4 Mathematics Coach	Mathematics coach will be hired to work initially with K - 4 teachers to improve student learning	Recruitment and Retention	07/01/2016	07/01/2017	\$60000	CO Staff
Elementary Math Coach	Math coach will focus on grades K - 4 initially. They will train teachers in math pedagogy, review curriculum maps, review instructional materials, model lessons, and provide professional learning opportunities.	Academic Support Program	08/10/2015	06/01/2016	\$60000	Jennifer Phipps, Assistant Superintendents, Principals
ESS Reading and Math Instructors	We will hire two additional ESS teachers for math and reading at Corbin Primary and Corbin Elementary. We will provide one additional ESS staff member to Corbin Intermediate. These teachers will provide instruction to students below the 25th percentile in math or reading that are beyond the caseload of current interventionist.	Academic Support Program	07/01/2016	06/30/2017	\$8000	Principals, Central Office Staff
Daytime ESS	Additional daytime ESS staff will be provided to give additional supports to students that need interventions in math and/or reading.	Academic Support Program	08/01/2016	06/01/2017	\$8000	Principals and ESS Coordinator
Math Interventionist/Daytime ESS	We will support interventionist for math at Corbin Primary and Corbin Elementary to work to reduce the number of students scoring novice in mathematics	Academic Support Program	07/01/2016	06/30/2017	\$6000	Principal
Math Collaborative	Our math coach/interventionist along with teachers from Corbin Primary, Corbin Elementary, and Corbin Intermediate will be trained by a Math Collaborative hosted by SESC to increase math knowledge, pedagogy and knowledge on coaching techniques.	Professional Learning	06/01/2017	07/01/2017	\$3000	Teachers, Principals
Total					\$385100	

Corbin Preschool

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Corbin Independent

Support Personnel for RTI	CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention.	Academic Support Program	07/01/2016	06/30/2017	\$240000	Superintendent, Title I and Title II Coordinator, Principals
Total					\$240000	

Corbin Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Corbin Educational Center	This program is both an academic and behavioral support initiative. Students with academic/behavioral issues will have the opportunity for daily counseling and online credit recovery.	Behavioral Support Program	07/01/2016	07/01/2017	\$100000	Corbin Education Staff, Director of Special Programs, Superintendent
Advisor/Advisee	Students will receive counseling in career pathways (ILP), academic orientation, etc. Students will also focus on topics such as bullying, presentation skills, etc. The high school will modify their master schedule to allow time for a daily advisory. School staff will become educated as to career options and the ILP process. The program at CHS will be called AIM (Advise, Instruct, and Mentor); focusing on ILP construction, ACT prep, and College/Career readiness.	Career Preparation/Orientation	07/01/2016	06/01/2017	\$0	Principals, staff
Support Personnel for RTI	CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention.	Academic Support Program	07/01/2016	06/30/2017	\$240000	Superintendent, Title I and Title II Coordinator, Principals
Parent Title I Informational Meeting	Each school will discuss Title I and Parent Involvement at a publicized meeting at the beginning of the school year.	Parent Involvement	07/01/2016	07/01/2017	\$0	Principals
Parent Involvement Action Plan	Each school will develop an action plan to involve parents in our schools. The plan will include activities to educate parents on how to help their child be successful at school.	Parent Involvement	07/01/2016	06/30/2017	\$0	Principals
K-4 Mathematics Coach	Mathematics coach will be hired to work initially with K - 4 teachers to improve student learning	Recruitment and Retention	07/01/2016	07/01/2017	\$60000	CO Staff
Total					\$400000	

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Corbin Independent

Corbin Intermediate

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Personnel for RTI	CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention.	Academic Support Program	07/01/2016	06/30/2017	\$240000	Superintendent, Title I and Title II Coordinator, Principals
Parent Title I Informational Meeting	Each school will discuss Title I and Parent Involvement at a publicized meeting at the beginning of the school year.	Parent Involvement	07/01/2016	07/01/2017	\$0	Principals
Parent Involvement Action Plan	Each school will develop an action plan to involve parents in our schools. The plan will include activities to educate parents on how to help their child be successful at school.	Parent Involvement	07/01/2016	06/30/2017	\$0	Principals
K-4 Mathematics Coach	Mathematics coach will be hired to work initially with K - 4 teachers to improve student learning	Recruitment and Retention	07/01/2016	07/01/2017	\$60000	CO Staff
ESS Reading and Math Instructors	We will hire two additional ESS teachers for math and reading at Corbin Primary and Corbin Elementary. We will provide one additional ESS staff member to Corbin Intermediate. These teachers will provide instruction to students below the 25th percentile in math or reading that are beyond the caseload of current interventionist.	Academic Support Program	07/01/2016	06/30/2017	\$8000	Principals, Central Office Staff
Instructional Assistants	We will hire an additional instructional assistant at Corbin Elementary and Corbin Intermediate to aid with at-risk students that need individualized instruction.	Academic Support Program	01/04/2016	07/01/2016	\$16000	Principals, and Central Office Staff, Special Ed Director
Daytime ESS	Additional daytime ESS staff will be provided to give additional supports to students that need interventions in math and/or reading.	Academic Support Program	08/01/2016	06/01/2017	\$8000	Principals and ESS Coordinator
Instructional Assistants	Two instructional assistants will be hired to aid with at-risk students. This will allow the teacher interventionist to work with the classroom teacher without interruption.	Academic Support Program, Community Engagement, Behavioral Support Program	07/01/2016	06/30/2017	\$30000	Special education director and principals
Math Collaborative	Our math coach/interventionist along with teachers from Corbin Primary, Corbin Elementary, and Corbin Intermediate will be trained by a Math Collaborative hosted by SESC to increase math knowledge, pedagogy and knowledge on coaching techniques.	Professional Learning	06/01/2017	07/01/2017	\$3000	Teachers, Principals
Total					\$365000	

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Corbin Independent

Corbin High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Corbin Educational Center	This program is both an academic and behavioral support initiative. Students with academic/behavioral issues will have the opportunity for daily counseling and online credit recovery.	Behavioral Support Program	07/01/2016	07/01/2017	\$100000	Corbin Education Staff, Director of Special Programs, Superintendent
Advisor/Advisee	Students will receive counseling in career pathways (ILP), academic orientation, etc. Students will also focus on topics such as bullying, presentation skills, etc. The high school will modify their master schedule to allow time for a daily advisory. School staff will become educated as to career options and the ILP process. The program at CHS will be called AIM (Advise, Instruct, and Mentor); focusing on ILP construction, ACT prep, and College/Career readiness.	Career Preparation/Orientation	07/01/2016	06/01/2017	\$0	Principals, staff
Credit Recovery Classroom	A credit recovery classroom will be implemented in the High School serving those students who are behind in scheduled credits.	Academic Support Program	07/01/2016	06/30/2017	\$50000	Superintendent, Principal
Career Clustering PD	CHS staff will be trained on the details of Career Pathways and the procedures associated with taking the KOSSA assessments for industry certification. Staff will be trained on how to share this information with students.	Professional Learning	06/01/2016	07/01/2017	\$0	District PD Coordinator, CHS Guidance, CHS Staff, CHS Administration, and Corbin Area Technology Administration
Advisory Committee	A program committee has been organized implementing CTE Programs using the Career Pathways Model to create career pathways that leads to industry certification and/or KOSSA certification. New career pathways offered by KDE will be explored by the school and offered as the opportunity presents itself.	Career Preparation/Orientation	07/01/2015	06/30/2016	\$2000	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff

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Purchase Curriculum Support Materials	Corbin Independent School District will purchase a web-based computer program (Odysseyware) to allow students that are at-risk of failing or that are based at our day treatment center a chance to complete their required credit hours at their own pace. APEX will also allow students at this school to take accelerated (AP) courses. This program will also be used during Non-Traditional make up days as well as for homebound students.	Academic Support Program	07/01/2016	06/30/2017	\$20000	Mark Daniel, Superintendent, Principals
Schools of Innovation	Various schools including KAPPA, Even Start, Aspire and KAPPA/Flex will be utilized and funded (Compulsory Attendance Grant) to allow at-risk students options for seeking graduation. Counselors and administration will actively utilize AIM to target potential at-risk students and provide them with graduation options through various school initiatives. All staff will be trained and educated as to the programs available in the district.	Academic Support Program	07/01/2016	07/01/2017	\$90000	Coordinator, Mark Daniels, Principals, Counselors
Pre-Algebra for 9th Grade	Students that enter with 8th grade and do not meet minimum criteria for Algebra I will be assigned to a Pre-Algebra class for one trimester. The students will then take Algebra I during the 2nd and 3rd trimester of their Freshman year and the first trimester of their second year.	Direct Instruction	08/01/2016	06/30/2017	\$0	Counselors and Principal
Altering Master Schedule	Students that are not achieving mastery in core subjects will have their learning time extended by either 6 or 12 weeks of the following trimester. This could include summer classes if necessary.	Direct Instruction	07/01/2016	06/30/2017	\$3000	CHS staff, Principal, and Counselors
End of Course Practice Exams	PLC's will develop EOC practice exams from Quality Core materials to enable students to be more prepared in taking the EOC exams.	Academic Support Program	08/01/2016	06/30/2017	\$0	High School PLC
Special Education Teacher	A special needs teacher will be hired to help with intense student needs. They be split among two schools.	Academic Support Program	12/07/2015	06/30/2016	\$30000	Special Education Director and Principals
Total					\$295000	

Corbin Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Personnel for RTI	CPS will reduce class size with 2 additional teachers funded with Title I funds and 1 teacher from Title II. CES will reduce class size with 1.5 teachers from Title I and 1 teacher from Steel-Reese Grant to serve a math interventionist, and .5 teacher from RLIS Grant. CIS will have .5 teacher from Title I for math intervention. CMS will have a .5 teacher funded from Title I for math/reading intervention.	Academic Support Program	07/01/2016	06/30/2017	\$240000	Superintendent, Title I and Title II Coordinator, Principals
Parent Title I Informational Meeting	Each school will discuss Title I and Parent Involvement at a publicized meeting at the beginning of the school year.	Parent Involvement	07/01/2016	07/01/2017	\$0	Principals

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Parent Involvement Action Plan	Each school will develop an action plan to involve parents in our schools. The plan will include activities to educate parents on how to help their child be successful at school.	Parent Involvement	07/01/2016	06/30/2017	\$0	Principals
K-4 Mathematics Coach	Mathematics coach will be hired to work initially with K - 4 teachers to improve student learning	Recruitment and Retention	07/01/2016	07/01/2017	\$60000	CO Staff
iReady	Purchase iReady for Corbin Elementary to provide support for Common Core instruction.	Academic Support Program	07/01/2016	07/01/2017	\$16000	Principal, Title I Coordinator
Elementary Math Coach	Math coach will focus on grades K - 4 initially. They will train teachers in math pedagogy, review curriculum maps, review instructional materials, model lessons, and provide professional learning opportunities.	Academic Support Program	08/10/2015	06/01/2016	\$60000	Jennifer Phipps, Assistant Superintendents, Principals
ESS Reading and Math Instructors	We will hire two additional ESS teachers for math and reading at Corbin Primary and Corbin Elementary. We will provide one additional ESS staff member to Corbin Intermediate. These teachers will provide instruction to students below the 25th percentile in math or reading that are beyond the caseload of current interventionist.	Academic Support Program	07/01/2016	06/30/2017	\$8000	Principals, Central Office Staff
Instructional Assistants	We will hire an additional instructional assistant at Corbin Elementary and Corbin Intermediate to aid with at-risk students that need individualized instruction.	Academic Support Program	01/04/2016	07/01/2016	\$16000	Principals, and Central Office Staff, Special Ed Director
Daytime ESS	Additional daytime ESS staff will be provided to give additional supports to students that need interventions in math and/or reading.	Academic Support Program	08/01/2016	06/01/2017	\$8000	Principals and ESS Coordinator
Special Education Teacher	A special needs teacher will be hired to help with intense student needs. They be split among two schools.	Academic Support Program	12/07/2015	06/30/2016	\$30000	Special Education Director and Principals
Instructional Assistants	Two instructional assistants will be hired to aid with at-risk students. This will allow the teacher interventionist to work with the classroom teacher without interruption.	Academic Support Program, Community Engagement, Behavioral Support Program	07/01/2016	06/30/2017	\$30000	Special education director and principals
Math Interventionist	This person will work with students in the 25th percentile and below in math	Academic Support Program	07/01/2016	06/30/2017	\$25000	Principal
Math Collaborative	Our math coach/interventionist along with teachers from Corbin Primary, Corbin Elementary, and Corbin Intermediate will be trained by a Math Collaborative hosted by SESC to increase math knowledge, pedagogy and knowledge on coaching techniques.	Professional Learning	06/01/2017	07/01/2017	\$3000	Teachers, Principals
Total					\$496000	

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Corbin Independent

Corbin Educational Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Corbin Educational Center	This program is both an academic and behavioral support initiative. Students with academic/behavioral issues will have the opportunity for daily counseling and online credit recovery.	Behavioral Support Program	07/01/2016	07/01/2017	\$100000	Corbin Education Staff, Director of Special Programs, Superintendent
Advisor/Advisee	Students will receive counseling in career pathways (ILP), academic orientation, etc. Students will also focus on topics such as bullying, presentation skills, etc. The high school will modify their master schedule to allow time for a daily advisory. School staff will become educated as to career options and the ILP process. The program at CHS will be called AIM (Advise, Instruct, and Mentor); focusing on ILP construction, ACT prep, and College/Career readiness.	Career Preparation/Orientation	07/01/2016	06/01/2017	\$0	Principals, staff
Purchase Curriculum Support Materials	Corbin Independent School District will purchase a web-based computer program (Odysseyware) to allow students that are at-risk of failing or that are based at our day treatment center a chance to complete their required credit hours at their own pace. APEX will also allow students at this school to take accelerated (AP) courses. This program will also be used during Non-Traditional make up days as well as for homebound students.	Academic Support Program	07/01/2016	06/30/2017	\$20000	Mark Daniel, Superintendent, Principals
Schools of Innovation	Various schools including KAPPA, Even Start, Aspire and KAPPA/Flex will be utilized and funded (Compulsory Attendance Grant) to allow at-risk students options for seeking graduation. Counselors and administration will actively utilize AIM to target potential at-risk students and provide them with graduation options through various school initiatives. All staff will be trained and educated as to the programs available in the district.	Academic Support Program	07/01/2016	07/01/2017	\$90000	Coordinator, Mark Daniels, Principals, Counselors
Math Rigor	CPS and CES received training on how to improve rigor in mathematics. They will be given Number Talks that will be used during their PLC time for training on how to increase rigor in mathematics.	Professional Learning	06/01/2016	07/01/2017	\$100	District PD Coordinator, Principal, Math Teachers, Math Coaches
End of Course Practice Exams	PLC's will develop EOC practice exams from Quality Core materials to enable students to be more prepared in taking the EOC exams.	Academic Support Program	08/01/2016	06/30/2017	\$0	High School PLC
Total					\$210100	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	www.corbinschools.org	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	N/A		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Comprehensive District Improvement Plan

Corbin Independent

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	N/A		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	N/A		

Comprehensive District Improvement Plan

Corbin Independent

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Comprehensive District Improvement Plan

Corbin Independent

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Comprehensive District Improvement Plan

Corbin Independent

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	N/A		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	Yes		District of Innovation Application - Corbin

Comprehensive District Improvement Plan

Corbin Independent

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

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 district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Increase the percentage of students (without bonus) who are College & Career Ready from 82.0% to 88% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students who are college/career ready to 88% by 06/30/2017 as measured by KDE generated data..

Strategy1:

Career Readiness Pathways - Stakeholders will ensure that students will choose courses that are aligned with the Common Core Standards and KDE certified career pathways.

Category: Career Readiness Pathways

Research Cited:

Activity - Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program committee has been organized implementing CTE Programs using the Career Pathways Model to create career pathways that leads to industry certification and/or KOSSA certification. New career pathways offered by KDE will be explored by the school and offered as the opportunity presents itself.	Career Preparation/ Orientation	07/01/2015	06/30/2016	\$1000 - Perkins \$1000 - Title II Part A	CHS faculty and staff in collaboration with Corbin Area Technology Center faculty and staff

Activity - Pathway Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Independent School District has applied to be a District of Innovation with KDE. This designation will allow CHS to design and implement pathways outside of those recognized by KDE. The pathways will be career certified in the accountability system. (Arts, Law Enforcement, Education)	Career Preparation/ Orientation	06/01/2016	07/01/2017	\$0 - No Funding Required	Mark Daniels, CHS Administration, Vocational School

Strategy2:

ACT Performance - Corbin Independent School District will provide opportunities for students to be better equipped to perform well on the state required ACT.

Category:

Research Cited:

Comprehensive District Improvement Plan

Corbin Independent

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 an ACT like assessment in the fall This is a volunteer activity. It will allow students to become more familiar with this college readiness assessment. Data from this administration will be utilized to help students individually improve their performance on the ACT assessment. School funds will be used to implement Methods Test Prep (a 24/7 program) in which students have complete access to use in preparing for future ACT administrations.	Academic Support Program	08/10/2015	06/01/2016	\$2000 - General Fund	Superintendent, Assistant Superintendents, Counselors, and Principal

Strategy3:

Teacher Professional Development - Career Pathways - Training for staff on the various career pathways and methods to counsel students will allow more students to become career ready. CHS will implement an AIM period during the day in order to focus on CCR strategies and informational knowledge for students. This intentional time will allow students to meet with teachers in smaller groups and select a career path in which they are interested in. ACT strategies will also be a focus of this designated time.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Clustering PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHS staff will be trained on the details of Career Pathways and the procedures associated with taking the KOSSA assessments for industry certification. Staff will be trained on how to share this information with students.	Professional Learning	06/01/2016	07/01/2017	\$0 - No Funding Required	District PD Coordinator, CHS Guidance, CHS Staff, CHS Administration, and Corbin Area Technology Administration.

Goal 2:

Equitable Distribution of Assets/Supports

Measurable Objective 1:

collaborate to provide equitable distribution of all district assets including teacher quality, resources (monetary and otherwise), to insure ALL students are provided a quality educational experience by 06/30/2017 as measured by student assessment data as well as student/parent surveys .

Strategy1:

Internal Review - CISD (Corbin Independent Schools) will initiate discussions and collaboration around the idea of insuring educational equity among all stakeholders. This will be accomplished by district led meetings with school administration and the implementation of parent and student surveys.

Category: Management Systems

Research Cited:

Comprehensive District Improvement Plan

Corbin Independent

Activity - Placement Policies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Councils will update their Placement Policies to include placement of minority students and students in poverty with highly effective teachers.	Policy and Process	06/01/2016	06/30/2017	\$0 - No Funding Required	SBDM Councils and Principals

Activity - Educational Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will set up administration meetings at each school with the specific purpose of reviewing procedures subsequent to educational equity. Consistent expectations will be described in how schools assign staff (both certified and classified), as well as monetary and physical assets.	Policy and Process	06/01/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Assistant Superintendents, Principals, Teachers

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:
 Increase the average combined reading and math proficiency KPREP scores for students. Elementary will increase from 62.1% in 2016 to 77.2% . Middle will increase from 65.7% to 80.8%. High School will increase from 63.3% to 77.4% by 2019.

Measurable Objective 1:
 collaborate to increase the average combined reading and math KPREP scores. Elementary will increase to 68.1% .Middle School will increase to 73.1 % . High School will increase to 68.4% by 06/01/2017 as measured by K-PREP data..

Strategy1:
 Survey Results - The TELL/Val-Ed survey results will be utilized to assess district needs for resources, culture, facilities, leadership, discipline, and community support.

Category:
 Research Cited:

Activity - TELL Survey Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL Survey results will be reviewed by administrative team during their annual retreat. The principals will also review the information with their staff and address needs in the PGP plans.	Professional Learning	03/01/2017	09/01/2017	\$0 - No Funding Required	Superintendent and Principals

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

The Corbin Independent School system is a K-12 district which houses nearly 3,000 students located in the southeastern corner of Kentucky, near the Tennessee border. The Corbin community is unique in that it lies in three different counties (Whitley, Knox, and Laurel). A majority of the Corbin district is in Whitley county with a small percentage in Knox. While a portion of the city limits is in Laurel, no part of the school system resides in this county. The gender breakdown is approximately 50/50 (male to female) and has a free/reduced lunch percentage of just over 50% district-wide.

Over the past three years the Corbin Ind. district has grown approximately 150 students (and nearly 1,000 in the past 10 years). The student population is approximately 95% Caucasian with the other 5% being represented by African-American, Indian, etc. The community demographics is very similar to the make-up of the school with over 90% of the community being Caucasian and a variety of other ethnicity being represented. Corbin Independents teaching staff is nearly 100% Caucasian.

The Corbin community has faced many challenges over the past three years including but not limited to, closing/downsizing of local industry (Whayne Supply, CSX RR), a difficult dispute with a neighboring county over occupational taxes, and a growing problem with illegal drugs. Due to the loss of many jobs in our area, this marked the first decline we have seen in enrollment with a loss of approximate 28 students. Our community is not unlike many communities in our area with growing unemployment/underemployment, lack of industry, and a general disregard toward education in many subsets of the population. Even in a high performing district such as Corbin, there is a strong need to continue to educate the population as to the benefits of student achievement and school involvement from all stakeholders.

System's Purpose

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

The district mission statement is "Striving To Be The Best", this is not a self-serving slogan for our stationery, it is our belief statement. We are very competitive with high performing districts throughout the state as well as, and more importantly, ourselves.

We are constantly trying to improve and regularly visit schools/districts who are doing certain things better than us. This effort is driven by our Board of Education, who developed our Mission Statement, as well as our six board goals. Those board goals are:

- (1) All students/staff will utilize technology to enhance learning
- (2) All students/staff will embrace diversity and treat others with respect
- (3) All students/staff will be challenged to reach their highest potential
- (4) All students/staff will strive to work to ensure partnerships among, community, business, and parents.
- (5) All students/staff will have safe, inviting, clean, and drug-free schools
- (6) All students/staff will be equipped with skills for success beyond high school.

The goal for students exiting our district is to be College/Career ready and emotionally/academically ready for the next phase of their future. Corbin Independent Schools employs a variety of strategies to ensure students are meeting satisfactory achievement benchmarks and the use of data is integral to this endeavor. Common assessments are developed and used throughout the district and the use of analytical processes during PLC's (Professional Learning Communities) help identify student and staff areas of need. Our district has employed a math instructional coach for K - 4th grade in order to facilitate growth among staff and to disaggregate student/program data. MAP (Measures of Academic Progress) is utilized to measure student achievement longitudinally, and prescribe appropriate intervention strategies.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Corbin Independent Schools has been recognized as a "District of Distinction" by the Kentucky Department of Education for 2 of the past 3 years. CISD has also been ranked in the top ten districts for the past 5 years among K-12 districts. We have improved our overall composite district ACT score from 20.1 to 21.3 over the past 4 years. During a time of economic struggles and increasing poverty, our district continues to grow in population and increase student achievement. The most recent College/Career readiness index (with bonus) has increased from 95% to 100% in the past year.

Areas of improvement for our district include but are not limited to:

- (1) Math achievement (Teaching and Learning)
- (2) Improved proficiency numbers among non-duplicated gap students in all areas
- (3) Reduction of the number of students scoring novice in math and reading.

Additional Information

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

There are several components of a successful school district that are not readily apparent to the general public, listed below are some of these integral factors:

- (1) Collaboration between staff (in particular principals between schools)
- (2) Use of daily learning targets that are aligned with the standards and formatively assessed daily.
- (3) Use of professional learning communities (to analyze and critique teacher work as well as student assessments)
- (4) Utilization of Master schedule (building 12 professional days into teacher calendar -- 5 PD days; 7 teacher work days)
- (5) Integration of grant money into our programs (21st Century, COPS grant, School Climate)