



Comprehensive School Improvement Plan

Corbin Middle School
Corbin Independent

Cynthia Davis
706 South Kentucky
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 School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Corbin Middle School 16-17

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

We consistently have a low number of enrolled students in the categories of minority, ELL, and student with disabilities. Our high percentage of students from poverty has shown an increase each year from 2013-2014 with an increase from 50.3 to 59.2. Overall, we have a teaching staff with an average teaching experience of 13.2 years and an administration with less than 3 years of experience. We have 31.4% of teachers with a Rank I Degree and 51.4% with a Master's Degree. All classes are taught by Highly Qualified Teachers with a student to teacher ratio of 15:1. Our teacher turnover rate is 20% due to student enrollment and personnel promotions within the district. Our average daily student attendance is 95.79%, retention rate of 0.9% and dropout rate of 0.2%.

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

One noted barrier from the data analysis would be ensuring high risk students at CMS gain access to an equitable curriculum. This would include our high percentage of students in poverty, ELL students and students with disabilities. Due to a shift in student/family dynamics, job turnover within the local community, and increased number of non-traditional households.

A second barrier from the data analysis includes a staff and administration turnover. This is due to in and out of district staff and administration promotions. Also, due to yearly changes in student enrollment and the sharing of teachers in district.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		CMS School Equity Goals 16-17

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

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

OR

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

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 60.2% to 65.2% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 60.2% to 65.2% by 06/30/2017 as measured by K-PREP.

Strategy1:

TELL Survey - Inform administration about the culture of our school

Category: Professional Learning & Support

Research Cited:

Activity - Survey Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze TELL Survey results annually to understand the perception of staff concerning the culture of our building.	Behavioral Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Administrators and CMS Faculty and Staff

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Strategy2:

Individual Mentoring - This will allow the student in the non-duplicated group to have an academic coach to mentor through their needed areas.

Category: Continuous Improvement

Research Cited:

Activity - Name Them - Claim Them Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the non-duplicated gap group will be assigned a core teacher as their mentor or coach. The student will meet with the coach weekly during the coach's planning period to tutor them in areas where deficits were discovered in progress monitoring.	Tutoring	08/17/2016	06/30/2017	\$0 - No Funding Required	Core teachers and administration.

Strategy3:

Remediation - Reading instruction with a research based program

Category: Continuous Improvement

Research Cited:

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000 - Grant Funds	Language Arts Teachers RTI Teachers Administration

Activity - IXL Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 25th percentile in math receive instruction in math using this program on a daily basis with classroom and special education teacher.	Academic Support Program	08/17/2016	06/30/2017	\$1000 - General Fund	Classroom teacher, Resource teacher and Administration

Activity - Math KPREP Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math KPREP materials used to provided instruction to students with disabilities, economically disadvantaged students and low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers RTI Teachers Administration

Strategy4:

After-School Tutoring - Allow additional time for remediation in Math Reading Instruction.

Category: Continuous Improvement

Research Cited: MAP, IXL, Read 180, AR, Formative & Summative Assessments

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Activity - Extended School Services Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered the opportunity to receive remediation in math and reading two afternoons per week by a certified math or reading teachers.	Tutoring	08/17/2016	06/30/2017	\$5500 - State Funds	Corbin Middle School Teachers and Administrators

Strategy5:

Response to Intervention - The students will be chosen to receive extended math and reading instruction, during the school day, if scoring below the 25th percentile on MAP testing.

Category: Continuous Improvement

Research Cited: MAP testing data and teacher recommendation of student needs.

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional response to intervention math and reading services	Academic Support Program	08/17/2016	06/30/2017	\$100000 - District Funding	Administration and RTI teachers

Strategy6:

Targeting Non-Proficient Students - Teachers will monitor students in the non-duplicated gap group using MAP in reading and mathematics. Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Continuous Improvement

Research Cited: MAP, Formative & Summative Assessments, IXL, AR, Read 180

Activity - MAP Score Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP scores each nine weeks of the non-duplicated gap group. Each student will be monitored for growth. Results will be compared with those students not in the gap group.	Academic Support Program	08/17/2016	06/30/2017	\$6300 - District Funding	CMS Teachers and Administrators will be responsible for administering the test and analyzing the data using MAP spreadsheet to collect the data.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor formative assessments (i.e. exit slips, questioning) and summative assessments (common assessments, unit and chapter test) to monitor gaps in the groups.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Corbin Middle School teachers and administrators

Goal 2:

Increase teacher teacher professional learning.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers. by 06/30/2017 as measured by the number of teachers who have engaged in PGES Evaluations and Professional Development Opportunities..

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Strategy1:

Professional Development - All teachers will participate in 12 professional development/work days for 16-17 school year.

Category: Professional Learning & Support

Research Cited: TPGES, PPGES, Framework for Teaching, Tell & Val-Ed Survey

Activity - Breakout Edu	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning with all teachers in the building. This is a student engagement professional learning activity.	Professional Learning	08/05/2016	08/05/2016	\$0 - No Funding Required	Kristal Doolin Administration Teachers

Activity - District Professional Development Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in a 2-day professional development conference.	Professional Learning	08/08/2016	08/09/2016	\$0 - No Funding Required	District Administration School Administration Presenters Teachers

Activity - Content Work Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in curriculum development and planning with other teachers from the same common core area within the school district.	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Administration Teachers

Activity - Ed Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning with other teachers from surrounding school districts.	Professional Learning	06/25/2016	07/25/2016	\$0 - No Funding Required	Kristal Doolin, Administration, Teachers

Activity - Test Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers participated in reviewing 15-16 KPREP test data.	Professional Learning	11/07/2016	11/07/2016	\$0 - No Funding Required	Administration Teachers

Activity - Policies & Procedures Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning for Handbook, Policies, Procedures, CEP, Nurse Trainings, Youth Mental Health (YMH), and Advisory Training's.	Professional Learning	08/10/2016	08/31/2016	\$0 - No Funding Required	Administration Grace Community RN Youth Service Coordinator Guidance Counselor Teachers

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Activity - District PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers participated in a School Safety Session and completed online required training's.	Professional Learning	08/01/2016	08/17/2016	\$0 - No Funding Required	District & School Administration Teachers

Activity - Parent & Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in at least three parent and community events each year (Student/ Family Picnic, Transition Night, Night With the Arts).	Parent Involvement Community Engagement	08/01/2016	06/30/2017	\$0 - No Funding Required	Administration Teachers

Strategy2:

Professional Growth and Effectiveness System - The teachers will participate in the CEP for the district and complete TPGES.

Administration will participate in following the CEP and conducting the TPGES process.

Category: Teacher PGES

Research Cited:

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Growth Goal Implementation and Documentation	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Administration

Activity - Domain 2: Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PP presentation on Domain 2 with critical attributes.	Professional Learning	08/01/2016	08/31/2016	\$0 - No Funding Required	Administration

Activity - KY Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PP presentation to explain the Framework, domains and level of performance	Professional Learning	08/01/2016	08/31/2016	\$0 - No Funding Required	Administration

Activity - Observations in TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TPGES Observations by Administration and Peers	Professional Learning	08/01/2016	08/31/2016	\$0 - No Funding Required	Administration

Activity - Overview of TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PP presentation on purpose of TPGES and explanation of multiple measures.	Professional Learning	08/01/2016	08/31/2016	\$0 - No Funding Required	Aminstration

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Activity - Domain 3: Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PP presentation on Domain 3 with critical attributes.	Professional Learning	08/01/2016	08/31/2016	\$0 - No Funding Required	Administration

Activity - Professional Growth/Self-Reflection/Voice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of Self-Reflection, Professional Growth Goal and Student Growth Goal with Mid-year and End-year review.	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Administration

Strategy3:

TPGES - School will follow Certified Evaluation Plan and TPGES.

Category: Professional Learning & Support

Research Cited: Tell & Val-Ed Survey, Framework for Teaching, TPGES & PPGES, Parent Surveys

Activity - Peer Observers Trained	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participating as a peer-observer will complete the Peer Observer Module that is located in CIITS PD and renewing teachers will receive school level professional development.	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Administration and Peer - Teachers

Activity - TeachScope Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant principal will train on the TeachScope Module and then pass the test to achieve certification in order to evaluate teachers.	Professional Learning	08/01/2016	06/30/2017	\$600 - Title II Part A	Administration

Goal 3:

Meet or exceed the 10% Novice Reduction decrease in Reading each school year.

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged and Students with Disabilities students will increase student growth for Gap students in Reading by 09/30/2016 as measured by KPREP data..

Strategy1:

Mentoring - Individual Mentoring will allow the students in the Novice group to have an academic coach.

Category: Continuous Improvement

Research Cited: MAP, Read 180, AR, Formative & Summative Data, KPREP Data

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Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Core Content Teachers RTI Teachers Special Education Teachers Administration

Activity - MAP Score Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Strategy2:

Reading Instruction - Students will receive specific reading instruction based on their needed instructional deficits.

Category: Continuous Improvement

Research Cited: MAP, Read 180, AR, Summative & Formative Assessments

Activity - Content Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with disabilities will receive core content instruction delivered by a content teacher, special education teachers, and possibly an instructional monitor.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Language Arts Teachers Special Education Teachers Administration

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individual reading goals based on their MAP data.	Academic Support Program	08/17/2016	06/30/2017	\$10000 - Grant Funds	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Activity - Read 180 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students scoring below 25th percentile in reading will receive instruction in reading using this program on a daily basis with a teacher trained in the program.	Academic Support Program	08/17/2016	06/30/2017	\$4000 - Title I Part A	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Strategy3:

Writing Across the Content Areas - Integrating writing in various content areas will allow students to increase their proficiency in reading and writing.

Category: Continuous Improvement

Research Cited: MAP, AR, Read 180, Formative and Summative Assessments, KPREP Data

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Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the SBDM writing policy and provide examples of evidence for Program Review.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers Writing Coordinator for Program Review SBDM Administration

Strategy4:

Targeting Non-Proficient Students - Teachers will monitor students using MAP in reading.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Integrated Methods for Learning

Research Cited: MAP, Accelerated Reader, Read 180

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting with the Advisory (A&A) Teacher to focus on increasing their Reading Score.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Staff & Teachers Administration

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Classroom Instruction	Academic Support Program	08/17/2016	06/30/2017	\$45000 - General Fund	RTI Teacher Administration

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as scoring Novice in Reading will be invited to attend after-school ESS services.	Academic Support Program	09/01/2016	06/30/2017	\$5000 - District Funding	Language Arts Teachers RTI Teachers Administration

Goal 4:

Meet or exceed the 10% Novice Reduction decrease in Math each school year.

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged and Students with Disabilities students will increase student growth for Gap students in Mathematics by 09/30/2017 as measured by KPREP data..

Strategy1:

Math Instruction - Students will receive specific reading instruction based on their needed instructional deficits.

Category: Continuous Improvement

Research Cited: MAP data, IXL, Formative & Summative Assessments, KPREP Data

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Activity - Math IXL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below Proficiency will receive online math instruction based on their math deficits.	Academic Support Program	08/17/2016	06/30/2017	\$1800 - General Fund	Math Teachers RTI Teachers Special Education Teachers

Activity - Math KPREP Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low-Performing Students will receive grade level core content KPREP instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th Grade Math Students use a progress monitoring test results tool to monitor 7th Grade Math Power Strands. All 8th Grade Math Students analyze their class work and assessments.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Flex Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Math Students are regrouped during 2nd semester flex, allowing all Novice Math students to receive re-teaching of Math Content in the deficit strands.	Academic Support Program	10/24/2016	06/30/2017	\$0 - No Funding Required	8th Grade Teachers Special Education Teachers Administration

Strategy2:

Targeting Non-Proficient Students - Teachers will monitor students using MAP in reading.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Integrated Methods for Learning

Research Cited: MAP, IXL, Formative and Summative Classroom Assessments

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as scoring Novice in Math will be invited to attend after-school ESS services.	Academic Support Program	08/17/2016	06/30/2017	\$5000 - District Funding	Math Teachers RTI Teachers Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers & Staff Administration

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Instruction provided to select students scoring below the 25% in Math.	Academic Support Program	08/17/2016	06/30/2017	\$45000 - Title I Schoolwide	1/2 Funding General and 1/2 Funding Title I. Intervention Teacher Administration

Strategy3:

Mentoring - Individual Mentoring will allow the students in the Novice group to have an academic coach.

Category: Continuous Improvement

Research Cited: MAP Data, IXL, Formative & Summative Assessments, KPREP Data

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Core Content Teachers Administration

Activity - MAP Score Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Math Teachers RTI Teachers Special Education Teachers Administration

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Corbin Middle School involved the School Council, Youth Service Center, and the Parent Involvement Committee to complete the Missing Piece Diagnostic.

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

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

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

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

Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

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

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

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

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

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

Advocacy

Overall Rating: 2.83

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

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

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

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

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.67

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

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

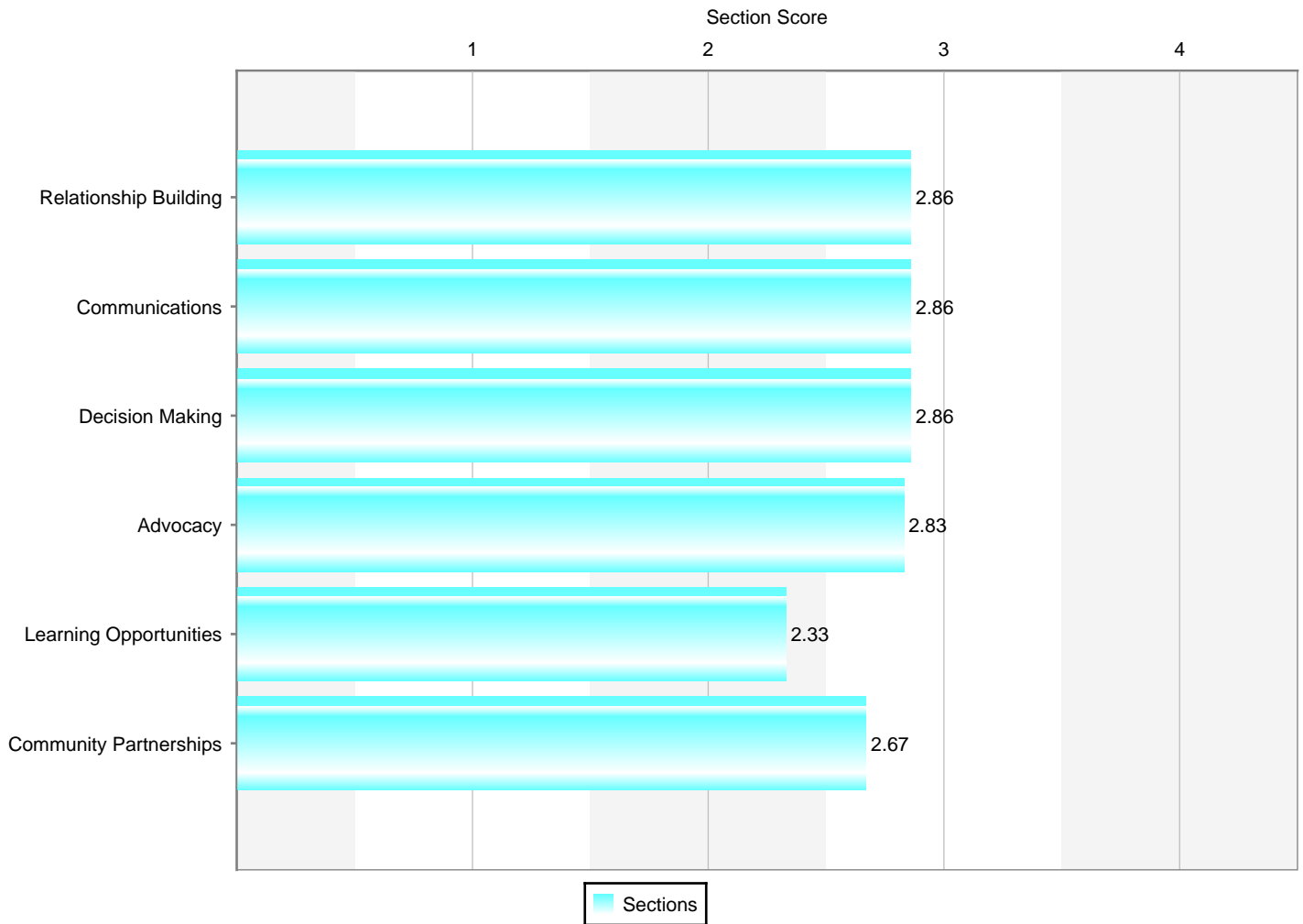
Reflection

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

Corbin Middle School identified the areas of strength as relationship building, communication, and advocacy. The areas we need to improve on were community partnerships and decision making. The Corbin Middle School Council and school staff will continue to involve parents with their student's progress through calls, letters, postcards, apps and websites. The school staff will continue to offer varied ways for parents to contact the staff and discuss assessment data. To address the areas of need, Corbin Middle School will gain input from parents on productive ways to have increased number of parents voting in the SBDM parent election. We will seek additional ways that community agencies can help to address individual student needs. We will also investigate ways for those parents who have been elected to share ideas out with large groups of parents.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process used to engage all stakeholders with Corbin Middle School's improvement plan are as follows: SBDM Council, Professional Learning Communities, Faculty Meetings, District Administration Meetings, Family Resource/PBIS Center Meetings, and Corbin Middle School Committees. SBDM Council holds an election each year to determine who will be representing the Council and their role is discussed during training and the first meeting. SBDM meetings are scheduled monthly. The administration meets weekly with team leaders to discuss any and all school topics or concerns. Committees are established at the beginning of the year and meet during the school year. Committees report to the SBDM Council three times a year. District Administration meetings are held monthly at schools throughout the district or at the Board of Education. The FRC/PBIS meetings are held monthly at the Corbin Center.

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

The administration of Corbin Middle School meets with each stakeholder group and discusses past goals, strategies, and activities that were a part of the previous years' improvement plan. The impact and implementation of strategies and activities are discussed during these meetings. Adjustments are made to the Comprehensive School Improvement Plan after receiving feedback from all stakeholders. Corbin Middle School SBDM approves the completed Comprehensive School Improvement Plan.

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

Corbin Middle School's final Comprehensive School Improvement Plan is presented to the SBDM Council for approval in December. Once approved the CSIP is then presented to the faculty, staff, parents, and placed on the Corbin Middle School website. As part of an impact/implementation check each year, the CSIP is presented to the Corbin Board of Education.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Corbin Middle School reviews the Tell Survey, Val-Ed, School Report Card, student perception data and Infinite Campus Data Reports in order to evaluate our school to meet the needs of all students. Strengths from the Tell Survey indicated that teachers receive support from the school leaders, they are held to high professional standards for delivering instruction, they are evaluated in a consistent manner and they receive feedback that can help them improve their teaching. Other strength areas include teachers having access to technology, community support for our school, student understanding of expectations and following rules of conduct and the faculty feeling that this school is a safe environment to work in.

Weaknesses from the Tell Survey included collaborating with community and teachers having an appropriate level of influence on decision making in this school. Beginning last year, Corbin Middle School began a parent and community involvement initiative and we hosted over 15 events for students, parents and community members.

After reviewing the 16-17 School Report Card, Corbin Middle School meet the delivery targets in Reading & Writing set for us by the State. Corbin Middle School missed the targets in Math & Reading combined and Math by the following percentile points: Math and Reading combined -2.3 in comparison of last years deficit of -3.5; Math -4.7 in comparison to last years deficit of - 5.2 and Social Studies -3.5 in comparison to last year deficit of - 5.8.

Corbin Middle School reviewed Attendance and Student Behavior reports from Infinite Campus. The average daily attendance has stayed steady for the past two years at 95.13 with an increase last year to 95.89. The number of behavior referrals increased from 748 last school year to 794. With the average behavior reports over the past three years showing a decrease from 948 to 794.

All data is reviewed by District Administrators, School Administrators, School Based Council, Team Leaders, and all teachers through a Test Score Analysis Professional Development. Reviewing the data allows stakeholders to evaluate the reports, but does not indicate the causes for increases or decreases.

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?

There were several strengths revealed from the review of the data for Corbin Middle School. Strengths from the Tell Survey indicated that teachers receive support from the school leaders, they are held to high professional standards for delivering instruction, they are evaluated in a consistent manner and they receive feedback that can help them improve their teaching.

Other strength areas include teachers having access to technology, community support for our school, student understanding of expectations and following rules of conduct and the faculty feeling that this school is a safe environment to work in.

The data from previous parent surveys revealed that Corbin Middle School has a great two-way communication between home and school. Parents feel that Corbin Middle School provides information for students to be successful while at school.

Lastly, Corbin Middle School has reason to celebrate because we maintained top KPREP scores and received classification as a Distinguished School. We increased in Reading & Math Achievement Scores from 88 to 93.7 in Reading and 72.1 to 85.1 in Math and maintained Social Studies and Writing Achievement Scores at 100. Student Growth Percentile showed an increase in scores over the past three years in Reading, Math and Reading & Math Combined Scores. We met all three Novice Reduction Goals set for Reading and we met one of three goals set in Math. The % Proficient and Distinguished increased in Math for all students by 4.5 and with the GAP students by 8.2. The % Proficient and Distinguished increased in Reading for all students by 5.3 and with the GAP students by 8.0 with a Novice Reduction of 3.1. The % Proficient and Distinguished increased in Social Studies for all students by 3.6 and with the GAP students by 4.6 with a Novice Reduction of 3.0. The % Proficient and Distinguished increased in Writing for all students by 7.3 and with the GAP students by 7.8 with a Novice Reduction of 1.7.

Opportunities for Improvement

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

The weaknesses revealed from the review of data for Corbin Middle School items included collaborating with parents and community and teachers having an appropriate level of influence on decision making in this school.

Even though we received the classification of Distinguished School, Corbin Middle School decreased in the Student Growth Percentile for Reading, Math, and Reading & Math Combined. We also did not meet 2 of 3 Novice Reduction goals set by the state in the area of Math. We increased in all areas with our Non-Duplicated Gap group but we still need to continue to increase those scores. The groups of concern for Corbin Middle School include the GAP students, which include our Special Education population and Free and Reduced Students. In Reading, Math and Writing, we need to focus on decreasing the number of Novice scores for our students with disabilities. We also need to increase the number of students with disabilities scoring Proficient and Distinguished in all subject areas. In the area of Math, we need to decrease the number of Free & Reduced students scoring Novice.

Finally, Corbin Middle School decreased in Program Review Scores for the area of Practical Living/Careers and we also received a Needs Improvement score in the area of Global Competency/World Language. These are two areas of emphasis for this year.

Current plans include community and parent involvement through specific targeted events throughout the school year. These events are being coordinated through our Parental Involvement Committee Group. We are also providing RTI classes in math and reading for a portion of students scoring below the 25th percentile and we are offering after-school tutoring to students scoring below proficiency in math and reading. Math and Reading teachers are developing specific Novice Reduction Plans to assist students scoring Novice, Free & Reduced students and student with disabilities.

We have attended professional development to learn about the current changes made to Program Reviews. Administration has met with each area of Program Reviews to develop plans for the 2016-2017 school year. We are working through professional development days to improve the curriculum maps for the each area of the Program Reviews.

Conclusion

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

In order for Corbin Middle School to improve on our weaknesses, we have included all stakeholders to create next steps for our areas of concerns. Through committees, we identified specific opportunities, throughout the year, for students and staff to involve parents and community. For example, we have already hosted a Transition Night for incoming 7th grade students and their parents; a Family Painting Night event that allowed us to work alongside our local community and provide an experience for parents and students; a Branch Moore's Project that allowed our Science students to work with a local college and prepare presentations for parents and community to observe; a Global Service Event making Helping Hands for the Student Rebuild campaign and a Welcome to Middle School Family Picnic event that allowed middle school students to introduce their families to their teachers/staff and allowed the community to work alongside the school through sponsorship.

The Principal and Team Leaders meet weekly to encourage the decision making within the school. Team Leaders regularly meet with their teams to also encourage ideas from teachers to involve with ultimate decision making within the school. The staff participated in a professional development day in which they examined KPREP scores. Each subject area analyzed their particular scores and created an action plan for this school year. Within each plan, teams targeted how to improve student gap and growth scores and Novice Reduction. As a school, we have our after-school tutoring services and response to intervention classes which target students not meeting proficiency in reading and math. Finally, our school has set a collaborative working conditions goal stating that administration will collaborate with teachers through professional development and professional learning communities to enhance teachers' abilities to improve student learning while developing and aligning instructional practices. From this goal, we will analyze current test data, implement 7th Grade Math Content Books & IXL Program, ensure collaboration of Regular & Special Education Teachers during PLC meetings with agendas of targeted emphasis, conduct RTI staff Meetings to discuss, develop & implement a new RTI Monitoring System, and conduct MAP Testing in November and April to gather additional data.

2016-2017 Goals and Plans

Overview

Plan Name

2016-2017 Goals and Plans

Plan Description

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

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.3% to 65.2% in 2017.	Objectives: 1 Strategies: 6 Activities: 9	Organizational	\$124300
2	Increase the average reading and math proficiency rating for all students from 67.4 in 2015 to 74.7% by 2017.	Objectives: 1 Strategies: 6 Activities: 9	Organizational	\$125600
3	Increase the percentage of students that are on track to be college ready when they graduate from high school in Reading and Math from 62.9% in 2015 to 81.4% by 2019.	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$114600
4	Meet or exceed the 10% Novice Reduction decrease in Reading each school year.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$64000
5	Meet or exceed the 10% Novice Reduction decrease in Math each school year.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$53300

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.3% to 65.2% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 55.3% to 65.2% by 06/30/2017 as measured by K-PREP.

Strategy 1:

Targeting Non-Proficient Students - Teachers will monitor students in the non-duplicated gap group using MAP in reading and mathematics.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Continuous Improvement

Research Cited: MAP, Formative & Summative Assessments, IXL, AR, Read 180

Activity - MAP Score Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor MAP scores each nine weeks of the non-duplicated gap group. Each student will be monitored for growth. Results will be compared with those students not in the gap group.	Academic Support Program	08/17/2016	06/30/2017	\$6300	District Funding	CMS Teachers and Administrators will be responsible for administering the test and analyzing the data using MAP spreadsheet to collect the data.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor formative assessments (i.e. exit slips, questioning) and summative assessments (common assessments, unit and chapter test) to monitor gaps in the groups.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Corbin Middle School teachers and administrators

Strategy 2:

Individual Mentoring - This will allow the student in the non-duplicated group to have an academic coach to mentor through their needed areas.

Category: Continuous Improvement

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Activity - Name Them - Claim Them Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the non-duplicated gap group will be assigned a core teacher as their mentor or coach. The student will meet with the coach weekly during the coach's planning period to tutor them in areas where deficits were discovered in progress monitoring.	Tutoring	08/17/2016	06/30/2017	\$0	No Funding Required	Core teachers and administration

Strategy 3:

After-School Tutoring - Allow additional time for remediation in Math Reading Instruction.

Category: Continuous Improvement

Research Cited: MAP, IXL, Read 180, AR, Formative & Summative Assessments

Activity - Extended School Services Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered the opportunity to receive remediation in math and reading two afternoons per week by a certified math or reading teachers.	Tutoring	08/17/2016	06/30/2017	\$5500	State Funds	Corbin Middle School Teachers and Administrators

Strategy 4:

Remediation - Reading instruction with a research based program

Category: Continuous Improvement

Activity - IXL Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 25th percentile in math receive instruction in math using this program on a daily basis with classroom and special education teacher.	Academic Support Program	08/17/2016	06/30/2017	\$1000	General Fund	Classroom teacher, Resource teacher and Administration

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000	Grant Funds	Language Arts Teachers RTI Teachers Administration

Activity - Math KPREP Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math KPREP materials used to provided instruction to students with disabilities, economically disadvantaged students and low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1500	General Fund	Math Teachers RTI Teachers Administration
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Strategy 5:

TELL Survey - Inform administration about the culture of our school

Category: Professional Learning & Support

Activity - Survey Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze TELL Survey results annually to understand the perception of staff concerning the culture of our building.	Behavioral Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Administrator s and CMS Faculty and Staff

Strategy 6:

Response to Intervention - The students will be chosen to receive extended math and reading instruction, during the school day, if scoring below the 25th percentile on MAP testing.

Category: Continuous Improvement

Research Cited: MAP testing data and teacher recommendation of student needs.

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional response to intervention math and reading services	Academic Support Program	08/17/2016	06/30/2017	\$100000	District Funding	Administration and RTI teachers

Goal 2: Increase the average reading and math proficiency rating for all students from 67.4 in 2015 to 74.7% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for all students from 67.4% 2015 to 74.7% by 06/30/2017 as measured by K-PREP scores.

Strategy 1:

Curriculum Alignment - Assure that all teachers in a grade level are teaching the same content.

Category: Professional Learning & Support

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Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refine curriculum maps annually.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Principal and teachers

Strategy 2:

After-school Tutoring - Students will be tutored in reading and math after school to improve their skills.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend ESS after school for homework help and remediation in reading and math	Tutoring	08/17/2016	06/30/2017	\$5500	District Funding	CMS teachers and Administrators

Strategy 3:

Writing Across the Content Areas - Integrating writing in the various content areas will allow for students to increase proficiency in reading and writing

Category: Continuous Improvement

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained by writing program review leader on the writing process and ways to integrate writing in their curriculum	Professional Learning	08/17/2016	06/30/2017	\$0	No Funding Required	Language Teachers, CMS teaching staff, Administrators

Activity - Program Review Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained each year to input evidence of writing in the various content areas into CIITS for program reviews.	Professional Learning	08/17/2016	06/30/2017	\$500	Title II Part A	Sarah Evans, CMS Administrators and CMS Teachers

Strategy 4:

Targeting Non-Proficient Students - Scores will be analyzed to predict students that are not on track for proficiency and then targeted with various instructional strategies to allow them to progress to proficiency

Category: Continuous Improvement

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency	Academic Support Program	08/17/2016	06/30/2017	\$6300	District Funding	CMS teachers and Administrators

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that fall below the 25th percentile in math and/or reading will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Academic Support Program	08/17/2016	06/30/2017	\$100000	District Funding	CMS teachers and Administrators

Strategy 5:

Reading Instruction - The strategy will allow for differentiated instruction for reading content.

Category: Continuous Improvement

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000	Grant Funds	CMS administrators and CMS teachers

Strategy 6:

Math Instruction - Low performing Math Students will receive classroom instruction using the IXL Math Program.

Category: Integrated Methods for Learning

Research Cited: MAP, IXL, Formative & Summative Classroom Assessments

Activity - Math IXL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL Instruction in Math Classrooms for low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1800	General Fund	7th Grade Math Teachers Special Education Teachers Administration

Activity - KPREP Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KPREP book for students with disabilities and low performing math students to provide grade level core content instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500	General Fund	Math Teachers Special Education Teachers Administration
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Goal 3: Increase the percentage of students that are on track to be college ready when they graduate from high school in Reading and Math from 62.9% in 2015 to 81.4% by 2019.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness ----- in Mathematics by 06/30/2017 as measured by ----KPREP proficiency data..

(shared) Strategy 1:

Curriculum Mapping - Curriculum Alignment - Assure that all teachers in a grade level are teaching the same content.

Category: Career Readiness Pathways

Research Cited: KPREP Data, Formative & Summative Assessments

Activity - -Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refine curriculum maps annually.	Career Preparation/Orientation, Professional Learning	08/17/2016	06/30/2017	\$0	Title I Schoolwide	CMS Administration and Teachers

(shared) Strategy 2:

Extended School Services - Students will be tutored in math after school to improve their skills.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - After school tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend ESS after school for homework help and remediation in math.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$5000	District Funding	Administration Math Teachers RTI Teachers

Comprehensive School Improvement Plan

Corbin Middle School

(shared) Strategy 3:

Targeting Non-Proficient Students - Scores will be analyzed to predict students that are not on track for proficiency and then targeted with various instructional strategies to allow them to progress to proficiency.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$6300	District Funding	CMS Teachers and Administrators
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that fall below the 25th percentile in math will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$100000	District Funding	CMS teachers and Administrations
Activity - IXL Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Low-performing students will receive additional online Math services.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$1800	General Fund	Math Teachers RTI Teachers Special Education Teachers Administration
Activity - KPREP Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Low-performing students will receive specific grade level core content instruction.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$1500	General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

Comprehensive School Improvement Plan

Corbin Middle School

(shared) Strategy 4:

A&A Classes - All students will goal set for their Math MAP score with provided guidance of the A&A Teacher.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	No Funding Required	All Advisory Teachers and Administration

Activity - Individual Learning Plans (ILP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete ILP plans through A&A class instruction to help students understand their content strengths.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	No Funding Required	All CMS Teachers & Staff, Administration

Activity - A&A Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A&A Curriculum for College & Career Development.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	No Funding Required	All CMS Teachers & Staff Administration

Measurable Objective 2:

A 10% increase of All Students will achieve college and career readiness for students in Reading by 06/30/2017 as measured by KPREP Proficiency data..

(shared) Strategy 1:

Curriculum Mapping - Curriculum Alignment - Assure that all teachers in a grade level are teaching the same content.

Category: Career Readiness Pathways

Research Cited: KPREP Data, Formative & Summative Assessments

Activity - -Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refine curriculum maps annually.	Career Preparation/Orientation, Professional Learning	08/17/2016	06/30/2017	\$0	Title I Schoolwide	CMS Administration and Teachers

Comprehensive School Improvement Plan

Corbin Middle School

(shared) Strategy 2:

Extended School Services - Students will be tutored in math after school to improve their skills.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - After school tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend ESS after school for homework help and remediation in math.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$5000	District Funding	Administration Math Teachers RTI Teachers

(shared) Strategy 3:

Targeting Non-Proficient Students - Scores will be analyzed to predict students that are not on track for proficiency and then targeted with various instructional strategies to allow them to progress to proficiency.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$6300	District Funding	CMS Teachers and Administrators

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that fall below the 25th percentile in math will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$100000	District Funding	CMS teachers and Administrators

Activity - IXL Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Corbin Middle School

Low-performing students will receive additional online Math services.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$1800	General Fund	Math Teachers RTI Teachers Special Education Teachers Administration
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Activity - KPREP Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Low-performing students will receive specific grade level core content instruction.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$1500	General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

(shared) Strategy 4:

A&A Classes - All students will goal set for their Math MAP score with provided guidance of the A&A Teacher.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	No Funding Required	All Advisory Teachers and Administration

Activity - Individual Learning Plans (ILP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete ILP plans through A&A class instruction to help students understand their content strengths.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	No Funding Required	All CMS Teachers & Staff, Administration

Activity - A&A Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A&A Curriculum for College & Career Development.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	No Funding Required	All CMS Teachers & Staff Administration

Goal 4: Meet or exceed the 10% Novice Reduction decrease in Reading each school year.

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged and Students with Disabilities students will increase student growth for Gap students in Reading by 09/30/2016 as measured by KPREP data..

Strategy 1:

Targeting Non-Proficient Students - Teachers will monitor students using MAP in reading.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Integrated Methods for Learning

Research Cited: MAP, Accelerated Reader, Read 180

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Classroom Instruction	Academic Support Program	08/17/2016	06/30/2017	\$45000	General Fund	RTI Teacher Administration

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as scoring Novice in Reading will be invited to attend after-school ESS services.	Academic Support Program	09/01/2016	06/30/2017	\$5000	District Funding	Language Arts Teachers RTI Teachers Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in goal setting with the Advisory (A&A) Teacher to focus on increasing their Reading Score.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	All CMS Staff & Teachers Administration

Strategy 2:

Reading Instruction - Students will receive specific reading instruction based on their needed instructional deficits.

Category: Continuous Improvement

Research Cited: MAP, Read 180, AR, Summative & Formative Assessments

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

Corbin Middle School

Students will receive individual reading goals based on their MAP data.	Academic Support Program	08/17/2016	06/30/2017	\$10000	Grant Funds	Language Arts Teachers RTI Teachers Special Education Teachers Administration
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Activity - Read 180 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select students scoring below 25th percentile in reading will receive instruction in reading using this program on a daily basis with a teacher trained in the program.	Academic Support Program	08/17/2016	06/30/2017	\$4000	Title I Part A	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Activity - Content Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students with disabilities will receive core content instruction delivered by a content teacher, special education teachers, and possibly an instructional monitor.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Language Arts Teachers Special Education Teachers Administration

Strategy 3:

Mentoring - Individual Mentoring will allow the students in the Novice group to have an academic coach.

Category: Continuous Improvement

Research Cited: MAP, Read 180, AR, Formative & Summative Data, KPREP Data

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Core Content Teachers RTI Teachers Special Education Teachers Administration

Activity - MAP Score Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Corbin Middle School

Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Language Arts Teachers RTI Teachers Special Education Teachers Administration
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Strategy 4:

Writing Across the Content Areas - Integrating writing in various content areas will allow students to increase their proficiency in reading and writing.

Category: Continuous Improvement

Research Cited: MAP, AR, Read 180, Formative and Summative Assessments, KPREP Data

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the SBDM writing policy and provide examples of evidence for Program Review.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	All CMS Teachers Writing Coordinator for Program Review SBDM Administration

Goal 5: Meet or exceed the 10% Novice Reduction decrease in Math each school year.

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged and Students with Disabilities students will increase student growth for Gap students in Mathematics by 09/30/2017 as measured by KPREP data..

Strategy 1:

Targeting Non-Proficient Students - Teachers will monitor students using MAP in reading.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Integrated Methods for Learning

Research Cited: MAP, IXL, Formative and Summative Classroom Assessments

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

Corbin Middle School

RTI Instruction provided to select students scoring below the 25% in Math.	Academic Support Program	08/17/2016	06/30/2017	\$45000	Title I Schoolwide	1/2 Funding General and 1/2 Funding Title I. Intervention Teacher Administration
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Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as scoring Novice in Math will be invited to attend after-school ESS services.	Academic Support Program	08/17/2016	06/30/2017	\$5000	District Funding	Math Teachers RTI Teachers Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	All CMS Teachers & Staff Administration

Strategy 2:

Math Instruction - Students will receive specific reading instruction based on their needed instructional deficits.

Category: Continuous Improvement

Research Cited: MAP data, IXL, Formative & Summative Assessments, KPREP Data

Activity - Math IXL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below Proficiency will receive online math instruction based on their math deficits.	Academic Support Program	08/17/2016	06/30/2017	\$1800	General Fund	Math Teachers RTI Teachers Special Education Teachers

Activity - Math KPREP Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Low-Performing Students will receive grade level core content KPREP instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500	General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th Grade Math Students use a progress monitoring test results tool to monitor 7th Grade Math Power Strands. All 8th Grade Math Students analyze their class work and assessments.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Flex Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th Grade Math Students are regrouped during 2nd semester flex, allowing all Novice Math students to receive re-teaching of Math Content in the deficit strands.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	8th Grade Teachers Special Education Teachers Administration

Strategy 3:

Mentoring - Individual Mentoring will allow the students in the Novice group to have an academic coach.

Category: Continuous Improvement

Research Cited: MAP Data, IXL, Formative & Summative Assessments, KPREP Data

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	All CMS Core Content Teachers Administration

Activity - MAP Score Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0	No Funding Required	Math Teachers RTI Teachers Special Education Teachers Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180 Instruction	Select students scoring below 25th percentile in reading will receive instruction in reading using this program on a daily basis with a teacher trained in the program.	Academic Support Program	08/17/2016	06/30/2017	\$4000	Language Arts Teachers RTI Teachers Special Education Teachers Administration
Total					\$4000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
-Curriculum Mapping	Teachers will refine curriculum maps annually.	Career Preparation/Orientation, Professional Learning	08/17/2016	06/30/2017	\$0	CMS Administration and Teachers
RTI	RTI Instruction provided to select students scoring below the 25% in Math.	Academic Support Program	08/17/2016	06/30/2017	\$45000	1/2 Funding General and 1/2 Funding Title I. Intervention Teacher Administration
Total					\$45000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual Learning Plans (ILP)	Students complete ILP plans through A&A class instruction to help students understand their content strengths.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	All CMS Teachers & Staff, Administration

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Content Collaboration	All students with disabilities will receive core content instruction delivered by a content teacher, special education teachers, and possibly an instructional monitor.	Academic Support Program	08/17/2016	06/30/2017	\$0	Language Arts Teachers Special Education Teachers Administration
Curriculum Mapping	Teachers will refine curriculum maps annually.	Academic Support Program	08/17/2016	06/30/2017	\$0	Principal and teachers
Program Review	Teachers will follow the SBDM writing policy and provide examples of evidence for Program Review.	Academic Support Program	08/17/2016	06/30/2017	\$0	All CMS Teachers Writing Coordinator for Program Review SBDM Administration
MAP Score Mentoring	Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0	Language Arts Teachers RTI Teachers Special Education Teachers Administration
Survey Results	Analyze TELL Survey results annually to understand the perception of staff concerning the culture of our building.	Behavioral Support Program	08/17/2016	06/30/2017	\$0	Administrators and CMS Faculty and Staff
Flex Instruction	8th Grade Math Students are regrouped during 2nd semester flex, allowing all Novice Math students to receive re-teaching of Math Content in the deficit strands.	Academic Support Program	08/17/2016	06/30/2017	\$0	8th Grade Teachers Special Education Teachers Administration
Name Them Claim Them	Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0	All CMS Core Content Teachers Administration
Name Them - Claim Them Mentoring	Students in the non-duplicated gap group will be assigned a core teacher as their mentor or coach. The student will meet with the coach weekly during the coach's planning period to tutor them in areas where deficits were discovered in progress monitoring.	Tutoring	08/17/2016	06/30/2017	\$0	Core teachers and administration

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MAP Score Mentoring	Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0	Math Teachers RTI Teachers Special Education Teachers Administration
Name Them Claim Them	Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0	Core Content Teachers RTI Teachers Special Education Teachers Administration
Goal Setting	Students will participate in goal setting with the Advisory (A&A) Teacher to focus on increasing their Reading Score.	Academic Support Program	08/17/2016	06/30/2017	\$0	All CMS Staff & Teachers Administration
Progress Monitoring	All 7th Grade Math Students use a progress monitoring test results tool to monitor 7th Grade Math Power Strands. All 8th Grade Math Students analyze their class work and assessments.	Academic Support Program	08/17/2016	06/30/2017	\$0	Math Teachers RTI Teachers Special Education Teachers Administration
Goal Setting	Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	All Advisory Teachers and Administration
Goal Setting	Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Academic Support Program	08/17/2016	06/30/2017	\$0	All CMS Teachers & Staff Administration
A&A Curriculum	A&A Curriculum for College & Career Development.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$0	All CMS Teachers & Staff Administration
Teacher Training	Teachers will be trained by writing program review leader on the writing process and ways to integrate writing in their curriculum	Professional Learning	08/17/2016	06/30/2017	\$0	Language Teachers, CMS teaching staff, Administrators
Formative and Summative Assessments	Teachers will monitor formative assessments (i.e. exit slips, questioning) and summative assessments (common assessments, unit and chapter test) to monitor gaps in the groups.	Academic Support Program	08/17/2016	06/30/2017	\$0	Corbin Middle School teachers and administrators
Total					\$0	

Comprehensive School Improvement Plan

Corbin Middle School

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Evidence	Teachers will be trained each year to input evidence of writing in the various content areas into CIITS for program reviews.	Professional Learning	08/17/2016	06/30/2017	\$500	Sarah Evans, CMS Administrator s and CMS Teachers
Total					\$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Tutoring	Students identified as scoring Novice in Math will be invited to attend after-school ESS services.	Academic Support Program	08/17/2016	06/30/2017	\$5000	Math Teachers RTI Teachers Administration
After-School Tutoring	Students identified as scoring Novice in Reading will be invited to attend after-school ESS services.	Academic Support Program	09/01/2016	06/30/2017	\$5000	Language Arts Teachers RTI Teachers Administration
Progress Monitoring	Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$6300	CMS Teachers and Administrator s
Response to Intervention	Students that fall below the 25th percentile in math and/or reading will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Academic Support Program	08/17/2016	06/30/2017	\$100000	CMS teachers and Administrator s
Extended School Services	Students will be invited to attend ESS after school for homework help and remediation in reading and math	Tutoring	08/17/2016	06/30/2017	\$5500	CMS teachers and Administrator s

Comprehensive School Improvement Plan

Corbin Middle School

MAP Score Monitoring	Teachers will monitor MAP scores each nine weeks of the non-duplicated gap group. Each student will be monitored for growth. Results will be compared with those students not in the gap group.	Academic Support Program	08/17/2016	06/30/2017	\$6300	CMS Teachers and Administrators will be responsible for administering the test and analyzing the data using MAP spreadsheet to collect the data.
Response to Intervention	Students that fall below the 25th percentile in math will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$100000	CMS teachers and Administrators
RTI Instruction	Additional response to intervention math and reading services	Academic Support Program	08/17/2016	06/30/2017	\$100000	Administration and RTI teachers
Progress Monitoring	Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency	Academic Support Program	08/17/2016	06/30/2017	\$6300	CMS teachers and Administrators
After school tutoring	Students will be invited to attend ESS after school for homework help and remediation in math.	Academic Support Program, Career Preparation/Orientation	08/17/2016	06/30/2017	\$5000	Administration Math Teachers RTI Teachers
Total					\$339400	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance Program	Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000	Language Arts Teachers RTI Teachers Administration
Renaissance Program	Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000	CMS administrators and CMS teachers

Comprehensive School Improvement Plan

Corbin Middle School

Renaissance Program	Students will receive individual reading goals based on their MAP data.	Academic Support Program	08/17/2016	06/30/2017	\$10000	Language Arts Teachers RTI Teachers Special Education Teachers Administration
Total					\$30000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KPREP Math Instruction	Low-performing students will receive specific grade level core content instruction.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$1500	Math Teachers RTI Teachers Special Education Teachers Administration
KPREP Math Instruction	KPREP book for students with disabilities and low performing math students to provide grade level core content instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500	Math Teachers Special Education Teachers Administration
IXL Math Program	Students scoring below the 25th percentile in math receive instruction in math using this program on a daily basis with classroom and special education teacher.	Academic Support Program	08/17/2016	06/30/2017	\$1000	Classroom teacher, Resource teacher and Administration
IXL Math Program	Low-performing students will receive additional online Math services.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$1800	Math Teachers RTI Teachers Special Education Teachers Administration
RTI	RTI Classroom Instruction	Academic Support Program	08/17/2016	06/30/2017	\$45000	RTI Teacher Administration
Math IXL Program	IXL Instruction in Math Classrooms for low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1800	7th Grade Math Teachers Special Education Teachers Administration

Comprehensive School Improvement Plan

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Math IXL Program	Students scoring below Proficiency will receive online math instruction based on their math deficits.	Academic Support Program	08/17/2016	06/30/2017	\$1800	Math Teachers RTI Teachers Special Education Teachers
Math KPREP Instruction	Low-Performing Students will receive grade level core content KPREP instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500	Math Teachers RTI Teachers Special Education Teachers Administration
Math KPREP Instruction	Math KPREP materials used to provided instruction to students with disabilities, economically disadvantaged students and low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1500	Math Teachers RTI Teachers Administration
Total					\$57400	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services Tutoring	Students will be offered the opportunity to receive remediation in math and reading two afternoons per week by a certified math or reading teachers.	Tutoring	08/17/2016	06/30/2017	\$5500	Corbin Middle School Teachers and Administrators
Total					\$5500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	This includes a very thorough interview process and a beginning teacher institute program.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Please see http://cmsparentinvolvement.weebly.com/ for documentation of parent and community events sponsored by Title I funds.	

Comprehensive School Improvement Plan

Corbin Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Please see http://cmsparentinvolvement.weebly.com/ for documentation of parent and community events sponsored by Title I funds.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Please see attachment for PD Plans.	Corbin Middle School

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We are a school wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We are a school wide Title I program.	

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Corbin Middle School

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	We are a school wide Title I program.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We are a school wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	We are a school wide Title I program.	

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

Comprehensive School Improvement Plan

Corbin Middle School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 60.2% to 65.2% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 60.2% to 65.2% by 06/30/2017 as measured by K-PREP.

Strategy1:

TELL Survey - Inform administration about the culture of our school

Category: Professional Learning & Support

Research Cited:

Activity - Survey Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze TELL Survey results annually to understand the perception of staff concerning the culture of our building.	Behavioral Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Administrators and CMS Faculty and Staff

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

Goal 1:

Increase the average reading and math proficiency rating for all students from 67.9 in 2016 to 73.9% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for all students from 67.9% 2015 to 73.9% by 06/30/2017 as measured by K-PREP scores.

Strategy1:

Targeting Non-Proficient Students - Scores will be analyzed to predict students that are not on track for proficiency and then targeted with various instructional strategies to allow them to progress to proficiency

Category: Continuous Improvement

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Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency	Academic Support Program	08/17/2016	06/30/2017	\$6300 - District Funding	CMS teachers and Administrators

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that fall below the 25th percentile in math and/or reading will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Academic Support Program	08/17/2016	06/30/2017	\$100000 - District Funding	CMS teachers and Administrators

Strategy2:

Reading Instruction - The strategy will allow for differentiated instruction for reading content.

Category: Continuous Improvement

Research Cited:

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000 - Grant Funds	CMS administrators and CMS teachers

Strategy3:

Curriculum Alignment - Assure that all teachers in a grade level are teaching the same content.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refine curriculum maps annually.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal and teachers

Strategy4:

Math Instruction - Low performing Math Students will receive classroom instruction using the IXL Math Program.

Category: Integrated Methods for Learning

Research Cited: MAP, IXL, Formative & Summative Classroom Assessments

Comprehensive School Improvement Plan

Corbin Middle School

Activity - Math IXL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL Instruction in Math Classrooms for low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1800 - General Fund	7th Grade Math Teachers Special Education Teachers Administration

Activity - KPREP Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP book for students with disabilities and low performing math students to provide grade level core content instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers Special Education Teachers Administration

Strategy5:

After-school Tutoring - Students will be tutored in reading and math after school to improve their skills.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be invited to attend ESS after school for homework help and remediation in reading and math	Tutoring	08/17/2016	06/30/2017	\$5500 - District Funding	CMS teachers and Administrators

Strategy6:

Writing Across the Content Areas - Integrating writing in the various content areas will allow for students to increase proficiency in reading and writing

Category: Continuous Improvement

Research Cited:

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained by writing program review leader on the writing process and ways to integrate writing in their curriculum	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Language Teachers, CMS teaching staff, Administrators

Activity - Program Review Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained each year to input evidence of writing in the various content areas into CIITS for program reviews.	Professional Learning	08/17/2016	06/30/2017	\$500 - Title II Part A	Sarah Evans, CMS Administrators and CMS Teachers

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

Goal 1:

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Not Applicable

Measurable Objective 1:

collaborate to Not Applicable by 06/30/2017 as measured by Not Applicable.

Strategy1:

Not Applicable - Not Applicable

Category:

Research Cited:

Activity - Not Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Not Applicable	Other	08/17/2016	06/30/2017	\$0 - No Funding Required	N/A

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

Goal 1:

Not Applicable

Measurable Objective 1:

collaborate to Not Applicable by 06/30/2017 as measured by Not Applicable.

Strategy1:

Not Applicable - Not Applicable

Category:

Research Cited:

Activity - Not Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Not Applicable	Other	08/17/2016	06/30/2017	\$0 - No Funding Required	N/A

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

Comprehensive School Improvement Plan

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Goal 1:

Not Applicable

Measurable Objective 1:

collaborate to Not Applicable by 06/30/2017 as measured by Not Applicable.

Strategy1:

Not Applicable - Not Applicable

Category:

Research Cited:

Activity - Not Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Not Applicable	Other	08/17/2016	06/30/2017	\$0 - No Funding Required	N/A

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 60.2% to 65.2% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 60.2% to 65.2% by 06/30/2017 as measured by K-PREP.

Strategy1:

Individual Mentoring - This will allow the student in the non-duplicated group to have an academic coach to mentor through their needed areas.

Category: Continuous Improvement

Research Cited:

Activity - Name Them - Claim Them Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the non-duplicated gap group will be assigned a core teacher as their mentor or coach. The student will meet with the coach weekly during the coach's planning period to tutor them in areas where deficits were discovered in progress monitoring.	Tutoring	08/17/2016	06/30/2017	\$0 - No Funding Required	Core teachers and administration.

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Corbin Middle School

Strategy2:

After-School Tutoring - Allow additional time for remediation in Math Reading Instruction.

Category: Continuous Improvement

Research Cited: MAP, IXL, Read 180, AR, Formative & Summative Assessments

Activity - Extended School Services Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered the opportunity to receive remediation in math and reading two afternoons per week by a certified math or reading teachers.	Tutoring	08/17/2016	06/30/2017	\$5500 - State Funds	Corbin Middle School Teachers and Administrators

Strategy3:

Remediation - Reading instruction with a research based program

Category: Continuous Improvement

Research Cited:

Activity - IXL Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 25th percentile in math receive instruction in math using this program on a daily basis with classroom and special education teacher.	Academic Support Program	08/17/2016	06/30/2017	\$1000 - General Fund	Classroom teacher, Resource teacher and Administration

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000 - Grant Funds	Language Arts Teachers RTI Teachers Administration

Activity - Math KPREP Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math KPREP materials used to provided instruction to students with disabilities, economically disadvantaged students and low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers RTI Teachers Administration

Strategy4:

Targeting Non-Proficient Students - Teachers will monitor students in the non-duplicated gap group using MAP in reading and mathematics.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Continuous Improvement

Research Cited: MAP, Formative & Summative Assessments, IXL, AR, Read 180

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Corbin Middle School

Activity - MAP Score Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP scores each nine weeks of the non-duplicated gap group. Each student will be monitored for growth. Results will be compared with those students not in the gap group.	Academic Support Program	08/17/2016	06/30/2017	\$6300 - District Funding	CMS Teachers and Administrators will be responsible for administering the test and analyzing the data using MAP spreadsheet to collect the data.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor formative assessments (i.e. exit slips, questioning) and summative assessments (common assessments, unit and chapter test) to monitor gaps in the groups.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Corbin Middle School teachers and administrators

Strategy5:

TELL Survey - Inform administration about the culture of our school

Category: Professional Learning & Support

Research Cited:

Activity - Survey Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze TELL Survey results annually to understand the perception of staff concerning the culture of our building.	Behavioral Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Administrators and CMS Faculty and Staff

Strategy6:

Response to Intervention - The students will be chosen to receive extended math and reading instruction, during the school day, if scoring below the 25th percentile on MAP testing.

Category: Continuous Improvement

Research Cited: MAP testing data and teacher recommendation of student needs.

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional response to intervention math and reading services	Academic Support Program	08/17/2016	06/30/2017	\$100000 - District Funding	Administration and RTI teachers

Goal 2:

Meet or exceed the 10% Novice Reduction decrease in Reading each school year.

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged and Students with Disabilities students will increase student growth for Gap students in Reading by 09/30/2016 as measured by KPREP data..

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Strategy1:

Targeting Non-Proficient Students - Teachers will monitor students using MAP in reading.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Integrated Methods for Learning

Research Cited: MAP, Accelerated Reader, Read 180

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as scoring Novice in Reading will be invited to attend after-school ESS services.	Academic Support Program	09/01/2016	06/30/2017	\$5000 - District Funding	Language Arts Teachers RTI Teachers Administration

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Classroom Instruction	Academic Support Program	08/17/2016	06/30/2017	\$45000 - General Fund	RTI Teacher Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting with the Advisory (A&A) Teacher to focus on increasing their Reading Score.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Staff & Teachers Administration

Strategy2:

Mentoring - Individual Mentoring will allow the students in the Novice group to have an academic coach.

Category: Continuous Improvement

Research Cited: MAP, Read 180, AR, Formative & Summative Data, KPREP Data

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Core Content Teachers RTI Teachers Special Education Teachers Administration

Activity - MAP Score Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Strategy3:

Reading Instruction - Students will receive specific reading instruction based on their needed instructional deficits.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Corbin Middle School

Research Cited: MAP, Read 180, AR, Summative & Formative Assessments

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individual reading goals based on their MAP data.	Academic Support Program	08/17/2016	06/30/2017	\$10000 - Grant Funds	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Activity - Read 180 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students scoring below 25th percentile in reading will receive instruction in reading using this program on a daily basis with a teacher trained in the program.	Academic Support Program	08/17/2016	06/30/2017	\$4000 - Title I Part A	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Activity - Content Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with disabilities will receive core content instruction delivered by a content teacher, special education teachers, and possibly an instructional monitor.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Language Arts Teachers Special Education Teachers Administration

Strategy4:

Writing Across the Content Areas - Integrating writing in various content areas will allow students to increase their proficiency in reading and writing.

Category: Continuous Improvement

Research Cited: MAP, AR, Read 180, Formative and Summative Assessments, KPREP Data

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the SBDM writing policy and provide examples of evidence for Program Review.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers Writing Coordinator for Program Review SBDM Administration

Goal 3:

Meet or exceed the 10% Novice Reduction decrease in Math each school year.

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged and Students with Disabilities students will increase student growth for Gap students in Mathematics by 09/30/2017 as measured by KPREP data..

Strategy1:

SY 2016-2017

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Targeting Non-Proficient Students - Teachers will monitor students using MAP in reading.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Integrated Methods for Learning

Research Cited: MAP, IXL, Formative and Summative Classroom Assessments

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers & Staff Administration

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Instruction provided to select students scoring below the 25% in Math.	Academic Support Program	08/17/2016	06/30/2017	\$45000 - Title I Schoolwide	1/2 Funding General and 1/2 Funding Title I. Intervention Teacher Administration

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as scoring Novice in Math will be invited to attend after-school ESS services.	Academic Support Program	08/17/2016	06/30/2017	\$5000 - District Funding	Math Teachers RTI Teachers Administration

Strategy2:

Mentoring - Individual Mentoring will allow the students in the Novice group to have an academic coach.

Category: Continuous Improvement

Research Cited: MAP Data, IXL, Formative & Summative Assessments, KPREP Data

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Core Content Teachers Administration

Activity - MAP Score Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Math Teachers RTI Teachers Special Education Teachers Administration

Strategy3:

Math Instruction - Students will receive specific reading instruction based on their needed instructional deficits.

Category: Continuous Improvement

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Corbin Middle School

Research Cited: MAP data, IXL, Formative & Summative Assessments, KPREP Data

Activity - Math KPREP Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low-Performing Students will receive grade level core content KPREP instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th Grade Math Students use a progress monitoring test results tool to monitor 7th Grade Math Power Strands. All 8th Grade Math Students analyze their class work and assessments.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Math IXL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below Proficiency will receive online math instruction based on their math deficits.	Academic Support Program	08/17/2016	06/30/2017	\$1800 - General Fund	Math Teachers RTI Teachers Special Education Teachers

Activity - Flex Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Math Students are regrouped during 2nd semester flex, allowing all Novice Math students to receive re-teaching of Math Content in the deficit strands.	Academic Support Program	10/24/2016	06/30/2017	\$0 - No Funding Required	8th Grade Teachers Special Education Teachers Administration

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 60.2% to 65.2% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 60.2% to 65.2% by 06/30/2017 as measured by K-PREP.

Strategy1:

Individual Mentoring - This will allow the student in the non-duplicated group to have an academic coach to mentor through their needed

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Corbin Middle School

areas.

Category: Continuous Improvement

Research Cited:

Activity - Name Them - Claim Them Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the non-duplicated gap group will be assigned a core teacher as their mentor or coach. The student will meet with the coach weekly during the coach's planning period to tutor them in areas where deficits were discovered in progress monitoring.	Tutoring	08/17/2016	06/30/2017	\$0 - No Funding Required	Core teachers and administration.

Strategy2:

Targeting Non-Proficient Students - Teachers will monitor students in the non-duplicated gap group using MAP in reading and mathematics. Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Continuous Improvement

Research Cited: MAP, Formative & Summative Assessments, IXL, AR, Read 180

Activity - MAP Score Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP scores each nine weeks of the non-duplicated gap group. Each student will be monitored for growth. Results will be compared with those students not in the gap group.	Academic Support Program	08/17/2016	06/30/2017	\$6300 - District Funding	CMS Teachers and Administrators will be responsible for administering the test and analyzing the data using MAP spreadsheet to collect the data.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor formative assessments (i.e. exit slips, questioning) and summative assessments (common assessments, unit and chapter test) to monitor gaps in the groups.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Corbin Middle School teachers and administrators

Strategy3:

Response to Intervention - The students will be chosen to receive extended math and reading instruction, during the school day, if scoring below the 25th percentile on MAP testing.

Category: Continuous Improvement

Research Cited: MAP testing data and teacher recommendation of student needs.

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional response to intervention math and reading services	Academic Support Program	08/17/2016	06/30/2017	\$100000 - District Funding	Administration and RTI teachers

Strategy4:

Comprehensive School Improvement Plan

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Remediation - Reading instruction with a research based program

Category: Continuous Improvement

Research Cited:

Activity - Math KPREP Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math KPREP materials used to provided instruction to students with disabilities, economically disadvantaged students and low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers RTI Teachers Administration

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000 - Grant Funds	Language Arts Teachers RTI Teachers Administration

Activity - IXL Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 25th percentile in math receive instruction in math using this program on a daily basis with classroom and special education teacher.	Academic Support Program	08/17/2016	06/30/2017	\$1000 - General Fund	Classroom teacher, Resource teacher and Administration

Strategy5:

After-School Tutoring - Allow additional time for remediation in Math Reading Instruction.

Category: Continuous Improvement

Research Cited: MAP, IXL, Read 180, AR, Formative & Summative Assessments

Activity - Extended School Services Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered the opportunity to receive remediation in math and reading two afternoons per week by a certified math or reading teachers.	Tutoring	08/17/2016	06/30/2017	\$5500 - State Funds	Corbin Middle School Teachers and Administrators

Strategy6:

TELL Survey - Inform administration about the culture of our school

Category: Professional Learning & Support

Research Cited:

Activity - Survey Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze TELL Survey results annually to understand the perception of staff concerning the culture of our building.	Behavioral Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Administrators and CMS Faculty and Staff

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Goal 2:

Increase the average reading and math proficiency rating for all students from 67.9 in 2016 to 73.9% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for all students from 67.9% 2015 to 73.9% by 06/30/2017 as measured by K-PREP scores.

Strategy1:

Reading Instruction - The strategy will allow for differentiated instruction for reading content.

Category: Continuous Improvement

Research Cited:

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Accelerated Reader program with lexile range and goals determined by MAP scores.	Academic Support Program	08/17/2016	06/30/2017	\$10000 - Grant Funds	CMS administrators and CMS teachers

Strategy2:

After-school Tutoring - Students will be tutored in reading and math after school to improve their skills.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be invited to attend ESS after school for homework help and remediation in reading and math	Tutoring	08/17/2016	06/30/2017	\$5500 - District Funding	CMS teachers and Administrators

Strategy3:

Curriculum Alignment - Assure that all teachers in a grade level are teaching the same content.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refine curriculum maps annually.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal and teachers

Strategy4:

Writing Across the Content Areas - Integrating writing in the various content areas will allow for students to increase proficiency in reading

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Corbin Middle School

and writing

Category: Continuous Improvement

Research Cited:

Activity - Program Review Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained each year to input evidence of writing in the various content areas into CIITS for program reviews.	Professional Learning	08/17/2016	06/30/2017	\$500 - Title II Part A	Sarah Evans, CMS Administrators and CMS Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained by writing program review leader on the writing process and ways to integrate writing in their curriculum	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Language Teachers, CMS teaching staff, Administrators

Strategy5:

Math Instruction - Low performing Math Students will receive classroom instruction using the IXL Math Program.

Category: Integrated Methods for Learning

Research Cited: MAP, IXL, Formative & Summative Classroom Assessments

Activity - Math IXL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL Instruction in Math Classrooms for low performing students.	Academic Support Program	08/17/2016	06/30/2017	\$1800 - General Fund	7th Grade Math Teachers Special Education Teachers Administration

Activity - KPREP Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP book for students with disabilities and low performing math students to provide grade level core content instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers Special Education Teachers Administration

Strategy6:

Targeting Non-Proficient Students - Scores will be analyzed to predict students that are not on track for proficiency and then targeted with various instructional strategies to allow them to progress to proficiency

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that fall below the 25th percentile in math and/or reading will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Academic Support Program	08/17/2016	06/30/2017	\$100000 - District Funding	CMS teachers and Administrators

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency	Academic Support Program	08/17/2016	06/30/2017	\$6300 - District Funding	CMS teachers and Administrators

Goal 3:

Meet or exceed the 10% Novice Reduction decrease in Reading each school year.

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged and Students with Disabilities students will increase student growth for Gap students in Reading by 09/30/2016 as measured by KPREP data..

Strategy1:

Reading Instruction - Students will receive specific reading instruction based on their needed instructional deficits.

Category: Continuous Improvement

Research Cited: MAP, Read 180, AR, Summative & Formative Assessments

Activity - Read 180 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students scoring below 25th percentile in reading will receive instruction in reading using this program on a daily basis with a teacher trained in the program.	Academic Support Program	08/17/2016	06/30/2017	\$4000 - Title I Part A	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Activity - Content Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with disabilities will receive core content instruction delivered by a content teacher, special education teachers, and possibly an instructional monitor.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Language Arts Teachers Special Education Teachers Administration

Activity - Renaissance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individual reading goals based on their MAP data.	Academic Support Program	08/17/2016	06/30/2017	\$10000 - Grant Funds	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Strategy2:

Mentoring - Individual Mentoring will allow the students in the Novice group to have an academic coach.

Category: Continuous Improvement

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Research Cited: MAP, Read 180, AR, Formative & Summative Data, KPREP Data

Activity - MAP Score Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Language Arts Teachers RTI Teachers Special Education Teachers Administration

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Core Content Teachers RTI Teachers Special Education Teachers Administration

Strategy3:

Targeting Non-Proficient Students - Teachers will monitor students using MAP in reading.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Integrated Methods for Learning

Research Cited: MAP, Accelerated Reader, Read 180

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Classroom Instruction	Academic Support Program	08/17/2016	06/30/2017	\$45000 - General Fund	RTI Teacher Administration

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as scoring Novice in Reading will be invited to attend after-school ESS services.	Academic Support Program	09/01/2016	06/30/2017	\$5000 - District Funding	Language Arts Teachers RTI Teachers Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting with the Advisory (A&A) Teacher to focus on increasing their Reading Score.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Staff & Teachers Administration

Strategy4:

Writing Across the Content Areas - Integrating writing in various content areas will allow students to increase their proficiency in reading and writing.

Category: Continuous Improvement

Research Cited: MAP, AR, Read 180, Formative and Summative Assessments, KPREP Data

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Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the SBDM writing policy and provide examples of evidence for Program Review.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers Writing Coordinator for Program Review SBDM Administration

Goal 4:

Meet or exceed the 10% Novice Reduction decrease in Math each school year.

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged and Students with Disabilities students will increase student growth for Gap students in Mathematics by 09/30/2017 as measured by KPREP data..

Strategy1:

Targeting Non-Proficient Students - Teachers will monitor students using MAP in reading.

Teachers will use formative assessments and summative assessments such as common assessments to monitor progress.

Category: Integrated Methods for Learning

Research Cited: MAP, IXL, Formative and Summative Classroom Assessments

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as scoring Novice in Math will be invited to attend after-school ESS services.	Academic Support Program	08/17/2016	06/30/2017	\$5000 - District Funding	Math Teachers RTI Teachers Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers & Staff Administration

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Instruction provided to select students scoring below the 25% in Math.	Academic Support Program	08/17/2016	06/30/2017	\$45000 - Title I Schoolwide	1/2 Funding General and 1/2 Funding Title I. Intervention Teacher Administration

Strategy2:

Math Instruction - Students will receive specific reading instruction based on their needed instructional deficits.

Category: Continuous Improvement

Research Cited: MAP data, IXL, Formative & Summative Assessments, KPREP Data

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Activity - Flex Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Math Students are regrouped during 2nd semester flex, allowing all Novice Math students to receive re-teaching of Math Content in the deficit strands.	Academic Support Program	10/24/2016	06/30/2017	\$0 - No Funding Required	8th Grade Teachers Special Education Teachers Administration

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th Grade Math Students use a progress monitoring test results tool to monitor 7th Grade Math Power Strands. All 8th Grade Math Students analyze their class work and assessments.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Math IXL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below Proficiency will receive online math instruction based on their math deficits.	Academic Support Program	08/17/2016	06/30/2017	\$1800 - General Fund	Math Teachers RTI Teachers Special Education Teachers

Activity - Math KPREP Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low-Performing Students will receive grade level core content KPREP instruction.	Academic Support Program	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

Strategy3:

Mentoring - Individual Mentoring will allow the students in the Novice group to have an academic coach.

Category: Continuous Improvement

Research Cited: MAP Data, IXL, Formative & Summative Assessments, KPREP Data

Activity - MAP Score Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor MAP Scores each 9-weeks of all students with specific guidance to students scoring Novice/Low Apprentice.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the Novice Group will be assigned a core teacher as their mentor academic coach. The student will meet with the coach weekly in the deficit area identified by progress monitoring.	Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Core Content Teachers Administration

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

Goal 1:

Increase the percentage of students that are on track to be college ready when they graduate from high school in Reading and Math from 62.9% in 2015 to 81.4% by 2019.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness for students in Reading by 06/30/2017 as measured by KPREP Proficiency data..

Strategy1:

Extended School Services - Students will be tutored in math after school to improve their skills.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - After school tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be invited to attend ESS after school for homework help and remediation in math.	Career Preparation/ Orientation Academic Support Program	08/17/2016	06/30/2017	\$5000 - District Funding	Administration Math Teachers RTI Teachers

Strategy2:

A&A Classes - All students will goal set for their Math MAP score with provided guidance of the A&A Teacher.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - A&A Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A&A Curriculum for College & Career Development.	Career Preparation/ Orientation	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers & Staff Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Career Preparation/ Orientation Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All Advisory Teachers and Administration

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Activity - Individual Learning Plans (ILP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete ILP plans through A&A class instruction to help students understand their content strengths.	Career Preparation/ Orientation	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers & Staff, Administration

Strategy3:

Curriculum Mapping - Curriculum Alignment - Assure that all teachers in a grade level are teaching the same content.

Category: Career Readiness Pathways

Research Cited: KPREP Data, Formative & Summative Assessments

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refine curriculum maps annually.	Professional Learning Career Preparation/ Orientation	08/17/2016	06/30/2017	\$0 - Title I Schoolwide	CMS Administration and Teachers

Strategy4:

Targeting Non-Proficient Students - Scores will be analyzed to predict students that are not on track for proficiency and then targeted with various instructional strategies to allow them to progress to proficiency.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - IXL Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low-performing students will receive additional online Math services.	Career Preparation/ Orientation	08/17/2016	06/30/2017	\$1800 - General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency.	Academic Support Program Career Preparation/ Orientation	08/17/2016	06/30/2017	\$6300 - District Funding	CMS Teachers and Administrators

Activity - KPREP Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low-performing students will receive specific grade level core content instruction.	Career Preparation/ Orientation	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that fall below the 25th percentile in math will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Academic Support Program Career Preparation/Orientation	08/17/2016	06/30/2017	\$100000 - District Funding	CMS teachers and Administrations

Measurable Objective 2:

A 10% increase of All Students will achieve college and career readiness ----- in Mathematics by 06/30/2017 as measured by ----KPREP proficiency data..

Strategy1:

Targeting Non-Proficient Students - Scores will be analyzed to predict students that are not on track for proficiency and then targeted with various instructional strategies to allow them to progress to proficiency.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - IXL Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low-performing students will receive additional online Math services.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$1800 - General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that fall below the 25th percentile in math will be placed in a RTI class. This class will focus on their deficit and concentrate instruction in these areas.	Career Preparation/Orientation Academic Support Program	08/17/2016	06/30/2017	\$100000 - District Funding	CMS teachers and Administrations

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students K-Prep scores, common assessments, and MAP scores will be used to identify students that are not on track for proficiency.	Career Preparation/Orientation Academic Support Program	08/17/2016	06/30/2017	\$6300 - District Funding	CMS Teachers and Administrators

Activity - KPREP Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Low-performing students will receive specific grade level core content instruction.	Career Preparation/Orientation	08/17/2016	06/30/2017	\$1500 - General Fund	Math Teachers RTI Teachers Special Education Teachers Administration

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Strategy2:

A&A Classes - All students will goal set for their Math MAP score with provided guidance of the A&A Teacher.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

Activity - A&A Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A&A Curriculum for College & Career Development.	Career Preparation/ Orientation	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers & Staff Administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting with the Advisory Teacher to focus on increasing their Math Score.	Career Preparation/ Orientation Academic Support Program	08/17/2016	06/30/2017	\$0 - No Funding Required	All Advisory Teachers and Administration

Activity - Individual Learning Plans (ILP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete ILP plans through A&A class instruction to help students understand their content strengths.	Career Preparation/ Orientation	08/17/2016	06/30/2017	\$0 - No Funding Required	All CMS Teachers & Staff, Administration

Strategy3:

Curriculum Mapping - Curriculum Alignment - Assure that all teachers in a grade level are teaching the same content.

Category: Career Readiness Pathways

Research Cited: KPREP Data, Formative & Summative Assessments

Activity - -Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refine curriculum maps annually.	Career Preparation/ Orientation Professional Learning	08/17/2016	06/30/2017	\$0 - Title I Schoolwide	CMS Administration and Teachers

Strategy4:

Extended School Services - Students will be tutored in math after school to improve their skills.

Category: Career Readiness Pathways

Research Cited: KPREP Data, MAP, IXL, Formative & Summative Assessments

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Activity - After school tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be invited to attend ESS after school for homework help and remediation in math.	Academic Support Program Career Preparation/ Orientation	08/17/2016	06/30/2017	\$5000 - District Funding	Administration Math Teachers RTI Teachers

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

Goal 1:

Increase all Program Review scores with an emphasis in Writing to try to progress to Distinguished levels.

Measurable Objective 1:

100% of Seventh and Eighth grade Economically Disadvantaged and Students with Disabilities students will collaborate to increase all Program Review scores with an emphasis to meet or exceed expectations. in Writing by 06/30/2017 as measured by distinguished ratings..

Strategy1:

Cross Curricular Planning - This strategy will allow the exploratory teachers to collaborate in a professional learning community with the core content teachers each nine week period. In the PLC, the teachers will discuss an plan the processes of gathering evidence for the Program Review within the regular classroom.

Category: Professional Learning & Support

Research Cited:

Activity - Writing Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Language Teacher on each core content team will review the curriculum guides bi-weekly of math, language, and science to create ways for writing to be incorporated for Program Reviews.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal and Language Teachers

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and share ideas with one another on evidence in the regular classroom for Program Review.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal

Strategy2:

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

Category: Professional Learning & Support

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Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained on the implementation of Program Review evidence using the resource tab.	Professional Learning	08/17/2016	06/30/2017	\$9000 - Race to the Top	Principal

Executive Summary

Introduction

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

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Corbin Middle School is home to approximately 458 seventh and eighth grade students in the Corbin Independent School District. Our school is one of five schools in our district and is located in Southeastern Kentucky. Corbin Middle School is a school wide Title I school with approximately 60% of our students on free/reduced lunch. Our school is 94.8% white with 51.3% male and 48.7% female students. Our enrollment has increased by 24 students from last school year.

Corbin Middle School staff are all highly qualified according to the Educational Professional Standards Board (EPSB). Corbin Middle school has approximately 34 teachers with a 14:1 student/teacher ratio. Over 70% of our teachers have master degrees. We have two teachers that are National Board Certified, one former Kentucky Teacher of the Year and one former Social Studies Teacher of the Year. We have three instructional aides that work with students within our building in several capacities. Corbin Middle School is dedicated in providing a rigorous curriculum in a caring and nurturing environment. We encourage parents to be involved with our school and their child's education by using our Corbin Middle school website and Infinite Campus to track their student's grades, attendance, and behavior.

Corbin Middle School is a true middle school with an emphasis on teaming. Teaming allows for our staff to meet daily in Professional Learning Communities to focus on grade and/or behavior concerns of our students. Our Advisory Program is a key component to the middle school concept. In Advisory, students are assigned an advisor who acts as their advocate and engages them in guidance activities which include goal setting, career guidance, anti-bullying, tolerance lessons, and community service projects. Our Exploratory classes allow students to choose their areas of interest such as choir, Gateway to Technology, fitness, health, drama, dance, careers, lessons in our piano lab, along with various art, band, and computer classes. We have a total of 29+ offerings for students in Arts/Humanities and Practical Living/Career Studies or Exploratory classes.

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

Corbin Middle School is most proud of the academic success we have had for several years. We have been ranked in the past as a number one middle school from our KREP scores, while each year we remain as a top school. Each year, we strive for our students to be the best possible and obtain the skills necessary while here at the middle school to achieve at high levels in their future. In the next years, our focus will continue to be on our Special Education and Free and Reduced Lunch Population. We will strive for these students to gain knowledge and the skills necessary through after school tutoring, in school mentoring and increased parent involvement to become proficient learners.

School's Purpose

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

Corbin Middle School strives to be the best it can be. We embrace the middle school concept by committing to meet the educational and developmental needs of our young adolescents. Our teaming process allows teachers to work with smaller groups while having a group of professionals that have a common planning period in which to plan for those students. This common planning is used to plan lessons, plan interdisciplinary instruction, and analyze schedules, logistics and discipline. The common planning also allows parents an opportunity to meet with teachers as a group.

The Corbin Middle School Faculty and Staff believe that all students can learn and all students will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender. Each student in our school has four core classes that include math, science, social studies, and reading. They also have two Exploratory classes that change each nine weeks. The students are allowed to state their preferences for these classes and every effort is made to try to honor the request. We believe this exposure to the various arts and humanities, practical living, and career classes allow the adolescent to discover their interests.

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

We also recognize the importance of relationships and connections. We try to accomplish this through our teaming process, Advisory, and general caring attitude of our entire staff. All of our students must participate in one community service project each year in order to demonstrate the importance of also serving others. All students belong to a club. We feel this also gives our students a sense of belonging. Each club meets every Friday morning with their sponsors. Students are allowed to choose the club of their choice based on interest.

Our school has a dress code that was adopted over 10 years ago and is reviewed annually. The dress code was adopted to further increase the safety of our students and to decrease any distractions.

Notable Achievements and Areas of Improvement

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

For the 2015-2016 school year, Corbin Middle School ranked among top performing middle schools. We scored a Distinguished Classification and was named a bronze medalist for the SESC Region.

For the 2014-2015 school year, Corbin Middle School ranked ninth among middle schools on the state assessment. We scored a 98 percentile with a Distinguished Classification and the school was named a School of Distinction.

For the 2013-2014 school year, Corbin Middle School ranked in the top ten among middle school configured schools. We scored a 98 percentile with a Distinguished Classification. Also for the 2013-2014 school year, our school district was classified as a School of Distinction. During the Fall of 2013, Corbin Middle School was named in the Winners Circle for Kentucky Tell Survey.

For the 2012-2013 school year, Corbin Middle School ranked second among middle schools on the state assessment. Our school was classified as a 'school of Distinction' for these test scores. Corbin Middle School ranked first in the state among middle schools on the state assessment during the 2009-2010 and 2010-2011 school years. We ranked in the top ten among middle school configured schools for the 2011-2012 school year. For the 2011-2012 school year, our district was classified as a "District of Distinction" and our school was classified as 'Highest Performing School' with a rating of "Distinction."

During the 2012-2013 school year, Kristal Doolin was named the Kentucky Middle School Teacher of the Year and the Kentucky Teacher of the Year. During the 2011-2012 school year, Corbin Middle School teacher, Jenni Jackson, was named the Kentucky Middle School Teacher of the Year. Also during that year, Brent Jackson was named as Social Studies Teacher of the Year.

The areas that we are striving to reduce are the gaps between our regular education students and students with disabilities. We are striving to also increase our number of proficient students in reading and mathematics. We are also working on Novice Reduction for all individual and non-duplicated GAP groups.

Additional Information

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

Corbin Middle School has several extracurricular activities. We have several sport opportunities including: girls and boys basketball, girls and boys soccer, volleyball, football, cheerleading, dance team, softball, baseball, and archery. Several opportunities also allow for students to participate in sports at the high school level.

We also have extracurricular academic opportunities. We offer MathCounts, Academic Team, Governor's Cup, Science Olympiad, Odyssey of the Mind, KUNA, KYA, History Bee, Spelling Bee and National Geography Bee. Students are invited to try out for these various activities.