



Comprehensive School Improvement Plan

Corbin Primary

Corbin Independent

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

The school data for Corbin Primary Indicates that we have a relatively low minority student population; however, that has increased incrementally over the past 5 years including ELL students. Data also indicates that we have 75 total students with disabilities which range from students with developmental delays to autism. The actual students that make up the % for students with disabilities encompasses students with some really severe issues that take a substantial investment to meet their needs. We also have an increased amount of students who qualify for free and reduced lunch/breakfast. The current data show us with 64.5% and many of those students are transient or have been with us less than 1 year either moving in from another area or another school. Our staff is relatively young with several teachers with less than 5 years experience; however, we do have a core group of teachers with 10-20 years of experience including 3 national board certified teachers and one special education teacher with his doctorate in education.

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.

An analysis of the data indicates two important barriers from the identified trends. The first barrier is the poverty rate at CPS. While not as large as some other schools and districts, we have incrementally increased over the past 5 years. The numbers only tell part of the story because we feel that the number could be much higher reaching the 70-75 percent range. Root causes are multi-faceted but one issue for the Corbin Community is the loss of jobs due to corporations cutting back on their workforce including CSX and Wayne Supply. The challenge with addressing the needs for students in poverty involves staffing and resources to meet student needs. We have coordinated with supplemental services including our redhound enrichment/21st Century Program. The other factor involves our our students with disabilities. Our school system employs a unique grade level configuration. Our primary school houses K-2, the elementary 3-4, the intermediate 5-6, the middle school 7-8 and the high school 9-12. Although our percentage is 12.2% several students with substantial disabilities are represented in that number. We are a self contained school with no EBD or FMD unit so many of the issues require meeting their needs in our school environment and we are limited in what we can do due to limited resources and access to programs.

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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.		2016-2017 School Equity Goals

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

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

OR

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

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

Goal 1:

70% of exiting 2nd graders will be proficient or distinguished in reading.

Measurable Objective 1:

70% of Second grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by the NWEA MAP assessment..

Strategy1:

21st Century Community Learning Centers - Students will be worked with individually to provide remediation and enrichment for students via the redhound enrichment program.

Category: Integrated Methods for Learning

Research Cited:

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Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program.	Academic Support Program	08/03/2015	07/31/2017	\$2000 - FRYSC	FRC Staff, Principal, and Team Leads

Strategy2:

Reading Intervention/RTI Training - Our current reading recovery specialists and school psychologist will provide an update training for teachers and support staff in reading intervention techniques and response to intervention strategies for at risk students.

Category: Integrated Methods for Learning

Research Cited:

Activity - Reading Intervention/RTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive continuing annual training on reading interventions and response to intervention strategies that will be implemented in the classroom.	Professional Learning	08/03/2015	07/01/2017	\$150 - District Funding	Reading Recovery Teachers and School Psychologist

Activity - In School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in reading and math will be selected to attend in-school ESS sessions for 30-45 minutes a day for Tier 2/Tier 3 intervention.	Academic Support Program	08/08/2016	05/31/2017	\$7000 - State Funds	Principal, In School ESS instructor

Activity - Addition of Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the 16-17 school year, 1 FTE will be utilized as a reading intervention teacher to serve first grade and implement the Read to Achieve Model.	Academic Support Program	07/01/2016	06/30/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Strategy3:

Collaboration with 3rd Grade Teachers - Grade Level teachers will attend joint professional development sessions and shadow 3rd grade teachers to differentiate instruction and develop more rigorous K-Prep like instructional groups. Instructional activities in reading and math will be developed utilizing the KAGAN structure to remediate "gap" students and identified needs.

Category: Continuous Improvement

Research Cited:

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Fall MAP testing, grade level PODs will place students into RIT bands and collaborate to develop lessons and activities to address individual student ability levels. Students will in centers that math their individual/group needs that address standards within that student's RIT band.	Direct Instruction	08/08/2016	06/01/2017	\$500 - School Council Funds	Principal, Assistant Principal, Homeroom Teachers and Special Needs Staff

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Activity - Curriculum Alignment Training K-4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to deconstruct reading and math standards and align/pace curriculum K-4.	Professional Learning	11/03/2014	05/31/2017	\$200 - District Funding	Principal, Assistant Principal and Team Leads

Measurable Objective 2:

A 10% decrease of Second grade Economically Disadvantaged students will demonstrate a proficiency decreasing the overall percent novice by 10% in English Language Arts by 05/31/2017 as measured by Spring NWEA MAP assessment.

Strategy1:

GAP Student Data Analysis - Grade level professional learning communities will analyze reading data to identify sub-population "gap students" who are fall within the novice category in reading. PLC teams will develop activities specifically to engage disadvantaged students in reading comprehension and reading fluency activities to increase reading achievement. We will also host "learning nights" to educate our parents and stakeholder on best practices for reading.

Category: Continuous Improvement

Research Cited:

Activity - KAGAN Structure Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in KAGAN structures to increase student engagement and work collaboratively to develop reading activities constructed to increase reading achievement for students who are economically disadvantaged.	Professional Learning	08/01/2016	05/31/2018	\$10000 - Grant Funds	Principal, Team Leads

Measurable Objective 3:

10% of Economically Disadvantaged students will demonstrate a proficiency in reducing the overall percentage novice in reading in English Language Arts by 05/31/2017 as measured by The 3rd grade KPrep assessment.

Strategy1:

Differentiated Instruction - Teachers will develop centers from K-Prep scrimmage assessment data to re-mediate students in common core standards to help move students from novice to apprentice in reading.

Category: Learning Systems

Research Cited:

Activity - Museum Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CPS will host 2 Museum Nights for students to showcase their learning to parents and stakeholders.	Parent Involvement	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Team Leads, Teachers

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Activity - Wonder Reading Series and Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The new Wonders Reading Series will be utilized along with Renaissance/Accelerated Learning and Star Reading Assessment by teachers to address individual student reading levels and remediation to include language/grammar.	Technology	07/01/2015	07/03/2017	\$5000 - Title I Part A	Principal, Assistant Principal, Team Leads

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop project based learning activities to develop critical reading and thinking skills to move students out of novice toward proficiency.	Direct Instruction	08/01/2015	07/31/2017	\$3000 - School Council Funds	Principal and Teachers

Goal 2:

Increase the number of students that are Kindergarten ready to 60% or above

Measurable Objective 1:

collaborate to prepare more students to be Kindergarten ready by 12/30/2016 as measured by The Brigance early Kindergarten screener..

Strategy1:

Pre-Kindergarten Partnerships - Kindergarten informational packets will be created and disbursed to local health agencies including health departments and physician's office to increase parent knowledge of Kindergarten entrance standards. Incoming K enrollees will also have a K readiness packet provided to them with strategies and activities to work with their children prior to the beginning of Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Independent Schools will utilize the FRYSC and 21st Century Grant to host a parent/student Kindergarten Readiness orientation that will be provided free to all incoming K students which will focus on transition from pre-K to K and Kindergarten readiness standards.	Community Engagement	07/01/2016	08/30/2017	\$1000 - FRYSC	FRC staff, principal, assistant principal, teachers, 21st Century Grant Coordinator.

Activity - Pre-K Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational packets will be created and disbursed to pre-schools, local health organizations/pediatricians detailing the Kindergarten readiness benchmarks and standards. A community meeting will also be hosted annually for all community stakeholders and partners.	Community Engagement	08/03/2015	08/30/2017	\$500 - Title I Part A	Principal and Team Leads

Strategy2:

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Kindergarten Conferences - All Kindergarten teachers and support staff will individually screen students during parent conferences within the first 30 days of the school year. Student data will be put into the OMS or online management system to break down the class and individual student data. The Brigance early screener data will then provide areas of need and strength for each student.

Category: Early Learning

Research Cited:

Activity - Brigance Early Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Brigance Kindergarten Screener/Kindergarten Parent Conferences with families prior to the start of each school year.	Policy and Process	08/03/2015	08/31/2017	\$1000 - District Funding	District Curriculum Coordinator/Principal

Goal 3:

65% of all exiting 2nd grade students will be proficient or distinguished in math.

Measurable Objective 1:

65% of Second grade students will demonstrate a proficiency in mastery of math common core standards in Mathematics by 05/30/2017 as measured by The Measures of Academic Assessment or MAP assessment by NWEA.

Strategy1:

Collaboration/Co-Teaching Math - Special education teachers will collaborate with collaboration homeroom teachers to develop math strategies for students who fall beneath the 25th percentile in math and are special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Collaborative Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and homeroom teachers will collaborate to master math concepts with students who fall beneath the 25th percentile in math according to the MAP assessment.	Direct Instruction	08/05/2015	05/26/2017	\$500 - School Council Funds	Teachers, Principal, Support Staff

Strategy2:

Math Intervention - Small groups of students will be pulled to re-mediate students who are beneath the 25%tile based upon the MAP assessment on specific math RIT band content that has not been mastered.

Category: Learning Systems

Research Cited:

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Activity - Math Early Birds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "on the cusp" of proficiency will be selected to participate in an early bird math class 7:30-8:00 each daily utilizing the COMPASS Learning or Reflex program.	Academic Support Program	01/01/2017	05/31/2017	\$500 - General Fund	Principal, Team Leads, Homeroom Teachers

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who qualify for math intervention will be selected and pulled daily for Tier II/Tier III math intervention services.	Tutoring	09/01/2016	05/31/2017	\$2000 - District Funding	Principal, Assistant Principal, Homeroom Teacher

Activity - Small Group Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in math will be identified and pulled into remediation groups to focus on math content to be mastered.	Academic Support Program	01/04/2016	05/30/2017	\$1000 - School Council Funds	Principal, Homeroom Teachers

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Schools will provide 1 FTE to provide math intervention for CPS and CES.	Academic Support Program	07/01/2016	05/31/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Strategy3:

Common Assessments Development in Math - Teachers will collaborate with 3rd and 4th grade teachers to develop common math assessments based upon exit standards.

Category: Continuous Improvement

Research Cited:

Activity - Common Math Standards Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop two K-Prep scrimmage tests and administer these in October and February. The scrimmage test will cover all 2nd grade math exit standards. Test data will be analyzed and activities will be created to address areas of greatest need in the 4 domains including (operations and algebraic thinking, geometry, measurement, and numbers and operations)..	Direct Instruction	08/01/2016	05/31/2017	\$250 - District Funding	Principal, Assistant Principal and Team Leads

Strategy4:

Grade Level Student Growth Goals in Math Automaticity/Fluency - Grade level teams will collaboratively develop grade level student growth goals in math fluency.

Category: Teacher PGES

Research Cited:

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Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will collaboratively develop a math automaticity rubric and develop class and individual student growth goals that focus on math automaticity and fluency in both growth and proficiency.	Professional Learning	08/01/2016	05/31/2017	\$500 - General Fund	Principal and teachers

Strategy5:

21st Century Community Learning Centers - Individual student needs for math remediation and/or enrichment in the 21st Century After School Program.

Category: Learning Systems

Research Cited:

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Redhound Enrichment and the 21st Century After School Program will collaborate with homeroom teachers to develop project based learning activities and remediation activities to meet individual student needs.	Academic Support Program	08/01/2016	06/30/2017	\$2000 - FRYSC	FRC Staff, Principal, Team Leads

Goal 4:

Continuously evaluate and improve program review areas with an emphasis on arts and humanities/practical living/career studies for the 16-17 school year.

Measurable Objective 1:

collaborate to meet proficient and distinguished ratings in practical living and arts and humanities by 06/01/2017 as measured by the elementary program review .

Strategy1:

Professional Training and Cross Curricular Planning - Related arts staff and teacher teams will meet in professional learning communities to collaboratively develop activities that meet the elements of the elementary program review.

Category: Professional Learning & Support

Research Cited:

Activity - Media Center Related Arts Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, selected grade levels will rotate through classes and centers developed collaboratively by homeroom teachers and related arts staff/media specialist to afford access and opportunity to all students in the areas of drama, science, social studies and media literacy.	Direct Instruction	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Grade Level Team Leads, and Related Arts Staff

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Activity - Homerooms and related arts will embed Drama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom teachers will collaborate with related arts teachers to strategically embed drama and consumer economics into units of study/daily instruction.	Professional Learning	08/01/2016	05/31/2017	\$800 - Title II Part A	Principal, Homeroom teacher, RA staff, other professionals

Activity - Consumerism Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All homeroom teachers will teach a consumerism unit and embed consumerism content throughout the school year.	Academic Support Program	01/01/2015	05/31/2017	\$500 - General Fund	Principal, Team Lead, RA Staff

Activity - Communications Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All homeroom teachers will develop a communications portfolio for students.	Academic Support Program	08/03/2015	05/31/2017	\$500 - General Fund	Principal and Team Leads

Activity - Related Arts PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related arts teachers will meet weekly to participate in job embedded professional development to develop cross curricular activities in music, art, physical education, dance, drama, social studies, spanish, science and media literacy.	Professional Learning	08/01/2016	05/31/2017	\$500 - School Council Funds	Principal, Related Arts Team Lead

Strategy2:

Add dance as a special class offering with music. - Dance will be integrated into Music class in related arts.

Category: Integrated Methods for Learning

Research Cited:

Activity - Dance Added with Music	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All second grade students will receive "dance" instruction via a special class rotation with music.	Academic Support Program	08/03/2015	06/01/2016	\$4000 - General Fund	Principal

Strategy3:

Improve Communication with the SBDM council and staff. - The SBDM council will be updated quarterly on the progress of the next steps initiatives.

Category: Stakeholder Engagement

Research Cited:

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Activity - Monitor Implementation of CSIP/Program Review goals and activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly I and I checks will be completed and shared with the SBDM council and parents/stakholders.	Policy and Process	08/01/2016	07/01/2017	\$500 - Title I Schoolwide	Principal

Goal 5:

Increase the amount of non instructional time provided for teachers

Measurable Objective 1:

collaborate to meet in monthly extended PLC's by 06/30/2017 as measured by TELL survey .

Strategy1:

Monthly Extended PLC Meetings - Teachers will meet in grade level teams monthly for extended planning time to analyze student assessment data and design instruction to meet student needs.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey/Val ED	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will take the TELL/VAL-ED survey on the assigned year. They will meet at the Corbin Center or other venue and district administration will lead them through the taking of the anonymous survey with a goal of over 90% participation.	Policy and Process Academic Support Program	08/03/2015	05/30/2017	\$1000 - District Funding	Principal, Assistant Principal, Assistant Superintendent

Activity - PLC Meetings-Grade Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the faculty meeting and master schedule to provide for extended PLC meeting time one day per month to increase student achievement and address Time Construct 2.1	Academic Support Program Policy and Process	12/01/2015	05/30/2017	\$500 - General Fund	Principal and Team Leads, SBDM council

Goal 6:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2017.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 07/30/2017 as measured by the number of teachers who have engaged in the PGES Professional Learning..

Strategy1:

Professional Growth and Effectiveness System - The district will create and distribute to our school PowerPoint presentations and/or media

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presentations for each component of TPGES. These materials will be used with teacher during teacher's meetings and/or PLC's.

Category:

Research Cited:

Activity - KY Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PP presentation to explain framework, domains, and level of performance.	Professional Learning	06/01/2015	09/01/2017	\$0 - No Funding Required	Principal

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Growth Smart Goal Writing based upon baseline data and PGP.	Professional Learning	06/01/2015	07/30/2017	\$0 - No Funding Required	Principal

Activity - Gearing Up for 2016-2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn to input data into CIITS and review multiple measures of TPGES.	Professional Learning	06/01/2016	06/30/2017	\$0 - No Funding Required	Principal

Activity - Observations in TPEGs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be observed based upon the CEP and Cycle he or she is in.	Policy and Process Professional Learning	06/01/2015	07/30/2017	\$0 - No Funding Required	Principal

Activity - Overview of TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PowerPoint presentation on purpose of TPGES and explanation of multiple measures and overview of district CEP.	Professional Learning	07/01/2015	08/01/2017	\$0 - No Funding Required	Principal

Activity - Professional Growth/Self Reflection/Student Voice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PP and various activities concern processes for each component.	Professional Learning	02/01/2014	02/28/2014	\$0 - No Funding Required	Principal

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	12/01/2013	12/30/2013	\$0 - No Funding Required	Principal

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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	11/01/2013	11/30/2013	\$0 - No Funding Required	Principal

Strategy2:

School will follow all CEP/certification requirements for TPGES to build capacity - Teachers/administration will follow all CEP guidelines and obtain training and certifications for formal mini, and peer observations.

Category: Continuous Improvement

Research Cited:

Activity - Peer Observers Trained	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All peer observers will be trained using the CIITS module.	Professional Learning	08/01/2013	11/30/2013	\$0 - No Funding Required	Principal

Activity - TPGES Pilot Participant Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants in the TPGES model will meet quarterly to discuss and cover the goals, objectives, and activities required by the new teacher evaluation program.	Professional Learning	08/01/2013	05/30/2014	\$0 - No Funding Required	Principal

Activity - TeachScape Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administration/peer observers in the TPGES will be trained and certified via TeachScape.	Professional Learning	06/01/2015	08/01/2017	\$600 - General Fund	Assistant Superintendent/Principal/Teachers

Goal 7:

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

Measurable Objective 1:

collaborate to implement a Coordinated School Health Council by 10/01/2016 as measured by representation of various stakeholders including school and community members.

Strategy1:

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

Category: Other - Policy

Research Cited:

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Activity - CSH Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee will meet at regular intervals throughout the school year.	Policy and Process	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, CSH Committee

Activity - Health Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will choose and utilize a school health assessment and report results to district.	Policy and Process	01/31/2015	06/01/2017	\$0 - No Funding Required	CSH Council

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Set school goals for nutrition education, physical activity and nutrition guidelines	Policy and Process	07/01/2016	06/01/2017	\$0 - No Funding Required	CSH Council

Activity - Committee Formation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee will be formed that includes food service, health service, physical education teacher, principal and other PLCS teachers as well as community members	Policy and Process	01/05/2015	01/31/2015	\$0 - No Funding Required	Principal

Activity - Report Implementation Progress of Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CSH Council will report the implementation progress of wellness policy to SBDM by January 31st of each year.	Policy and Process	01/31/2015	06/01/2017	\$0 - No Funding Required	CSH Council, SBDM

Activity - PLCS Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CSH Council will provide input into school's PLCS Program Review	Policy and Process	08/01/2016	06/01/2017	\$0 - No Funding Required	CSH Council

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annually review school wellness policy and ensure that it includes a Comprehensive School Physical Activity Program Approach	Policy and Process	01/31/2015	06/01/2017	\$0 - No Funding Required	CSH Council

Goal 8:

Decrease by 50% the students scoring novice in Mathematics and Reading by 2019.

Measurable Objective 1:

collaborate to decrease the students scoring novice in Mathematics and Reading by 10% by 06/01/2019 as measured by Spring MAP scores.

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Strategy1:

SPED Collaboration in Math and Reading - Special Education teachers will co-teaching/collaborate in identified classrooms. Homeroom teachers and SPED teachers will team to develop instruction to move students from novice to apprentice/proficient.

Category: Continuous Improvement

Research Cited:

Activity - SPED Co-Teaching in Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPED and homeroom teachers will collaborate to co-teach and develop lessons to move "at risk" students out of novice.	Direct Instruction Academic Support Program	08/01/2016	06/01/2017	\$2000 - District Funding	Principal, SPED staff, homeroom teachers and SBDM council.

Strategy2:

RTI Schedule - Second Grade will create a "super block" which is a 65 minute planning/RTI block.

Category: Continuous Improvement

Research Cited:

Activity - Superblock for RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A superblock of 65 minutes will be created to provide 20-30 minutes of daily RTI. Students will be selected weekly by the homeroom teacher from exit slips/formative assessments for remediation in math/reading.	Direct Instruction	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, team leads

Strategy3:

Math Intervention - Addition of 1 Math Intervention Teacher to serve CPS and CES. Students identified as below the 25th percentile in math will be pulled to do math intervention daily for Tier II/Tier III intervention.

Category: Continuous Improvement

Research Cited:

Activity - KNP Advantage Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students beneath the 25th percentile on the MAP math assessment will be selected for math intervention daily for Tier II/Tier III intervention.	Academic Support Program	01/04/2016	05/30/2016	\$50000 - District Funding	Principal, District Administration

Strategy4:

Reading Intervention - Addition of 1 Reading Interventionist to implement the read to achieve program for reading recovery.

Category: Continuous Improvement

Research Cited: Read to Achieve Model will be implemented.

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Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as below the 25th percentile in reading on MAP and not already being service in reading intervention will be pulled for Tier II/Tier III intervention using the read to achieve/cim model.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal and Reading Interventionists

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?

Teachers, parents, PTO members, SBDM council members, team leaders per grade level, school administration, community and business stakeholders.

Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

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

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

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

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

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

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

Communications

Overall Rating: 3.29

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

Comprehensive School Improvement Plan

Corbin Primary

	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: 3.0

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

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

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

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

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

Comprehensive School Improvement Plan

Corbin Primary

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

Advocacy

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.0

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

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

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

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

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

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

Community Partnerships

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

Reflection

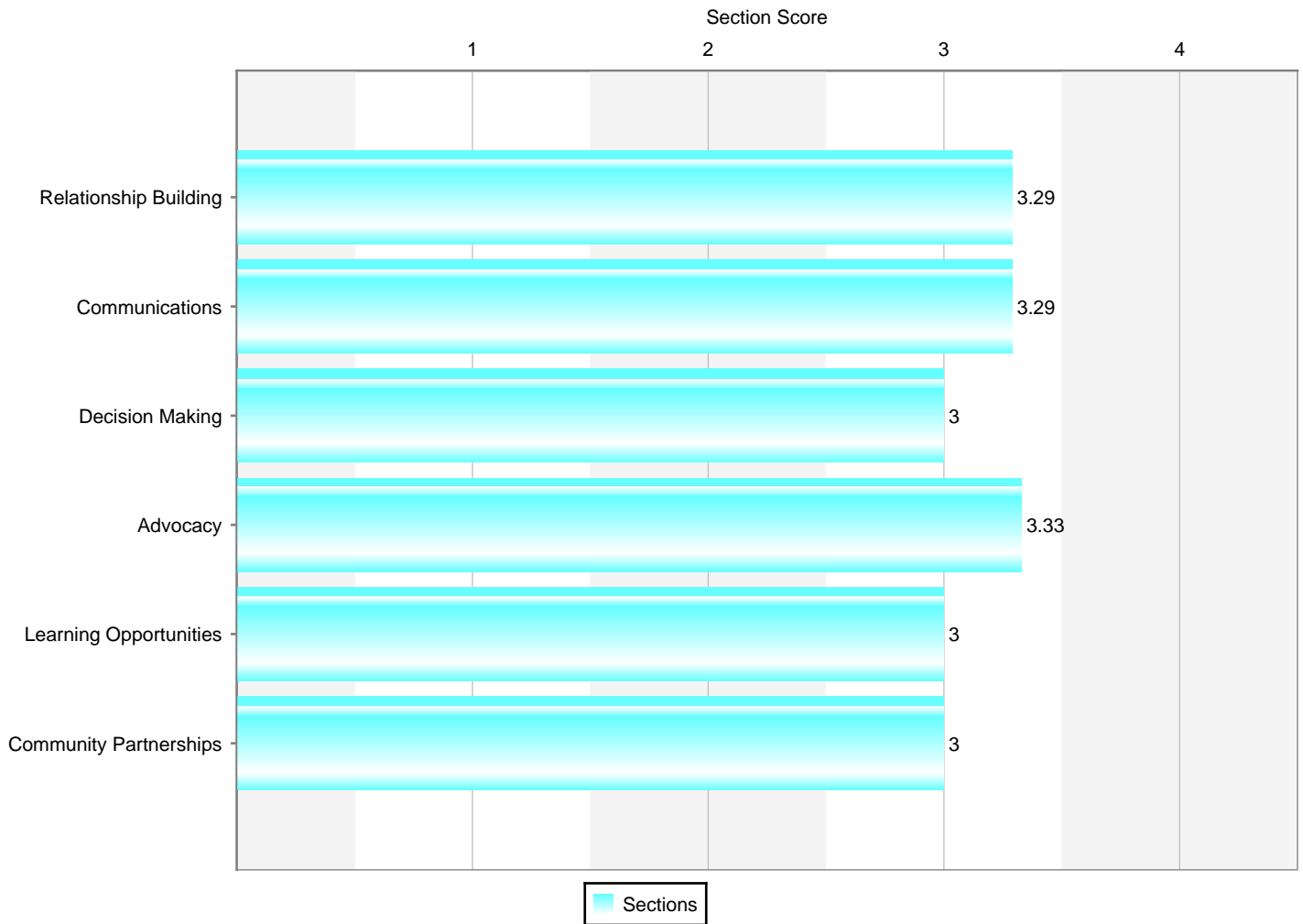
Reflect upon your responses to each of the Missing Piece objectives.

Our school identified several strengths ranging from our relationship building and communications, to our decision making. Our parents and stakeholders are a vital part of our school success. We gather qualitative and quantitative feedback from our parents and stakeholders via several different methods and analyze that data to better serve our parents each and every year. We take systematic steps to encourage parents to attend school events and functions to better meet the needs of their children. Feedback on the schools efforts is a main focus and parents consistently state they feel welcomed and a part of the school decision making process. Communication is vitally important. We seek out as many avenues as possible to make contacts with parents including technology such as twitter, web pages, remind, newsletters, formal letters, email, home visits, phone calls, texts, parent information nights, museum/learning nights and parent conferences. We offer times and locations that are convenient for parents and utilize survey data (including our Title I survey) to craft a plan to better communicate with our stakeholders. At least 50% of our parents responded via survey monkey or the hard copy of our needs assessment survey. Decision making is another strength of our program. The school council uses a variety of sub-committees, advisory groups, parent groups, and district groups to craft a plan to increase student achievement via collaborative/cooperative decision making. We offer learning opportunities and workshops which are accessible to parents and encourage our parents and stakeholders to be actively involved in the school. We have goals and objectives and measure their success via our title 1 committee and SBDM council. Our school staff works to develop teacher and parent leaders to "carry" the message to the parents and school community at large. We are constantly looking at feedback data to improve each and every year.

While we do a good job at meeting the requirement of the law pertaining to advocacy, we need to do a better job of "teaching" our parents and stakeholder what true advocacy looks like in a school setting. They are given clear information from the general education students to students with disabilities and ELL students; however, we could do more to "explain" advocacy and offer formal training on advocacy. The council is involved in all data analysis pertaining to advocacy but needs to be more active in setting tangible goals and objectives as it relates to advocacy for students and families. We also need to do a better job of informing the community at large and not just focus on our parent groups to ensure proper advocacy for students and even have options to have trained advocates to intercede on student's behalf. Our community partnerships is another area of growth. While we have a very active community and we have organizations consistently in the school to serve our students, we need to coordinate the resources more efficiently and be more purposeful in our plan of implementation. Likewise, we need to gather more data that analyzes the effectiveness of our partnerships. Instead of just doing what we have always done or getting groups and organizations in our building we need to focus our efforts on what will give students the best experience that links to our student needs. A part of this is to extend our community based learning activities and collaboration with businesses, organizations, and agencies to address individual student needs.

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.

Corbin Primary uses a committee structure to inform and make recommendations for school improvement to the SBDM council. Currently, there are 5 standing committees (governance, curriculum and instruction, climate and culture, media and technology, and assessment) along with a Health and Wellness committee. Teachers and stakeholders are given the opportunity to voluntarily sign up to serve on a committee. Each committee has a chair, a recorder and members that represent teachers, classified staff, parents, and community and business leaders. Committees meet and analyze data including the TELL survey, the Val-Ed survey, parent and teacher survey, the Title I Parent Involvement Committee and community input. An action plan is developed by each committee and presented to the SBDM council for revisions/edits and finally approval. We also are partnering heavily with other organizations to increase our parental involvement. The following list details our initiatives and processes for parental/stakeholder involvement:

- Continued joint professional development sessions with the Corbin Pre-School Center and Corbin Primary School
- School visits to other high performing schools/districts.
- Program review completion, formation of a program review committee annually and development of a school health committee.
- School committees in the following areas with representatives from the community/parents:
 - o Governance and Space
 - o School Culture and Climate
 - o Media and Technology
 - o School Health
 - o Curriculum and instruction
- Ongoing PGES training in to effectively evaluate teachers and specialists in the use and coordination of resources and external partnerships.
- Partnership with White, Maggard, and Greer to develop Kindergarten Readiness Packets, Information Sheets, and a Readiness Checklist for the community and incoming K students.
- Attendance at the P-12 Summit at Union College annually
- Attend the local CECC pre-K partnership meeting at the Corbin Center each April
- Annual Speaking engagement at the Kiwanis Club of Corbin at David's Steakhouse
- Parent and Community Involvement Survey distributed and due back on June 1st of each year. Data will be analyzed and information used to develop the school CSIP.
- Partnership with the Ossoli Club of Corbin to provide resources for K-2 and pre-K classrooms via the annual May Day celebration.
- Partnership with Baptist Hospital to host and conduct staff health screenings.
- Partnership with Baptist Hospital to provide a Fitness 5 event for all 1st and 2nd grade students.
- Collaboration with the 21st Century Program and Redhound Enrichment to provide teaching and strategies for Kindergarten Readiness
 - Family literacy nights and parent education
 - Mid-year parent/teacher conferences
 - Museum Nights to showcase student work and assessment
 - Watch Dogs Mentoring Program
 - Intercession during extended breaks for "at risk" students

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

- Teachers
- Aides
- Administration
- District administration
- Parents
- Council members
- FRC staff
- Community and business leaders
- Post secondary representatives
- Early childhood leaders

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

The communication of the improvement plan is achieved via several avenues to strategically get the information out to all stakeholders. The chair of each committee makes a report along with recommendations to the SBDM council for review. Council meetings are conducted in open session per KRS law and the improvement plan is systematically discussed and changes made. The council will then take the final CSIP document and vote for final approval. The minutes of the meeting are sent out to all stakeholders along with posting on the school website, twitter feed, and school newsletters. The council is updated a minimum of each semester on the progress toward meeting the CSIP goals via an implementation and impact check. The principal also makes a yearly report to the board of education and district administration on the progress toward achieving the CSIP goals. Furthermore the CSIP and school improvement initiatives are communicated to various groups and stakeholders in the community including: Baptist Health, the Kiwanis Club, CECC early learning coalition, Local daycares and preschools, Ossoli Club of Corbin, and post secondary partnerships with Union College, Eastern Kentucky University, and the University of the Cumberlands.

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?

Each year, we look heavily at trend data to develop a plan of action to better meet the needs of our students. We depend heavily upon MAP data, STAR data, DRA data, KPREP data and other forms of assessment with a goal to see how to move our elementary school into the top 10% of high performing schools in the state of Kentucky. Multiple other quantitative and qualitative sources of data and information are used to identify the areas of strength and potential barriers for school improvement. Sources used include TELL, Val-ED, K-Prep, MAP, Brigance, Parent and Staff surveys, PTO feedback, SBDM agendas and minutes, professional development evaluations and feedback, and PLC meetings. Specific areas of gap, achievement, program review, climate and culture, school governance, assessment and technology, and PGES are looked at thoroughly to determine the next steps for school improvement to increase student achievement for all students. The data tells us that overall, we are continuing to meet student needs; however, it also shows areas of growth that need addressed to progress toward a distinguished school.

Among the questions that we are trying to answer with the data includes the following:

1. How can we increase the number of students scoring proficient and distinguished for our "gap" students?
2. What can we do to decrease the percent novice in reading and math to less than 10%.
3. How can we allocate resources and programs to best meet the needs of students who fall beneath the 25th percentile in math and reading.
4. Why do our special needs students consistently score below state averages in math and reading?
5. What changes can be made in our collaboration classes with special needs students to bring them out of Novice?
6. Do our teachers have the resources and training necessary to meet all student needs?
7. Why do our students in poverty score lower than other students?
8. What community partnerships exist that can help move our school into distinguished status?
9. What impact with our ESS and intervention programs have on student achievement?
10. What role does poverty play in lack of student achievement and what strategies have been proven effective in teaching students in poverty?

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?

Areas of strength noted annually begins with the entrance data from the Brigance Screener for all incoming Kindergarten students. For the 14-16 school year, 56% of our students scored "Kindergarten Ready" which is a significant increase from the previous year and well above state averages. The partnerships with our school and community in this area has proven to be effective. Our campaign to provide information to local preschools, daycares, health departments, physician's offices, and incoming K students to Corbin Primary is attributed for the increase in student K ready. For the 16-17 school year, we made a strategic plan to screen as many kids as possible before school started to ensure equity among our homerooms. The data reflected a drop in the number of K ready students; however, we feel it is very accurate and provided us the much needed level playing field for our K classes. Also, our data from the MAP assessments, common assessments, and STAR/DRA scores show that for the most part, students in Kindergarten and 1st grade are promoted to the next grade "on grade level" meeting exit expectations. The adoption of the enVision math program and the Wonders Reading Series is paying dividends. Both the math and reading programs are implemented with fidelity and content is supplemented to provide a rigorous and relevant curriculum for all students aligned to the common core. This year, we worked heavily to align our curriculum vertically K-5 and horizontally per grade level beginning with the standards and working backward using a project based learning delivery method.

This year, we made a specific focus to set the stage for the next 5 years at CPS. We did extensive work on the development of the vision for our school and landed with "Enriching the lives of our students by cultivating a lifelong love of learning, discovery, and citizenship." So much went into that simple statement but everyone in our school was involved in the process and owns it. Everything we do has to come back to that simple premise and as we plan with purpose, we will filter everything from our school budget and PD to the people we hire through that lens. Instructionally, our plan is streamlined for next year. We want to take the standards and every week collaborate to check off if students have mastered it or not. If not, we plan to do fluid RTI during our superbloc time which is built in RTI time into each day. The outcomes are expected to increase achievement for all students.

Opportunities for Improvement

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

End of year data according to the MAP assessment indicate the following:

End of year data from the Spring 2016 MAP Assessment indicates that out of 231 second grade students tested in Math and Reading, 27 students or 11.7% were novice in math and 31 students or 13.4% were novice in reading.

End of year data comparing the projected proficiency from the last two years shows that in 14-15 we had 34.1% of our 2nd graders distinguished in math and only 9.5% distinguished in 15-16. Likewise, we had 36.8% score distinguished in reading in 14-15 and only 7.8% in 15-16 which is a substantial decrease of over 25 percentage points in both content areas.

Teaching up is an important focus area for Corbin Primary for the current school year. Our goal is to increase the overall percentage of students scoring distinguished in math and reading and decrease the percent novice. We also want to focus on creating stronger partnerships and evaluating the effectiveness of these collaborative efforts. Partnerships include:

- Joint meetings and professional development sessions with the Corbin Pre-School Center, Corbin Elementary School including science, grading standards, and early childhood screenings.
- School visits to evaluate how to increase student achievement with a focus on GAP students and school improvement strategies
- Attendance at SECS coop meetings on school improvement.
- Program review completion, formation of a program review committee for 16-17, and the participation in the district health and wellness committee.
- School committees in the following areas with representatives from the community/parents:
 - o Governance and Space
 - o School Culture and Climate
 - o Media and Technology
 - o School Health
 - o Curriculum and instruction
- Partnership with White and Maggard to develop Kindergarten Readiness Packets, Information Sheets, and a Readiness Checklist for the community and incoming K students.
- Attendance at the P-12 Summit at ECU in April of 2015
- Attended the local CECC pre-K partnership meeting at the Corbin Center
- Annual speaking engagement at the Kiwanis Club of Corbin at David's Steakhouse
- Hosted a Summer Reading Parent Involvement Night sponsored by Title I
- Parent and Community Involvement Survey distributed and June 1st 2016. It was also available via survey monkey. Data is analyzed and information used to develop the school CSIP.
- Partnership with the Ossoli Club of Corbin to provide resources for K-2 and pre-K classrooms via the annual May Day celebration.
- Partnership with Baptist Hospital to host and conduct staff health screenings and the annual Fitness 5 event.

Conclusion

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

A conclusion of the data indicated a need to focus on the data and what programs are best utilized to increase student achievement. Best practices for "Name them Claim them" and working with students in poverty is another goal including increasing student engagement with students to track/progress monitor using my interventionists. Schedule time with teachers to "free them up" to meet is a focus for the school year to let them work on the work as Phil Schlecty prescribes for high performing schools. This focus to streamline our PLC meetings so every minute is utilized to focus on student data and achievement is another part of our plan. Part of the plan is to learn what resources are available to best meet student needs during the planning time. I plan to work with our PTO and community resources to provide learning experiences that focus on the arts, physical fitness, practical living and career studies, science, and social studies content.

Next Steps Include:

1. Adoption of new Reflex Math Automaticity Software Program
2. Two Day KAGAN Student Engagement PD
3. Remediation/intervention in math and reading.
4. Scrimmage testing/Common Assessments in reading and math
5. Math Intervention (1/2 day CPS and ½ day CES)
6. Read to Achieve-Reading Intervention (Full Time FTE to make total of 3)
7. Increase teacher PLC/planning time to analyze student work data and design instruction
8. Grade Level Student Growth Goals for identified enduring skills in need of remediation to complete PGES, teacher PGP's.
9. Project Based Learning in Science with Museum Nights per semester/per grade level.
10. Superblock Schedule (20-30 minutes) for daily RTI in Math and Reading-Master Schedule
11. Family Learning Nights to engage parents and stakeholders in math and reading best practices
12. Implement Mentoring/WATCH Dogs Program
13. Redhound Enrichment Superblock to provide RTI during our after school program.

2016-2017 Goals and Plans

Overview

Plan Name

2016-2017 Goals and Plans

Plan Description

Corbin Primary's (School Name)'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	70% of exiting 2nd graders will be proficient or distinguished in reading.	Objectives: 3 Strategies: 5 Activities: 10	Academic	\$78850
2	Increase the number of students that are Kindergarten ready to 60% or above	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$2500
3	Increase the amount of non instructional time provided for teachers	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1500
4	65% of all exiting 2nd grade students will be proficient or distinguished in math.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$56750
5	Continuously evaluate and improve program review areas with an emphasis on arts and humanities/practical living/career studies for the 16-17 school year.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$7800
6	Increase teacher capacity for implementation of PGES to 100% by July 30, 2017.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$600
7	Not Applicable	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Implement the wellness policy requirements of the Healthy, Hunger-Free Kids Act of 2010	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
9	Decrease by 50% the students scoring novice in Mathematics and Reading by 2019.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$52000

Goal 1: 70% of exiting 2nd graders will be proficient or distinguished in reading.

Measurable Objective 1:

70% of Second grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by the NWEA MAP assessment..

Strategy 1:

Collaboration with 3rd Grade Teachers - Grade Level teachers will attend joint professional development sessions and shadow 3rd grade teachers to differentiate instruction and develop more rigorous K-Prep like instructional groups. Instructional activities in reading and math will be developed utilizing the KAGAN structure to remediate "gap" students and identified needs.

Category: Continuous Improvement

Activity - Curriculum Alignment Training K-4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to deconstruct reading and math standards and align/pace curriculum K-4.	Professional Learning	11/03/2014	05/31/2017	\$200	District Funding	Principal, Assistant Principal and Team Leads

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After Fall MAP testing, grade level PODs will place students into RIT bands and collaborate to develop lessons and activities to address individual student ability levels. Students will in centers that math their individual/group needs that address standards within that student's RIT band.	Direct Instruction	08/08/2016	06/01/2017	\$500	School Council Funds	Principal, Assistant Principal, Homeroom Teachers and Special Needs Staff

Strategy 2:

Reading Intervention/RTI Training - Our current reading recovery specialists and school psychologist will provide an update training for teachers and support staff in reading intervention techniques and response to intervention strategies for at risk students.

Category: Integrated Methods for Learning

Activity - Reading Intervention/RTI Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive continuing annual training on reading interventions and response to intervention strategies that will be implemented in the classroom.	Professional Learning	08/03/2015	07/01/2017	\$150	District Funding	Reading Recovery Teachers and School Pyschologist

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Activity - In School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall beneath the 25th percentile in reading and math will be selected to attend in-school ESS sessions for 30-45 minutes a day for Tier 2/Tier 3 intervention.	Academic Support Program	08/08/2016	05/31/2017	\$7000	State Funds	Principal, In School ESS instructor

Activity - Addition of Reading Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the 16-17 school year, 1 FTE will be utilized as a reading intervention teacher to serve first grade and implement the Read to Achieve Model.	Academic Support Program	07/01/2016	06/30/2017	\$50000	General Fund	Superintendent, Principal, SBDM Council

Strategy 3:

21st Century Community Learning Centers - Students will be worked with individually to provide remediation and enrichment for students via the redhound enrichment program.

Category: Integrated Methods for Learning

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program.	Academic Support Program	08/03/2015	07/31/2017	\$2000	FRYSC	FRC Staff, Principal, and Team Leads

Measurable Objective 2:

A 10% decrease of Second grade Economically Disadvantaged students will demonstrate a proficiency decreasing the overall percent novice by 10% in English Language Arts by 05/31/2017 as measured by Spring NWEA MAP assessment.

Strategy 1:

GAP Student Data Analysis - Grade level professional learning communities will analyze reading data to identify sub-population "gap students" who are fall within the novice category in reading. PLC teams will develop activities specifically to engage disadvantaged students in reading comprehension and reading fluency activities to increase reading achievement. We will also host "learning nights" to educate our parents and stakeholder on best practices for reading.

Category: Continuous Improvement

Activity - KAGAN Structure Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in KAGAN structures to increase student engagement and work collaboratively to develop reading activities constructed to increase reading achievement for students who are economically disadvantaged.	Professional Learning	08/01/2016	05/31/2018	\$10000	Grant Funds	Principal, Team Leads

Measurable Objective 3:

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10% of Economically Disadvantaged students will demonstrate a proficiency in reducing the overall percentage novice in reading in English Language Arts by 05/31/2017 as measured by The 3rd grade KPrep assessment.

Strategy 1:

Differentiated Instruction - Teachers will develop centers from K-Prep scrimmage assessment data to re-mediate students in common core standards to help move students from novice to apprentice in reading.

Category: Learning Systems

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop project based learning activities to develop critical reading and thinking skills to move students out of novice toward proficiency.	Direct Instruction	08/01/2015	07/31/2017	\$3000	School Council Funds	Principal and Teachers
Activity - Wonder Reading Series and Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The new Wonders Reading Series will be utilized along with Renaissance/Accelerated Learning and Star Reading Assessment by teachers to address individual student reading levels and remediation to include language/grammar.	Technology	07/01/2015	07/03/2017	\$5000	Title I Part A	Principal, Assistant Principal, Team Leads
Activity - Museum Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CPS will host 2 Museum Nights for students to showcase their learning to parents and stakeholders.	Parent Involvement	08/01/2016	05/31/2017	\$1000	School Council Funds	Principal, Team Leads, Teachers

Goal 2: Increase the number of students that are Kindergarten ready to 60% or above

Measurable Objective 1:

collaborate to prepare more students to be Kindergarten ready by 12/30/2016 as measured by The Brigance early Kindergarten screener..

Strategy 1:

Kindergarten Conferences - All Kindergarten teachers and support staff will individually screen students during parent conferences within the first 30 days of the school year. Student data will be put into the OMS or online management system to break down the class and individual student data. The Brigance early screener data will then provide areas of need and strength for each student.

Category: Early Learning

Activity - Brigance Early Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Conduct Brigance Kindergarten Screener/Kindergarten Parent Conferences with families prior to the start of each school year.	Policy and Process	08/03/2015	08/31/2017	\$1000	District Funding	District Curriculum Coordinator/Principal
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Strategy 2:

Pre-Kindergarten Partnerships - Kindergarten informational packets will be created and disbursed to local health agencies including health departments and physician's office to increase parent knowledge of Kindergarten entrance standards. Incoming K enrollees will also have a K readiness packet provided to them with strategies and activities to work with their children prior to the beginning of Kindergarten.

Category: Early Learning

Activity - Pre-K Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational packets will be created and disbursed to pre-schools, local health organizations/pediatricians detailing the Kindergarten readiness benchmarks and standards. A community meeting will also be hosted annually for all community stakeholders and partners.	Community Engagement	08/03/2015	08/30/2017	\$500	Title I Part A	Principal and Team Leads

Activity - Kindergarten Readiness Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corbin Independent Schools will utilize the FRYSC and 21st Century Grant to host a parent/student Kindergarten Readiness orientation that will be provided free to all incoming K students which will focus on transition from pre-K to K and Kindergarten readiness standards.	Community Engagement	07/01/2016	08/30/2017	\$1000	FRYSC	FRC staff, principal, assistant principal, teachers, 21st Century Grant Coordinator.

Goal 3: Increase the amount of non instructional time provided for teachers

Measurable Objective 1:

collaborate to meet in monthly extended PLC's by 06/30/2017 as measured by TELL survey .

Strategy 1:

Monthly Extended PLC Meetings - Teachers will meet in grade level teams monthly for extended planning time to analyze student assessment data and design instruction to meet student needs.

Category: Continuous Improvement

Activity - PLC Meetings-Grade Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Revise the faculty meeting and master schedule to provide for extended PLC meeting time one day per month to increase student achievement and address Time Construct 2.1	Policy and Process, Academic Support Program	12/01/2015	05/30/2017	\$500	General Fund	Principal and Team Leads, SBDM council
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Activity - TELL Survey/Val ED	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will take the TELL/VAL-ED survey on the assigned year. They will meet at the Corbin Center or other venue and district administration will lead them through the taking of the anonymous survey with a goal of over 90% participation.	Policy and Process, Academic Support Program	08/03/2015	05/30/2017	\$1000	District Funding	Principal, Assistant Principal, Assistant Superintendent

Goal 4: 65% of all exiting 2nd grade students will be proficient or distinguished in math.

Measurable Objective 1:

65% of Second grade students will demonstrate a proficiency in mastery of math common core standards in Mathematics by 05/30/2017 as measured by The Measures of Academic Assessment or MAP assessment by NWEA.

Strategy 1:

Math Intervention - Small groups of students will be pulled to re-mediate students who are beneath the 25%tile based upon the MAP assessment on specific math RIT band content that has not been mastered.

Category: Learning Systems

Activity - Small Group Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall beneath the 25th percentile in math will be identified and pulled into remediation groups to focus on math content to be mastered.	Academic Support Program	01/04/2016	05/30/2017	\$1000	School Council Funds	Principal, Homeroom Teachers

Activity - In-School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who qualify for math intervention will be selected and pulled daily for Tier II/Tier III math intervention services.	Tutoring	09/01/2016	05/31/2017	\$2000	District Funding	Principal, Assistant Principal, Homeroom Teacher

Activity - Math Early Birds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students identified as "on the cusp" of proficiency will be selected to participate in an early bird math class 7:30-8:00 each daily utilizing the COMPASS Learning or Reflex program.	Academic Support Program	01/01/2017	05/31/2017	\$500	General Fund	Principal, Team Leads, Homeroom Teachers
Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corbin Schools will provide 1 FTE to provide math intervention for CPS and CES.	Academic Support Program	07/01/2016	05/31/2017	\$50000	General Fund	Superintendent, Principal, SBDM Council

Strategy 2:

Collaboration/Co-Teaching Math - Special education teachers will collaborate with collaboration homeroom teachers to develop math strategies for students who fall beneath the 25th percentile in math and are special needs.

Category: Integrated Methods for Learning

Activity - Collaborative Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and homeroom teachers will collaborate to master math concepts with students who fall beneath the 25th percentile in math according to the MAP assessment.	Direct Instruction	08/05/2015	05/26/2017	\$500	School Council Funds	Teachers, Principal, Support Staff

Strategy 3:

Common Assessments Development in Math - Teachers will collaborate with 3rd and 4th grade teachers to develop common math assessments based upon exit standards.

Category: Continuous Improvement

Activity - Common Math Standards Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop two K-Prep scrimmage tests and administer these in October and February. The scrimmage test will cover all 2nd grade math exit standards. Test data will be analyzed and activities will be created to address areas of greatest need in the 4 domains including (operations and algebraic thinking, geometry, measurement, and numbers and operations)..	Direct Instruction	08/01/2016	05/31/2017	\$250	District Funding	Principal, Assistant Principal and Team Leads

Strategy 4:

Grade Level Student Growth Goals in Math Automaticity/Fluency - Grade level teams will collaboratively develop grade level student growth goals in math fluency.

Category: Teacher PGES

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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Grade level teams will collaboratively develop a math automaticity rubric and develop class and individual student growth goals that focus on math automaticity and fluency in both growth and proficiency.	Professional Learning	08/01/2016	05/31/2017	\$500	General Fund	Principal and teachers
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Strategy 5:

21st Century Community Learning Centers - Individual student needs for math remediation and/or enrichment in the 21st Century After School Program.

Category: Learning Systems

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Redhound Enrichment and the 21st Century After School Program will collaborate with homeroom teachers to develop project based learning activities and remediation activities to meet individual student needs.	Academic Support Program	08/01/2016	06/30/2017	\$2000	FRYSC	FRC Staff, Principal, Team Leads

Goal 5: Continuously evaluate and improve program review areas with an emphasis on arts and humanities/practical living/career studies for the 16-17 school year.

Measurable Objective 1:

collaborate to meet proficient and distinguished ratings in practical living and arts and humanities by 06/01/2017 as measured by the elementary program review .

Strategy 1:

Professional Training and Cross Curricular Planning - Related arts staff and teacher teams will meet in professional learning communities to collaboratively develop activities that meet the elements of the elementary program review.

Category: Professional Learning & Support

Activity - Related Arts PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Related arts teachers will meet weekly to participate in job embedded professional development to develop cross curricular activities in music, art, physical education, dance, drama, social studies, spanish, science and media literacy.	Professional Learning	08/01/2016	05/31/2017	\$500	School Council Funds	Principal, Related Arts Team Lead

Activity - Media Center Related Arts Rotations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week, selected grade levels will rotate through classes and centers developed collaboratively by homeroom teachers and related arts staff/media specialist to afford access and opportunity to all students in the areas of drama, science, social studies and media literacy.	Direct Instruction	08/01/2016	05/31/2017	\$1000	School Council Funds	Principal, Grade Level Team Leads, and Related Arts Staff

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Activity - Homerooms and related arts will embed Drama	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom teachers will collaborate with related arts teachers to strategically embed drama and consumer economics into units of study/daily instruction.	Professional Learning	08/01/2016	05/31/2017	\$800	Title II Part A	Principal, Homeroom teacher, RA staff, other professionals

Activity - Communications Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All homeroom teachers will develop a communications portfolio for students.	Academic Support Program	08/03/2015	05/31/2017	\$500	General Fund	Principal and Team Leads

Activity - Consumerism Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All homeroom teachers will teach a consumerism unit and embed consumerism content throughout the school year.	Academic Support Program	01/01/2015	05/31/2017	\$500	General Fund	Principal, Team Lead, RA Staff

Strategy 2:

Add dance as a special class offering with music. - Dance will be integrated into Music class in related arts.

Category: Integrated Methods for Learning

Activity - Dance Added with Music	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All second grade students will receive "dance" instruction via a special class rotation with music.	Academic Support Program	08/03/2015	06/01/2016	\$4000	General Fund	Principal

Strategy 3:

Improve Communication with the SBDM council and staff. - The SBDM council will be updated quarterly on the progress of the next steps initiatives.

Category: Stakeholder Engagement

Activity - Monitor Implementation of CSIP/Program Review goals and activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly I and I checks will be completed and shared with the SBDM council and parents/stakholders.	Policy and Process	08/01/2016	07/01/2017	\$500	Title I Schoolwide	Principal

Goal 6: Increase teacher capacity for implementation of PGES to 100% by July 30, 2017.

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Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 07/30/2017 as measured by the number of teachers who have engaged in the PGES Professional Learning..

Strategy 1:

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

Category:

Activity - Overview of TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PowerPoint presentation on purpose of TPGES and explanation of multiple measures and overview of district CEP.	Professional Learning	07/01/2015	08/01/2017	\$0	No Funding Required	Principal
Activity - KY Framework for Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PP presentation to explain framework, domains, and level of performance.	Professional Learning	06/01/2015	09/01/2017	\$0	No Funding Required	Principal
Activity - Observations in TPEGS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be observed based upon the CEP and Cycle he or she is in.	Policy and Process, Professional Learning	06/01/2015	07/30/2017	\$0	No Funding Required	Principal
Activity - Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Growth Smart Goal Writing based upon baseline data and PGP.	Professional Learning	06/01/2015	07/30/2017	\$0	No Funding Required	Principal
Activity - Gearing Up for 2016-2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to input data into CIITS and review multiple measures of TPGES.	Professional Learning	06/01/2016	06/30/2017	\$0	No Funding Required	Principal

Strategy 2:

School will follow all CEP/certification requirements for TPGES to build capacity - Teachers/administration will follow all CEP guidelines and obtain training and certifications for formal mini, and peer observations.

Category: Continuous Improvement

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Activity - TeachScape Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administration/peer observers in the TPGES will be trained and certified via TeachScape.	Professional Learning	06/01/2015	08/01/2017	\$600	General Fund	Assistant Superintendent/Principal/Teachers

Goal 7: Not Applicable

Measurable Objective 1:

demonstrate a behavior Not Applicable by 06/01/2016 as measured by Not Applicable.

Strategy 1:

Not Applicable - Not Applicable

Category:

Activity - Not Applicable	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Not Applicable	Other	08/01/2013	06/30/2014	\$0	No Funding Required	Not Applicable

Goal 8: Implement the wellness policy requirements of the Healthy, Hunger-Free Kids Act of 2010

Measurable Objective 1:

collaborate to implement a Coordinated School Health Council by 10/01/2016 as measured by representation of various stakeholders including school and community members.

Strategy 1:

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

Category: Other - Policy

Activity - CSH Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will meet at regular intervals throughout the school year.	Policy and Process	08/01/2016	06/01/2017	\$0	No Funding Required	Principal, CSH Committee

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Activity - PLCS Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CSH Council will provide input into school's PLCS Program Review	Policy and Process	08/01/2016	06/01/2017	\$0	No Funding Required	CSH Council
Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Set school goals for nutrition education, physical activity and nutrition guidelines	Policy and Process	07/01/2016	06/01/2017	\$0	No Funding Required	CSH Council
Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annually review school wellness policy and ensure that it includes a Comprehensive School Physical Activity Program Approach	Policy and Process	01/31/2015	06/01/2017	\$0	No Funding Required	CSH Council
Activity - Health Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will choose and utilize a school health assessment and report results to district.	Policy and Process	01/31/2015	06/01/2017	\$0	No Funding Required	CSH Council
Activity - Report Implementation Progress of Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CSH Council will report the implementation progress of wellness policy to SBDM by January 31st of each year.	Policy and Process	01/31/2015	06/01/2017	\$0	No Funding Required	CSH Council, SBDM

Goal 9: Decrease by 50% the students scoring novice in Mathematics and Reading by 2019.

Measurable Objective 1:

collaborate to decrease the students scoring novice in Mathematics and Reading by 10% by 06/01/2019 as measured by Spring MAP scores.

Strategy 1:

Reading Intervention - Addition of 1 Reading Interventionist to implement the read to achieve program for reading recovery.

Category: Continuous Improvement

Research Cited: Read to Achieve Model will be implemented.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as below the 25th percentile in reading on MAP and not already being service in reading intervention will be pulled for Tier II/Tier III intervention using the read to achieve/cim model.	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Principal and Reading Interventionists

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Strategy 2:

Math Intervention - Addition of 1 Math Intervention Teacher to serve CPS and CES. Students identified as below the 25th percentile in math will be pulled to do math intervention daily for Tier II/Tier III intervention.

Category: Continuous Improvement

Activity - KNP Advantage Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students beneath the 25th percentile on the MAP math assessment will be selected for math intervention daily for Tier II/Tier III intervention.	Academic Support Program	01/04/2016	05/30/2016	\$50000	District Funding	Principal, District Administration

Strategy 3:

SPED Collaboration in Math and Reading - Special Education teachers will co-teaching/collaborate in identified classrooms. Homeroom teachers and SPED teachers will team to develop instruction to move students from novice to apprentice/proficient.

Category: Continuous Improvement

Activity - SPED Co-Teaching in Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPED and homeroom teachers will collaborate to co-teach and develop lessons to move "at risk" students out of novice.	Academic Support Program, Direct Instruction	08/01/2016	06/01/2017	\$2000	District Funding	Principal, SPED staff, homeroom teachers and SBDM council.

Strategy 4:

RTI Schedule - Second Grade will create a "super block" which is a 65 minute planning/RTI block.

Category: Continuous Improvement

Activity - Superblock for RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A superblock of 65 minutes will be created to provide 20-30 minutes of daily RTI. Students will be selected weekly by the homeroom teacher from exit slips/formative assessments for remediation in math/reading.	Direct Instruction	08/01/2016	06/01/2017	\$0	No Funding Required	Principal, team leads

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Homerooms and related arts will embed Drama	Homeroom teachers will collaborate with related arts teachers to strategically embed drama and consumer economics into units of study/daily instruction.	Professional Learning	08/01/2016	05/31/2017	\$800	Principal, Homeroom teacher, RA staff, other professionals
Total					\$800	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KAGAN Structure Professional Development	Teachers will be trained in KAGAN structures to increase student engagement and work collaboratively to develop reading activities constructed to increase reading achievement for students who are economically disadvantaged.	Professional Learning	08/01/2016	05/31/2018	\$10000	Principal, Team Leads
Total					\$10000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
In-School ESS	Students who qualify for math intervention will be selected and pulled daily for Tier II/Tier III math intervention services.	Tutoring	09/01/2016	05/31/2017	\$2000	Principal, Assistant Principal, Homeroom Teacher
Common Math Standards Assessments	Teachers will develop two K-Prep scrimmage tests and administer these in October and February. The scrimmage test will cover all 2nd grade math exit standards. Test data will be analyzed and activities will be created to address areas of greatest need in the 4 domains including (operations and algebraic thinking, geometry, measurement, and numbers and operations)..	Direct Instruction	08/01/2016	05/31/2017	\$250	Principal, Assistant Principal and Team Leads

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KNP Advantage Plus	Students beneath the 25th percentile on the MAP math assessment will be selected for math intervention daily for Tier II/Tier III intervention.	Academic Support Program	01/04/2016	05/30/2016	\$50000	Principal, District Administration
SPED Co-Teaching in Math and Reading	SPED and homeroom teachers will collaborate to co-teach and develop lessons to move "at risk" students out of novice.	Academic Support Program, Direct Instruction	08/01/2016	06/01/2017	\$2000	Principal, SPED staff, homeroom teachers and SBDM council.
Reading Intervention/RTI Professional Development	All teachers will receive continuing annual training on reading interventions and response to intervention strategies that will be implemented in the classroom.	Professional Learning	08/03/2015	07/01/2017	\$150	Reading Recovery Teachers and School Psychologist
TELL Survey/Val ED	All certified staff will take the TELL/VAL-ED survey on the assigned year. They will meet at the Corbin Center or other venue and district administration will lead them through the taking of the anonymous survey with a goal of over 90% participation.	Policy and Process, Academic Support Program	08/03/2015	05/30/2017	\$1000	Principal, Assistant Principal, Assistant Superintendent
Curriculum Alignment Training K-4	All teachers will continue to deconstruct reading and math standards and align/pace curriculum K-4.	Professional Learning	11/03/2014	05/31/2017	\$200	Principal, Assistant Principal and Team Leads
Brigance Early Kindergarten Screener	Conduct Brigance Kindergarten Screener/Kindergarten Parent Conferences with families prior to the start of each school year.	Policy and Process	08/03/2015	08/31/2017	\$1000	District Curriculum Coordinator/Principal
Total					\$56600	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Community Learning Centers	Redhound Enrichment and the 21st Century After School Program will collaborate with homeroom teachers to develop project based learning activities and remediation activities to meet individual student needs.	Academic Support Program	08/01/2016	06/30/2017	\$2000	FRC Staff, Principal, Team Leads
Kindergarten Readiness Orientation	Corbin Independent Schools will utilize the FRYSC and 21st Century Grant to host a parent/student Kindergarten Readiness orientation that will be provided free to all incoming K students which will focus on transition from pre-K to K and Kindergarten readiness standards.	Community Engagement	07/01/2016	08/30/2017	\$1000	FRC staff, principal, assistant principal, teachers, 21st Century Grant Coordinator.
21st Century Community Learning Centers	Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program.	Academic Support Program	08/03/2015	07/31/2017	\$2000	FRC Staff, Principal, and Team Leads

Comprehensive School Improvement Plan

Corbin Primary

Total \$5000

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Not Applicable	Not Applicable	Other	08/01/2013	06/30/2014	\$0	Not Applicable
Health Assessment	School will choose and utilize a school health assessment and report results to district.	Policy and Process	01/31/2015	06/01/2017	\$0	CSH Council
Observations in TPEGS	All teachers will be observed based upon the CEP and Cycle he or she is in.	Policy and Process, Professional Learning	06/01/2015	07/30/2017	\$0	Principal
Student Growth	Student Growth Smart Goal Writing based upon baseline data and PGP.	Professional Learning	06/01/2015	07/30/2017	\$0	Principal
Wellness Policy	Annually review school wellness policy and ensure that it includes a Comprehensive School Physical Activity Program Approach	Policy and Process	01/31/2015	06/01/2017	\$0	CSH Council
Read to Achieve	Students identified as below the 25th percentile in reading on MAP and not already being service in reading intervention will be pulled for Tier II/Tier III intervention using the read to achieve/cim model.	Academic Support Program	09/01/2016	05/31/2017	\$0	Principal and Reading Interventionists
CSH Meetings	Committee will meet at regular intervals throughout the school year.	Policy and Process	08/01/2016	06/01/2017	\$0	Principal, CSH Committee
Superblock for RTI	A superblock of 65 minutes will be created to provide 20-30 minutes of daily RTI. Students will be selected weekly by the homeroom teacher from exit slips/formative assessments for remediation in math/reading.	Direct Instruction	08/01/2016	06/01/2017	\$0	Principal, team leads
KY Framework for Teaching	PP presentation to explain framework, domains, and level of performance.	Professional Learning	06/01/2015	09/01/2017	\$0	Principal
PLCS Program Review	The CSH Council will provide input into school's PLCS Program Review	Policy and Process	08/01/2016	06/01/2017	\$0	CSH Council
Gearing Up for 2016-2017	Teachers will learn to input data into CIITS and review multiple measures of TPGES.	Professional Learning	06/01/2016	06/30/2017	\$0	Principal
Overview of TPGES	PowerPoint presentation on purpose of TPGES and explanation of multiple measures and overview of district CEP.	Professional Learning	07/01/2015	08/01/2017	\$0	Principal
Goal Setting	Set school goals for nutrition education, physical activity and nutrition guidelines	Policy and Process	07/01/2016	06/01/2017	\$0	CSH Council
Report Implementation Profess of Wellness Policy	CSH Council will report the implementation progress of wellness policy to SBDM by January 31st of each year.	Policy and Process	01/31/2015	06/01/2017	\$0	CSH Council, SBDM
Total					\$0	

Comprehensive School Improvement Plan

Corbin Primary

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dance Added with Music	All second grade students will receive "dance" instruction via a special class rotation with music.	Academic Support Program	08/03/2015	06/01/2016	\$4000	Principal
Communications Portfolio	All homeroom teachers will develop a communications portfolio for students.	Academic Support Program	08/03/2015	05/31/2017	\$500	Principal and Team Leads
Math Early Birds	Students identified as "on the cusp" of proficiency will be selected to participate in an early bird math class 7:30-8:00 each daily utilizing the COMPASS Learning or Reflex program.	Academic Support Program	01/01/2017	05/31/2017	\$500	Principal, Team Leads, Homeroom Teachers
Consumerism Unit	All homeroom teachers will teach a consumerism unit and embed consumerism content throughout the school year.	Academic Support Program	01/01/2015	05/31/2017	\$500	Principal, Team Lead, RA Staff
PLC Meetings-Grade Level	Revise the faculty meeting and master schedule to provide for extended PLC meeting time one day per month to increase student achievement and address Time Construct 2.1	Policy and Process, Academic Support Program	12/01/2015	05/30/2017	\$500	Principal and Team Leads, SBDM council
TeachScape Certification	All administration/peer observers in the TPGES will be trained and certified via TeachScape.	Professional Learning	06/01/2015	08/01/2017	\$600	Assistant Superintendent/Principal/Teachers
Student Growth Goal Development	Grade level teams will collaboratively develop a math automaticity rubric and develop class and individual student growth goals that focus on math automaticity and fluency in both growth and proficiency.	Professional Learning	08/01/2016	05/31/2017	\$500	Principal and teachers
Addition of Reading Intervention Teacher	For the 16-17 school year, 1 FTE will be utilized as a reading intervention teacher to serve first grade and implement the Read to Achieve Model.	Academic Support Program	07/01/2016	06/30/2017	\$50000	Superintendent, Principal, SBDM Council
Math Intervention Teacher	Corbin Schools will provide 1 FTE to provide math intervention for CPS and CES.	Academic Support Program	07/01/2016	05/31/2017	\$50000	Superintendent, Principal, SBDM Council
Total					\$107100	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
In School ESS	Students who fall beneath the 25th percentile in reading and math will be selected to attend in-school ESS sessions for 30-45 minutes a day for Tier 2/Tier 3 intervention.	Academic Support Program	08/08/2016	05/31/2017	\$7000	Principal, In School ESS instructor

Comprehensive School Improvement Plan

Corbin Primary

Total \$7000

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of CSIP/Program Review goals and activities	Quarterly I and I checks will be completed and shared with the SBDM council and parents/stakholders.	Policy and Process	08/01/2016	07/01/2017	\$500	Principal
Total					\$500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pre-K Partnerships	Informational packets will be created and disbursed to pre-schools, local health organizations/pediatricians detailing the Kindergarten readiness benchmarks and standards. A community meeting will also be hosted annually for all community stakeholders and partners.	Community Engagement	08/03/2015	08/30/2017	\$500	Principal and Team Leads
Wonder Reading Series and Renaissance Learning	The new Wonders Reading Series will be utilized along with Renaissance/Accelerated Learning and Star Reading Assessment by teachers to address individual student reading levels and remediation to include language/grammar.	Technology	07/01/2015	07/03/2017	\$5000	Principal, Assistant Principal, Team Leads
Total					\$5500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Media Center Related Arts Rotations	Each week, selected grade levels will rotate through classes and centers developed collaboratively by homeroom teachers and related arts staff/media specialist to afford access and opportunity to all students in the areas of drama, science, social studies and media literacy.	Direct Instruction	08/01/2016	05/31/2017	\$1000	Principal, Grade Level Team Leads, and Related Arts Staff
Project Based Learning	Teachers will collaborate to develop project based learning activities to develop critical reading and thinking skills to move students out of novice toward proficiency.	Direct Instruction	08/01/2015	07/31/2017	\$3000	Principal and Teachers
RIT Band Instruction	After Fall MAP testing, grade level PODs will place students into RIT bands and collaborate to develop lessons and activities to address individual student ability levels. Students will in centers that math their individual/group needs that address standards within that student's RIT band.	Direct Instruction	08/08/2016	06/01/2017	\$500	Principal, Assistant Principal, Homeroom Teachers and Special Needs Staff

Comprehensive School Improvement Plan

Corbin Primary

Collaborative Math Instruction	Special education and homeroom teachers will collaborate to master math concepts with students who fall beneath the 25th percentile in math according to the MAP assessment.	Direct Instruction	08/05/2015	05/26/2017	\$500	Teachers, Principal, Support Staff
Related Arts PLC's	Related arts teachers will meet weekly to participate in job embedded professional development to develop cross curricular activities in music, art, physical education, dance, drama, social studies, spanish, science and media literacy.	Professional Learning	08/01/2016	05/31/2017	\$500	Principal, Related Arts Team Lead
Museum Nights	CPS will host 2 Museum Nights for students to showcase their learning to parents and stakeholders.	Parent Involvement	08/01/2016	05/31/2017	\$1000	Principal, Team Leads, Teachers
Small Group Math Intervention	Students who fall beneath the 25th percentile in math will be identified and pulled into remediation groups to focus on math content to be mastered.	Academic Support Program	01/04/2016	05/30/2017	\$1000	Principal, Homeroom Teachers
Total					\$7500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Corbin Primary

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Corbin Primary

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Corbin Primary

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 www.corbinprimary.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	We do not put teachers in classes for 4 consecutive weeks who are not highly qualified.	

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

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

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

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

Comprehensive School Improvement Plan

Corbin Primary

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:

70% of exiting 2nd graders will be proficient or distinguished in reading.

Measurable Objective 1:

A 10% decrease of Second grade Economically Disadvantaged students will demonstrate a proficiency decreasing the overall percent novice by 10% in English Language Arts by 05/31/2017 as measured by Spring NWEA MAP assessment.

Strategy1:

GAP Student Data Analysis - Grade level professional learning communities will analyze reading data to identify sub-population "gap students" who are fall within the novice category in reading. PLC teams will develop activities specifically to engage disadvantaged students in reading comprehension and reading fluency activities to increase reading achievement. We will also host "learning nights" to educate our parents and stakeholder on best practices for reading.

Category: Continuous Improvement

Research Cited:

Activity - KAGAN Structure Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in KAGAN structures to increase student engagement and work collaboratively to develop reading activities constructed to increase reading achievement for students who are economically disadvantaged.	Professional Learning	08/01/2016	05/31/2018	\$10000 - Grant Funds	Principal, Team Leads

Measurable Objective 2:

10% of Economically Disadvantaged students will demonstrate a proficiency in reducing the overall percentage novice in reading in English Language Arts by 05/31/2017 as measured by The 3rd grade KPrep assessment.

Strategy1:

Differentiated Instruction - Teachers will develop centers from K-Prep scrimmage assessment data to re-mediate students in common core standards to help move students from novice to apprentice in reading.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Corbin Primary

Activity - Museum Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CPS will host 2 Museum Nights for students to showcase their learning to parents and stakeholders.	Parent Involvement	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Team Leads, Teachers

Activity - Wonder Reading Series and Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The new Wonders Reading Series will be utilized along with Renaissance/Accelerated Learning and Star Reading Assessment by teachers to address individual student reading levels and remediation to include language/grammar.	Technology	07/01/2015	07/03/2017	\$5000 - Title I Part A	Principal, Assistant Principal, Team Leads

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop project based learning activities to develop critical reading and thinking skills to move students out of novice toward proficiency.	Direct Instruction	08/01/2015	07/31/2017	\$3000 - School Council Funds	Principal and Teachers

Measurable Objective 3:

70% of Second grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by the NWEA MAP assessment..

Strategy1:

Reading Intervention/RTI Training - Our current reading recovery specialists and school psychologist will provide an update training for teachers and support staff in reading intervention techniques and response to intervention strategies for at risk students.

Category: Integrated Methods for Learning

Research Cited:

Activity - Addition of Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the 16-17 school year, 1 FTE will be utilized as a reading intervention teacher to serve first grade and implement the Read to Achieve Model.	Academic Support Program	07/01/2016	06/30/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Activity - In School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in reading and math will be selected to attend in-school ESS sessions for 30-45 minutes a day for Tier 2/Tier 3 intervention.	Academic Support Program	08/08/2016	05/31/2017	\$7000 - State Funds	Principal, In School ESS instructor

Comprehensive School Improvement Plan

Corbin Primary

Activity - Reading Intervention/RTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive continuing annual training on reading interventions and response to intervention strategies that will be implemented in the classroom.	Professional Learning	08/03/2015	07/01/2017	\$150 - District Funding	Reading Recovery Teachers and School Psychologist

Strategy2:

Collaboration with 3rd Grade Teachers - Grade Level teachers will attend joint professional development sessions and shadow 3rd grade teachers to differentiate instruction and develop more rigorous K-Prep like instructional groups. Instructional activities in reading and math will be developed utilizing the KAGAN structure to remediate "gap" students and identified needs.

Category: Continuous Improvement

Research Cited:

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Fall MAP testing, grade level PODs will place students into RIT bands and collaborate to develop lessons and activities to address individual student ability levels. Students will in centers that math their individual/group needs that address standards within that student's RIT band.	Direct Instruction	08/08/2016	06/01/2017	\$500 - School Council Funds	Principal, Assistant Principal, Homeroom Teachers and Special Needs Staff

Activity - Curriculum Alignment Training K-4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to deconstruct reading and math standards and align/pace curriculum K-4.	Professional Learning	11/03/2014	05/31/2017	\$200 - District Funding	Principal, Assistant Principal and Team Leads

Strategy3:

21st Century Community Learning Centers - Students will be worked with individually to provide remediation and enrichment for students via the redhound enrichment program.

Category: Integrated Methods for Learning

Research Cited:

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program.	Academic Support Program	08/03/2015	07/31/2017	\$2000 - FRYSC	FRC Staff, Principal, and Team Leads

Goal 2:

65% of all exiting 2nd grade students will be proficient or distinguished in math.

Measurable Objective 1:

65% of Second grade students will demonstrate a proficiency in mastery of math common core standards in Mathematics by 05/30/2017 as measured by The Measures of Academic Assessment or MAP assessment by NWEA.

Comprehensive School Improvement Plan

Corbin Primary

Strategy1:

Common Assessments Development in Math - Teachers will collaborate with 3rd and 4th grade teachers to develop common math assessments based upon exit standards.

Category: Continuous Improvement

Research Cited:

Activity - Common Math Standards Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop two K-Prep scrimmage tests and administer these in October and February. The scrimmage test will cover all 2nd grade math exit standards. Test data will be analyzed and activities will be created to address areas of greatest need in the 4 domains including (operations and algebraic thinking, geometry, measurement, and numbers and operations)..	Direct Instruction	08/01/2016	05/31/2017	\$250 - District Funding	Principal, Assistant Principal and Team Leads

Strategy2:

Collaboration/Co-Teaching Math - Special education teachers will collaborate with collaboration homeroom teachers to develop math strategies for students who fall beneath the 25th percentile in math and are special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Collaborative Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and homeroom teachers will collaborate to master math concepts with students who fall beneath the 25th percentile in math according to the MAP assessment.	Direct Instruction	08/05/2015	05/26/2017	\$500 - School Council Funds	Teachers, Principal, Support Staff

Strategy3:

Math Intervention - Small groups of students will be pulled to re-mediate students who are beneath the 25%tile based upon the MAP assessment on specific math RIT band content that has not been mastered.

Category: Learning Systems

Research Cited:

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who qualify for math intervention will be selected and pulled daily for Tier II/Tier III math intervention services.	Tutoring	09/01/2016	05/31/2017	\$2000 - District Funding	Principal, Assistant Principal, Homeroom Teacher

Comprehensive School Improvement Plan

Corbin Primary

Activity - Small Group Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in math will be identified and pulled into remediation groups to focus on math content to be mastered.	Academic Support Program	01/04/2016	05/30/2017	\$1000 - School Council Funds	Principal, Homeroom Teachers

Activity - Math Early Birds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "on the cusp" of proficiency will be selected to participate in an early bird math class 7:30-8:00 each daily utilizing the COMPASS Learning or Reflex program.	Academic Support Program	01/01/2017	05/31/2017	\$500 - General Fund	Principal, Team Leads, Homeroom Teachers

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Schools will provide 1 FTE to provide math intervention for CPS and CES.	Academic Support Program	07/01/2016	05/31/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Strategy4:

Grade Level Student Growth Goals in Math Automaticity/Fluency - Grade level teams will collaboratively develop grade level student growth goals in math fluency.

Category: Teacher PGES

Research Cited:

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will collaboratively develop a math automaticity rubric and develop class and individual student growth goals that focus on math automaticity and fluency in both growth and proficiency.	Professional Learning	08/01/2016	05/31/2017	\$500 - General Fund	Principal and teachers

Strategy5:

21st Century Community Learning Centers - Individual student needs for math remediation and/or enrichment in the 21st Century After School Program.

Category: Learning Systems

Research Cited:

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Redhound Enrichment and the 21st Century After School Program will collaborate with homeroom teachers to develop project based learning activities and remediation activities to meet individual student needs.	Academic Support Program	08/01/2016	06/30/2017	\$2000 - FRYSC	FRC Staff, Principal, Team Leads

Goal 3:

Comprehensive School Improvement Plan

Corbin Primary

Continuously evaluate and improve program review areas with an emphasis on arts and humanities/practical living/career studies for the 16-17 school year.

Measurable Objective 1:

collaborate to meet proficient and distinguished ratings in practical living and arts and humanities by 06/01/2017 as measured by the elementary program review .

Strategy1:

Improve Communication with the SBDM council and staff. - The SBDM council will be updated quarterly on the progress of the next steps initiatives.

Category: Stakeholder Engagement

Research Cited:

Activity - Monitor Implementation of CSIP/Program Review goals and activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly I and I checks will be completed and shared with the SBDM council and parents/stakeholders.	Policy and Process	08/01/2016	07/01/2017	\$500 - Title I Schoolwide	Principal

Strategy2:

Add dance as a special class offering with music. - Dance will be integrated into Music class in related arts.

Category: Integrated Methods for Learning

Research Cited:

Activity - Dance Added with Music	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All second grade students will receive "dance" instruction via a special class rotation with music.	Academic Support Program	08/03/2015	06/01/2016	\$4000 - General Fund	Principal

Strategy3:

Professional Training and Cross Curricular Planning - Related arts staff and teacher teams will meet in professional learning communities to collaboratively develop activities that meet the elements of the elementary program review.

Category: Professional Learning & Support

Research Cited:

Activity - Homerooms and related arts will embed Drama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom teachers will collaborate with related arts teachers to strategically embed drama and consumer economics into units of study/daily instruction.	Professional Learning	08/01/2016	05/31/2017	\$800 - Title II Part A	Principal, Homeroom teacher, RA staff, other professionals

Comprehensive School Improvement Plan

Corbin Primary

Activity - Related Arts PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related arts teachers will meet weekly to participate in job embedded professional development to develop cross curricular activities in music, art, physical education, dance, drama, social studies, spanish, science and media literacy.	Professional Learning	08/01/2016	05/31/2017	\$500 - School Council Funds	Principal, Related Arts Team Lead

Activity - Media Center Related Arts Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, selected grade levels will rotate through classes and centers developed collaboratively by homeroom teachers and related arts staff/media specialist to afford access and opportunity to all students in the areas of drama, science, social studies and media literacy.	Direct Instruction	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Grade Level Team Leads, and Related Arts Staff

Activity - Communications Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All homeroom teachers will develop a communications portfolio for students.	Academic Support Program	08/03/2015	05/31/2017	\$500 - General Fund	Principal and Team Leads

Activity - Consumerism Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All homeroom teachers will teach a consumerism unit and embed consumerism content throughout the school year.	Academic Support Program	01/01/2015	05/31/2017	\$500 - General Fund	Principal, Team Lead, RA Staff

Goal 4:

Increase the amount of non instructional time provided for teachers

Measurable Objective 1:

collaborate to meet in monthly extended PLC's by 06/30/2017 as measured by TELL survey .

Strategy1:

Monthly Extended PLC Meetings - Teachers will meet in grade level teams monthly for extended planning time to analyze student assessment data and design instruction to meet student needs.

Category: Continuous Improvement

Research Cited:

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Activity - PLC Meetings-Grade Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the faculty meeting and master schedule to provide for extended PLC meeting time one day per month to increase student achievement and address Time Construct 2.1	Policy and Process Academic Support Program	12/01/2015	05/30/2017	\$500 - General Fund	Principal and Team Leads, SBDM council

Activity - TELL Survey/Val ED	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will take the TELL/VAL-ED survey on the assigned year. They will meet at the Corbin Center or other venue and district administration will lead them through the taking of the anonymous survey with a goal of over 90% participation.	Academic Support Program Policy and Process	08/03/2015	05/30/2017	\$1000 - District Funding	Principal, Assistant Principal, Assistant Superintendent

Goal 5:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2017.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 07/30/2017 as measured by the number of teachers who have engaged in the PGES Professional Learning..

Strategy1:

School will follow all CEP/certification requirements for TPGES to build capacity - Teachers/administration will follow all CEP guidelines and obtain training and certifications for formal mini, and peer observations.

Category: Continuous Improvement

Research Cited:

Activity - TeachScape Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administration/peer observers in the TPGES will be trained and certified via TeachScape.	Professional Learning	06/01/2015	08/01/2017	\$600 - General Fund	Assistant Superintendent/Principal/Teachers

Goal 6:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

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

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

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

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

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

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/01/2015 as measured by the completion of observation/evaluation deadlines.

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Strategy1:

Principal Responsibilities - The principal should be aware of responsibilities regarding CEP/PGES.

Category: Professional Learning & Support

Research Cited:

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

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

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

Goal 7:

Decrease by 50% the students scoring novice in Mathematics and Reading by 2019.

Measurable Objective 1:

collaborate to decrease the students scoring novice in Mathematics and Reading by 10% by 06/01/2019 as measured by Spring MAP scores.

Strategy1:

RTI Schedule - Second Grade will create a "super block" which is a 65 minute planning/RTI block.

Category: Continuous Improvement

Research Cited:

Activity - Superblock for RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A superblock of 65 minutes will be created to provide 20-30 minutes of daily RTI. Students will be selected weekly by the homeroom teacher from exit slips/formative assessments for remediation in math/reading.	Direct Instruction	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, team leads

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Strategy2:

Reading Intervention - Addition of 1 Reading Interventionist to implement the read to achieve program for reading recovery.

Category: Continuous Improvement

Research Cited: Read to Achieve Model will be implemented.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as below the 25th percentile in reading on MAP and not already being service in reading intervention will be pulled for Tier II/Tier III intervention using the read to achieve/cim model.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal and Reading Interventionists

Strategy3:

SPED Collaboration in Math and Reading - Special Education teachers will co-teaching/collaborate in identified classrooms. Homeroom teachers and SPED teachers will team to develop instruction to move students from novice to apprentice/proficient.

Category: Continuous Improvement

Research Cited:

Activity - SPED Co-Teaching in Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPED and homeroom teachers will collaborate to co-teach and develop lessons to move "at risk" students out of novice.	Direct Instruction Academic Support Program	08/01/2016	06/01/2017	\$2000 - District Funding	Principal, SPED staff, homeroom teachers and SBDM council.

Strategy4:

Math Intervention - Addition of 1 Math Intervention Teacher to serve CPS and CES. Students identified as below the 25th percentile in math will be pulled to do math intervention daily for Tier II/Tier III intervention.

Category: Continuous Improvement

Research Cited:

Activity - KNP Advantage Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students beneath the 25th percentile on the MAP math assessment will be selected for math intervention daily for Tier II/Tier III intervention.	Academic Support Program	01/04/2016	05/30/2016	\$50000 - District Funding	Principal, District Administration

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

Goal 1:

70% of exiting 2nd graders will be proficient or distinguished in reading.

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Measurable Objective 1:

70% of Second grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by the NWEA MAP assessment..

Strategy1:

21st Century Community Learning Centers - Students will be worked with individually to provide remediation and enrichment for students via the redhound enrichment program.

Category: Integrated Methods for Learning

Research Cited:

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program.	Academic Support Program	08/03/2015	07/31/2017	\$2000 - FRYSC	FRC Staff, Principal, and Team Leads

Strategy2:

Collaboration with 3rd Grade Teachers - Grade Level teachers will attend joint professional development sessions and shadow 3rd grade teachers to differentiate instruction and develop more rigorous K-Prep like instructional groups. Instructional activities in reading and math will be developed utilizing the KAGAN structure to remediate "gap" students and identified needs.

Category: Continuous Improvement

Research Cited:

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Fall MAP testing, grade level PODs will place students into RIT bands and collaborate to develop lessons and activities to address individual student ability levels. Students will in centers that math their individual/group needs that address standards within that student's RIT band.	Direct Instruction	08/08/2016	06/01/2017	\$500 - School Council Funds	Principal, Assistant Principal, Homeroom Teachers and Special Needs Staff

Activity - Curriculum Alignment Training K-4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to deconstruct reading and math standards and align/pace curriculum K-4.	Professional Learning	11/03/2014	05/31/2017	\$200 - District Funding	Principal, Assistant Principal and Team Leads

Strategy3:

Reading Intervention/RTI Training - Our current reading recovery specialists and school psychologist will provide an update training for teachers and support staff in reading intervention techniques and response to intervention strategies for at risk students.

Category: Integrated Methods for Learning

Research Cited:

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Activity - Addition of Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the 16-17 school year, 1 FTE will be utilized as a reading intervention teacher to serve first grade and implement the Read to Achieve Model.	Academic Support Program	07/01/2016	06/30/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Activity - Reading Intervention/RTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive continuing annual training on reading interventions and response to intervention strategies that will be implemented in the classroom.	Professional Learning	08/03/2015	07/01/2017	\$150 - District Funding	Reading Recovery Teachers and School Pyschologist

Activity - In School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in reading and math will be selected to attend in-school ESS sessions for 30-45 minutes a day for Tier 2/Tier 3 intervention.	Academic Support Program	08/08/2016	05/31/2017	\$7000 - State Funds	Principal, In School ESS instructor

Measurable Objective 2:

A 10% decrease of Second grade Economically Disadvantaged students will demonstrate a proficiency decreasing the overall percent novice by 10% in English Language Arts by 05/31/2017 as measured by Spring NWEA MAP assessment.

Strategy1:

GAP Student Data Analysis - Grade level professional learning communities will analyze reading data to identify sub-population "gap students" who are fall within the novice category in reading. PLC teams will develop activities specifically to engage disadvantaged students in reading comprehension and reading fluency activities to increase reading achievement. We will also host "learning nights" to educate our parents and stakeholder on best practices for reading.

Category: Continuous Improvement

Research Cited:

Activity - KAGAN Structure Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in KAGAN structures to increase student engagement and work collaboratively to develop reading activities constructed to increase reading achievement for students who are economically disadvantaged.	Professional Learning	08/01/2016	05/31/2018	\$10000 - Grant Funds	Principal, Team Leads

Measurable Objective 3:

10% of Economically Disadvantaged students will demonstrate a proficiency in reducing the overall percentage novice in reading in English Language Arts by 05/31/2017 as measured by The 3rd grade KPrep assessment.

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Strategy1:

Differentiated Instruction - Teachers will develop centers from K-Prep scrimmage assessment data to re-mediate students in common core standards to help move students from novice to apprentice in reading.

Category: Learning Systems

Research Cited:

Activity - Wonder Reading Series and Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The new Wonders Reading Series will be utilized along with Renaissance/Accelerated Learning and Star Reading Assessment by teachers to address individual student reading levels and remediation to include language/grammar.	Technology	07/01/2015	07/03/2017	\$5000 - Title I Part A	Principal, Assistant Principal, Team Leads

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop project based learning activities to develop critical reading and thinking skills to move students out of novice toward proficiency.	Direct Instruction	08/01/2015	07/31/2017	\$3000 - School Council Funds	Principal and Teachers

Activity - Museum Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CPS will host 2 Museum Nights for students to showcase their learning to parents and stakeholders.	Parent Involvement	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Team Leads, Teachers

Goal 2:

Increase the number of students that are Kindergarten ready to 60% or above

Measurable Objective 1:

collaborate to prepare more students to be Kindergarten ready by 12/30/2016 as measured by The Brigance early Kindergarten screener..

Strategy1:

Pre-Kindergarten Partnerships - Kindergarten informational packets will be created and disbursed to local health agencies including health departments and physician's office to increase parent knowledge of Kindergarten entrance standards. Incoming K enrollees will also have a K readiness packet provided to them with strategies and activities to work with their children prior to the beginning of Kindergarten.

Category: Early Learning

Research Cited:

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Activity - Pre-K Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational packets will be created and disbursed to pre-schools, local health organizations/pediatricians detailing the Kindergarten readiness benchmarks and standards. A community meeting will also be hosted annually for all community stakeholders and partners.	Community Engagement	08/03/2015	08/30/2017	\$500 - Title I Part A	Principal and Team Leads

Activity - Kindergarten Readiness Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Independent Schools will utilize the FRYSC and 21st Century Grant to host a parent/student Kindergarten Readiness orientation that will be provided free to all incoming K students which will focus on transition from pre-K to K and Kindergarten readiness standards.	Community Engagement	07/01/2016	08/30/2017	\$1000 - FRYSC	FRC staff, principal, assistant principal, teachers, 21st Century Grant Coordinator.

Strategy2:

Kindergarten Conferences - All Kindergarten teachers and support staff will individually screen students during parent conferences within the first 30 days of the school year. Student data will be put into the OMS or online management system to break down the class and individual student data. The Brigance early screener data will then provide areas of need and strength for each student.

Category: Early Learning

Research Cited:

Activity - Brigance Early Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Brigance Kindergarten Screener/Kindergarten Parent Conferences with families prior to the start of each school year.	Policy and Process	08/03/2015	08/31/2017	\$1000 - District Funding	District Curriculum Coordinator/Principal

Goal 3:

65% of all exiting 2nd grade students will be proficient or distinguished in math.

Measurable Objective 1:

65% of Second grade students will demonstrate a proficiency in mastery of math common core standards in Mathematics by 05/30/2017 as measured by The Measures of Academic Assessment or MAP assessment by NWEA.

Strategy1:

21st Century Community Learning Centers - Individual student needs for math remediation and/or enrichment in the 21st Century After School Program.

Category: Learning Systems

Research Cited:

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Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Redhound Enrichment and the 21st Century After School Program will collaborate with homeroom teachers to develop project based learning activities and remediation activities to meet individual student needs.	Academic Support Program	08/01/2016	06/30/2017	\$2000 - FRYSC	FRC Staff, Principal, Team Leads

Strategy2:

Collaboration/Co-Teaching Math - Special education teachers will collaborate with collaboration homeroom teachers to develop math strategies for students who fall beneath the 25th percentile in math and are special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Collaborative Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and homeroom teachers will collaborate to master math concepts with students who fall beneath the 25th percentile in math according to the MAP assessment.	Direct Instruction	08/05/2015	05/26/2017	\$500 - School Council Funds	Teachers, Principal, Support Staff

Strategy3:

Grade Level Student Growth Goals in Math Automaticity/Fluency - Grade level teams will collaboratively develop grade level student growth goals in math fluency.

Category: Teacher PGES

Research Cited:

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will collaboratively develop a math automaticity rubric and develop class and individual student growth goals that focus on math automaticity and fluency in both growth and proficiency.	Professional Learning	08/01/2016	05/31/2017	\$500 - General Fund	Principal and teachers

Strategy4:

Math Intervention - Small groups of students will be pulled to re-mediate students who are beneath the 25%tile based upon the MAP assessment on specific math RIT band content that has not been mastered.

Category: Learning Systems

Research Cited:

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who qualify for math intervention will be selected and pulled daily for Tier II/Tier III math intervention services.	Tutoring	09/01/2016	05/31/2017	\$2000 - District Funding	Principal, Assistant Principal, Homeroom Teacher

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Activity - Small Group Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in math will be identified and pulled into remediation groups to focus on math content to be mastered.	Academic Support Program	01/04/2016	05/30/2017	\$1000 - School Council Funds	Principal, Homeroom Teachers

Activity - Math Early Birds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "on the cusp" of proficiency will be selected to participate in an early bird math class 7:30-8:00 each daily utilizing the COMPASS Learning or Reflex program.	Academic Support Program	01/01/2017	05/31/2017	\$500 - General Fund	Principal, Team Leads, Homeroom Teachers

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Schools will provide 1 FTE to provide math intervention for CPS and CES.	Academic Support Program	07/01/2016	05/31/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Strategy5:

Common Assessments Development in Math - Teachers will collaborate with 3rd and 4th grade teachers to develop common math assessments based upon exit standards.

Category: Continuous Improvement

Research Cited:

Activity - Common Math Standards Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop two K-Prep scrimmage tests and administer these in October and February. The scrimmage test will cover all 2nd grade math exit standards. Test data will be analyzed and activities will be created to address areas of greatest need in the 4 domains including (operations and algebraic thinking, geometry, measurement, and numbers and operations)..	Direct Instruction	08/01/2016	05/31/2017	\$250 - District Funding	Principal, Assistant Principal and Team Leads

Goal 4:

Increase the amount of non instructional time provided for teachers

Measurable Objective 1:

collaborate to meet in monthly extended PLC's by 06/30/2017 as measured by TELL survey .

Strategy1:

Monthly Extended PLC Meetings - Teachers will meet in grade level teams monthly for extended planning time to analyze student assessment data and design instruction to meet student needs.

Category: Continuous Improvement

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Research Cited:

Activity - TELL Survey/Val ED	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will take the TELL/VAL-ED survey on the assigned year. They will meet at the Corbin Center or other venue and district administration will lead them through the taking of the anonymous survey with a goal of over 90% participation.	Academic Support Program Policy and Process	08/03/2015	05/30/2017	\$1000 - District Funding	Principal, Assistant Principal, Assistant Superintendent

Activity - PLC Meetings-Grade Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the faculty meeting and master schedule to provide for extended PLC meeting time one day per month to increase student achievement and address Time Construct 2.1	Policy and Process Academic Support Program	12/01/2015	05/30/2017	\$500 - General Fund	Principal and Team Leads, SBDM council

Goal 5:

Decrease by 50% the students scoring novice in Mathematics and Reading by 2019.

Measurable Objective 1:

collaborate to decrease the students scoring novice in Mathematics and Reading by 10% by 06/01/2019 as measured by Spring MAP scores.

Strategy1:

Reading Intervention - Addition of 1 Reading Interventionist to implement the read to achieve program for reading recovery.

Category: Continuous Improvement

Research Cited: Read to Achieve Model will be implemented.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as below the 25th percentile in reading on MAP and not already being service in reading intervention will be pulled for Tier II/Tier III intervention using the read to achieve/cim model.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal and Reading Interventionists

Strategy2:

SPED Collaboration in Math and Reading - Special Education teachers will co-teaching/collaborate in identified classrooms. Homeroom teachers and SPED teachers will team to develop instruction to move students from novice to apprentice/proficient.

Category: Continuous Improvement

Research Cited:

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Activity - SPED Co-Teaching in Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPED and homeroom teachers will collaborate to co-teach and develop lessons to move "at risk" students out of novice.	Direct Instruction Academic Support Program	08/01/2016	06/01/2017	\$2000 - District Funding	Principal, SPED staff, homeroom teachers and SBDM council.

Strategy3:

RTI Schedule - Second Grade will create a "super block" which is a 65 minute planning/RTI block.

Category: Continuous Improvement

Research Cited:

Activity - Superblock for RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A superblock of 65 minutes will be created to provide 20-30 minutes of daily RTI. Students will be selected weekly by the homeroom teacher from exit slips/formative assessments for remediation in math/reading.	Direct Instruction	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, team leads

Strategy4:

Math Intervention - Addition of 1 Math Intervention Teacher to serve CPS and CES. Students identified as below the 25th percentile in math will be pulled to do math intervention daily for Tier II/Tier III intervention.

Category: Continuous Improvement

Research Cited:

Activity - KNP Advantage Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students beneath the 25th percentile on the MAP math assessment will be selected for math intervention daily for Tier II/Tier III intervention.	Academic Support Program	01/04/2016	05/30/2016	\$50000 - District Funding	Principal, District Administration

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

Goal 1:

Increase the number of students that are Kindergarten ready to 60% or above

Measurable Objective 1:

collaborate to prepare more students to be Kindergarten ready by 12/30/2016 as measured by The Brigance early Kindergarten screener..

Strategy1:

Kindergarten Conferences - All Kindergarten teachers and support staff will individually screen students during parent conferences within the

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first 30 days of the school year. Student data will be put into the OMS or online management system to break down the class and individual student data. The Brigance early screener data will then provide areas of need and strength for each student.

Category: Early Learning

Research Cited:

Activity - Brigance Early Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Brigance Kindergarten Screener/Kindergarten Parent Conferences with families prior to the start of each school year.	Policy and Process	08/03/2015	08/31/2017	\$1000 - District Funding	District Curriculum Coordinator/Principal

Strategy2:

Pre-Kindergarten Partnerships - Kindergarten informational packets will be created and disbursed to local health agencies including health departments and physician's office to increase parent knowledge of Kindergarten entrance standards. Incoming K enrollees will also have a K readiness packet provided to them with strategies and activities to work with their children prior to the beginning of Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Independent Schools will utilize the FRYSC and 21st Century Grant to host a parent/student Kindergarten Readiness orientation that will be provided free to all incoming K students which will focus on transition from pre-K to K and Kindergarten readiness standards.	Community Engagement	07/01/2016	08/30/2017	\$1000 - FRYSC	FRC staff, principal, assistant principal, teachers, 21st Century Grant Coordinator.

Activity - Pre-K Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational packets will be created and disbursed to pre-schools, local health organizations/pediatricians detailing the Kindergarten readiness benchmarks and standards. A community meeting will also be hosted annually for all community stakeholders and partners.	Community Engagement	08/03/2015	08/30/2017	\$500 - Title I Part A	Principal and Team Leads

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

Goal 1:

Increase the number of students that are Kindergarten ready to 60% or above

Measurable Objective 1:

collaborate to prepare more students to be Kindergarten ready by 12/30/2016 as measured by The Brigance early Kindergarten screener..

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Strategy1:

Pre-Kindergarten Partnerships - Kindergarten informational packets will be created and disbursed to local health agencies including health departments and physician's office to increase parent knowledge of Kindergarten entrance standards. Incoming K enrollees will also have a K readiness packet provided to them with strategies and activities to work with their children prior to the beginning of Kindergarten.

Category: Early Learning

Research Cited:

Activity - Pre-K Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational packets will be created and disbursed to pre-schools, local health organizations/pediatricians detailing the Kindergarten readiness benchmarks and standards. A community meeting will also be hosted annually for all community stakeholders and partners.	Community Engagement	08/03/2015	08/30/2017	\$500 - Title I Part A	Principal and Team Leads

Activity - Kindergarten Readiness Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Independent Schools will utilize the FRYSC and 21st Century Grant to host a parent/student Kindergarten Readiness orientation that will be provided free to all incoming K students which will focus on transition from pre-K to K and Kindergarten readiness standards.	Community Engagement	07/01/2016	08/30/2017	\$1000 - FRYSC	FRC staff, principal, assistant principal, teachers, 21st Century Grant Coordinator.

Strategy2:

Kindergarten Conferences - All Kindergarten teachers and support staff will individually screen students during parent conferences within the first 30 days of the school year. Student data will be put into the OMS or online management system to break down the class and individual student data. The Brigance early screener data will then provide areas of need and strength for each student.

Category: Early Learning

Research Cited:

Activity - Brigance Early Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Brigance Kindergarten Screener/Kindergarten Parent Conferences with families prior to the start of each school year.	Policy and Process	08/03/2015	08/31/2017	\$1000 - District Funding	District Curriculum Coordinator/Principal

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

Goal 1:

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Increase the amount of non instructional time provided for teachers

Measurable Objective 1:

collaborate to meet in monthly extended PLC's by 06/30/2017 as measured by TELL survey .

Strategy1:

Monthly Extended PLC Meetings - Teachers will meet in grade level teams monthly for extended planning time to analyze student assessment data and design instruction to meet student needs.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey/Val ED	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will take the TELL/VAL-ED survey on the assigned year. They will meet at the Corbin Center or other venue and district administration will lead them through the taking of the anonymous survey with a goal of over 90% participation.	Policy and Process Academic Support Program	08/03/2015	05/30/2017	\$1000 - District Funding	Principal, Assistant Principal, Assistant Superintendent

Activity - PLC Meetings-Grade Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the faculty meeting and master schedule to provide for extended PLC meeting time one day per month to increase student achievement and address Time Construct 2.1	Policy and Process Academic Support Program	12/01/2015	05/30/2017	\$500 - General Fund	Principal and Team Leads, SBDM council

Goal 2:

70% of exiting 2nd graders will be proficient or distinguished in reading.

Measurable Objective 1:

70% of Second grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by the NWEA MAP assessment..

Strategy1:

Reading Intervention/RTI Training - Our current reading recovery specialists and school psychologist will provide an update training for teachers and support staff in reading intervention techniques and response to intervention strategies for at risk students.

Category: Integrated Methods for Learning

Research Cited:

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Activity - Reading Intervention/RTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive continuing annual training on reading interventions and response to intervention strategies that will be implemented in the classroom.	Professional Learning	08/03/2015	07/01/2017	\$150 - District Funding	Reading Recovery Teachers and School Pyschologist

Activity - Addition of Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the 16-17 school year, 1 FTE will be utilized as a reading intervention teacher to serve first grade and implement the Read to Achieve Model.	Academic Support Program	07/01/2016	06/30/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Activity - In School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in reading and math will be selected to attend in-school ESS sessions for 30-45 minutes a day for Tier 2/Tier 3 intervention.	Academic Support Program	08/08/2016	05/31/2017	\$7000 - State Funds	Principal, In School ESS instructor

Strategy2:

21st Century Community Learning Centers - Students will be worked with individually to provide remediation and enrichment for students via the redhound enrichment program.

Category: Integrated Methods for Learning

Research Cited:

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program.	Academic Support Program	08/03/2015	07/31/2017	\$2000 - FRYSC	FRC Staff, Principal, and Team Leads

Strategy3:

Collaboration with 3rd Grade Teachers - Grade Level teachers will attend joint professional development sessions and shadow 3rd grade teachers to differentiate instruction and develop more rigorous K-Prep like instructional groups. Instructional activities in reading and math will be developed utilizing the KAGAN structure to remediate "gap" students and identified needs.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Alignment Training K-4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to deconstruct reading and math standards and align/pace curriculum K-4.	Professional Learning	11/03/2014	05/31/2017	\$200 - District Funding	Principal, Assistant Principal and Team Leads

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Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Fall MAP testing, grade level PODs will place students into RIT bands and collaborate to develop lessons and activities to address individual student ability levels. Students will in centers that math their individual/group needs that address standards within that student's RIT band.	Direct Instruction	08/08/2016	06/01/2017	\$500 - School Council Funds	Principal, Assistant Principal, Homeroom Teachers and Special Needs Staff

Measurable Objective 2:

10% of Economically Disadvantaged students will demonstrate a proficiency in reducing the overall percentage novice in reading in English Language Arts by 05/31/2017 as measured by The 3rd grade KPrep assessment.

Strategy1:

Differentiated Instruction - Teachers will develop centers from K-Prep scrimmage assessment data to re-mediate students in common core standards to help move students from novice to apprentice in reading.

Category: Learning Systems

Research Cited:

Activity - Museum Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CPS will host 2 Museum Nights for students to showcase their learning to parents and stakeholders.	Parent Involvement	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Team Leads, Teachers

Activity - Wonder Reading Series and Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The new Wonders Reading Series will be utilized along with Renaissance/Accelerated Learning and Star Reading Assessment by teachers to address individual student reading levels and remediation to include language/grammar.	Technology	07/01/2015	07/03/2017	\$5000 - Title I Part A	Principal, Assistant Principal, Team Leads

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop project based learning activities to develop critical reading and thinking skills to move students out of novice toward proficiency.	Direct Instruction	08/01/2015	07/31/2017	\$3000 - School Council Funds	Principal and Teachers

Measurable Objective 3:

A 10% decrease of Second grade Economically Disadvantaged students will demonstrate a proficiency decreasing the overall percent novice by 10% in English Language Arts by 05/31/2017 as measured by Spring NWEA MAP assessment.

Strategy1:

GAP Student Data Analysis - Grade level professional learning communities will analyze reading data to identify sub-population "gap

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students" who are fall within the novice category in reading. PLC teams will develop activities specifically to engage disadvantaged students in reading comprehension and reading fluency activities to increase reading achievement. We will also host "learning nights" to educate our parents and stakeholder on best practices for reading.

Category: Continuous Improvement

Research Cited:

Activity - KAGAN Structure Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in KAGAN structures to increase student engagement and work collaboratively to develop reading activities constructed to increase reading achievement for students who are economically disadvantaged.	Professional Learning	08/01/2016	05/31/2018	\$10000 - Grant Funds	Principal, Team Leads

Goal 3:

Increase the number of students that are Kindergarten ready to 60% or above

Measurable Objective 1:

collaborate to prepare more students to be Kindergarten ready by 12/30/2016 as measured by The Brigance early Kindergarten screener..

Strategy1:

Kindergarten Conferences - All Kindergarten teachers and support staff will individually screen students during parent conferences within the first 30 days of the school year. Student data will be put into the OMS or online management system to break down the class and individual student data. The Brigance early screener data will then provide areas of need and strength for each student.

Category: Early Learning

Research Cited:

Activity - Brigance Early Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Brigance Kindergarten Screener/Kindergarten Parent Conferences with families prior to the start of each school year.	Policy and Process	08/03/2015	08/31/2017	\$1000 - District Funding	District Curriculum Coordinator/Principal

Strategy2:

Pre-Kindergarten Partnerships - Kindergarten informational packets will be created and disbursed to local health agencies including health departments and physician's office to increase parent knowledge of Kindergarten entrance standards. Incoming K enrollees will also have a K readiness packet provided to them with strategies and activities to work with their children prior to the beginning of Kindergarten.

Category: Early Learning

Research Cited:

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Activity - Pre-K Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational packets will be created and disbursed to pre-schools, local health organizations/pediatricians detailing the Kindergarten readiness benchmarks and standards. A community meeting will also be hosted annually for all community stakeholders and partners.	Community Engagement	08/03/2015	08/30/2017	\$500 - Title I Part A	Principal and Team Leads

Activity - Kindergarten Readiness Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Independent Schools will utilize the FRYSC and 21st Century Grant to host a parent/student Kindergarten Readiness orientation that will be provided free to all incoming K students which will focus on transition from pre-K to K and Kindergarten readiness standards.	Community Engagement	07/01/2016	08/30/2017	\$1000 - FRYSC	FRC staff, principal, assistant principal, teachers, 21st Century Grant Coordinator.

Goal 4:

65% of all exiting 2nd grade students will be proficient or distinguished in math.

Measurable Objective 1:

65% of Second grade students will demonstrate a proficiency in mastery of math common core standards in Mathematics by 05/30/2017 as measured by The Measures of Academic Assessment or MAP assessment by NWEA.

Strategy1:

Common Assessments Development in Math - Teachers will collaborate with 3rd and 4th grade teachers to develop common math assessments based upon exit standards.

Category: Continuous Improvement

Research Cited:

Activity - Common Math Standards Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop two K-Prep scrimmage tests and administer these in October and February. The scrimmage test will cover all 2nd grade math exit standards. Test data will be analyzed and activities will be created to address areas of greatest need in the 4 domains including (operations and algebraic thinking, geometry, measurement, and numbers and operations)..	Direct Instruction	08/01/2016	05/31/2017	\$250 - District Funding	Principal, Assistant Principal and Team Leads

Strategy2:

Math Intervention - Small groups of students will be pulled to re-mediate students who are beneath the 25%tile based upon the MAP assessment on specific math RIT band content that has not been mastered.

Category: Learning Systems

Research Cited:

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Activity - Math Early Birds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "on the cusp" of proficiency will be selected to participate in an early bird math class 7:30-8:00 each daily utilizing the COMPASS Learning or Reflex program.	Academic Support Program	01/01/2017	05/31/2017	\$500 - General Fund	Principal, Team Leads, Homeroom Teachers

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Schools will provide 1 FTE to provide math intervention for CPS and CES.	Academic Support Program	07/01/2016	05/31/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who qualify for math intervention will be selected and pulled daily for Tier II/Tier III math intervention services.	Tutoring	09/01/2016	05/31/2017	\$2000 - District Funding	Principal, Assistant Principal, Homeroom Teacher

Activity - Small Group Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in math will be identified and pulled into remediation groups to focus on math content to be mastered.	Academic Support Program	01/04/2016	05/30/2017	\$1000 - School Council Funds	Principal, Homeroom Teachers

Strategy3:

Collaboration/Co-Teaching Math - Special education teachers will collaborate with collaboration homeroom teachers to develop math strategies for students who fall beneath the 25th percentile in math and are special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Collaborative Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and homeroom teachers will collaborate to master math concepts with students who fall beneath the 25th percentile in math according to the MAP assessment.	Direct Instruction	08/05/2015	05/26/2017	\$500 - School Council Funds	Teachers, Principal, Support Staff

Strategy4:

21st Century Community Learning Centers - Individual student needs for math remediation and/or enrichment in the 21st Century After School Program.

Category: Learning Systems

Research Cited:

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Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Redhound Enrichment and the 21st Century After School Program will collaborate with homeroom teachers to develop project based learning activities and remediation activities to meet individual student needs.	Academic Support Program	08/01/2016	06/30/2017	\$2000 - FRYSC	FRC Staff, Principal, Team Leads

Strategy5:

Grade Level Student Growth Goals in Math Automaticity/Fluency - Grade level teams will collaboratively develop grade level student growth goals in math fluency.

Category: Teacher PGES

Research Cited:

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will collaboratively develop a math automaticity rubric and develop class and individual student growth goals that focus on math automaticity and fluency in both growth and proficiency.	Professional Learning	08/01/2016	05/31/2017	\$500 - General Fund	Principal and teachers

Goal 5:

Continuously evaluate and improve program review areas with an emphasis on arts and humanities/practical living/career studies for the 16-17 school year.

Measurable Objective 1:

collaborate to meet proficient and distinguished ratings in practical living and arts and humanities by 06/01/2017 as measured by the elementary program review .

Strategy1:

Professional Training and Cross Curricular Planning - Related arts staff and teacher teams will meet in professional learning communities to collaboratively develop activities that meet the elements of the elementary program review.

Category: Professional Learning & Support

Research Cited:

Activity - Communications Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All homeroom teachers will develop a communications portfolio for students.	Academic Support Program	08/03/2015	05/31/2017	\$500 - General Fund	Principal and Team Leads

Activity - Consumerism Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All homeroom teachers will teach a consumerism unit and embed consumerism content throughout the school year.	Academic Support Program	01/01/2015	05/31/2017	\$500 - General Fund	Principal, Team Lead, RA Staff

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Activity - Media Center Related Arts Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, selected grade levels will rotate through classes and centers developed collaboratively by homeroom teachers and related arts staff/media specialist to afford access and opportunity to all students in the areas of drama, science, social studies and media literacy.	Direct Instruction	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Grade Level Team Leads, and Related Arts Staff

Activity - Related Arts PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related arts teachers will meet weekly to participate in job embedded professional development to develop cross curricular activities in music, art, physical education, dance, drama, social studies, spanish, science and media literacy.	Professional Learning	08/01/2016	05/31/2017	\$500 - School Council Funds	Principal, Related Arts Team Lead

Activity - Homerooms and related arts will embed Drama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom teachers will collaborate with related arts teachers to strategically embed drama and consumer economics into units of study/daily instruction.	Professional Learning	08/01/2016	05/31/2017	\$800 - Title II Part A	Principal, Homeroom teacher, RA staff, other professionals

Strategy2:

Improve Communication with the SBDM council and staff. - The SBDM council will be updated quarterly on the progress of the next steps initiatives.

Category: Stakeholder Engagement

Research Cited:

Activity - Monitor Implementation of CSIP/Program Review goals and activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly I and I checks will be completed and shared with the SBDM council and parents/stakholders.	Policy and Process	08/01/2016	07/01/2017	\$500 - Title I Schoolwide	Principal

Goal 6:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2017.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 07/30/2017 as measured by the number of teachers who have engaged in the PGES Professional Learning..

Strategy1:

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School will follow all CEP/certification requirements for TPGES to build capacity - Teachers/administration will follow all CEP guidelines and obtain training and certifications for formal mini, and peer observations.

Category: Continuous Improvement

Research Cited:

Activity - TeachScope Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administration/peer observers in the TPGES will be trained and certified via TeachScope.	Professional Learning	06/01/2015	08/01/2017	\$600 - General Fund	Assistant Superintendent/Principal/Teachers

Activity - TPGES Pilot Participant Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants in the TPGES model will meet quarterly to discuss and cover the goals, objectives, and activities required by the new teacher evaluation program.	Professional Learning	08/01/2013	05/30/2014	\$0 - No Funding Required	Principal

Goal 7:

Decrease by 50% the students scoring novice in Mathematics and Reading by 2019.

Measurable Objective 1:

collaborate to decrease the students scoring novice in Mathematics and Reading by 10% by 06/01/2019 as measured by Spring MAP scores.

Strategy1:

RTI Schedule - Second Grade will create a "super block" which is a 65 minute planning/RTI block.

Category: Continuous Improvement

Research Cited:

Activity - Superblock for RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A superblock of 65 minutes will be created to provide 20-30 minutes of daily RTI. Students will be selected weekly by the homeroom teacher from exit slips/formative assessments for remediation in math/reading.	Direct Instruction	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, team leads

Strategy2:

SPED Collaboration in Math and Reading - Special Education teachers will co-teaching/collaborate in identified classrooms. Homeroom teachers and SPED teachers will team to develop instruction to move students from novice to apprentice/proficient.

Category: Continuous Improvement

Research Cited:

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Activity - SPED Co-Teaching in Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPED and homeroom teachers will collaborate to co-teach and develop lessons to move "at risk" students out of novice.	Academic Support Program Direct Instruction	08/01/2016	06/01/2017	\$2000 - District Funding	Principal, SPED staff, homeroom teachers and SBDM council.

Strategy3:

Math Intervention - Addition of 1 Math Intervention Teacher to serve CPS and CES. Students identified as below the 25th percentile in math will be pulled to do math intervention daily for Tier II/Tier III intervention.

Category: Continuous Improvement

Research Cited:

Activity - KNP Advantage Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students beneath the 25th percentile on the MAP math assessment will be selected for math intervention daily for Tier II/Tier III intervention.	Academic Support Program	01/04/2016	05/30/2016	\$50000 - District Funding	Principal, District Administration

Strategy4:

Reading Intervention - Addition of 1 Reading Interventionist to implement the read to achieve program for reading recovery.

Category: Continuous Improvement

Research Cited: Read to Achieve Model will be implemented.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as below the 25th percentile in reading on MAP and not already being service in reading intervention will be pulled for Tier II/Tier III intervention using the read to achieve/cim model.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal and Reading Interventionists

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the amount of non instructional time provided for teachers

Measurable Objective 1:

collaborate to meet in monthly extended PLC's by 06/30/2017 as measured by TELL survey .

Strategy1:

Monthly Extended PLC Meetings - Teachers will meet in grade level teams monthly for extended planning time to analyze student

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assessment data and design instruction to meet student needs.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey/Val ED	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will take the TELL/VAL-ED survey on the assigned year. They will meet at the Corbin Center or other venue and district administration will lead them through the taking of the anonymous survey with a goal of over 90% participation.	Policy and Process Academic Support Program	08/03/2015	05/30/2017	\$1000 - District Funding	Principal, Assistant Principal, Assistant Superintendent

Activity - PLC Meetings-Grade Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the faculty meeting and master schedule to provide for extended PLC meeting time one day per month to increase student achievement and address Time Construct 2.1	Policy and Process Academic Support Program	12/01/2015	05/30/2017	\$500 - General Fund	Principal and Team Leads, SBDM council

Goal 2:

70% of exiting 2nd graders will be proficient or distinguished in reading.

Measurable Objective 1:

10% of Economically Disadvantaged students will demonstrate a proficiency in reducing the overall percentage novice in reading in English Language Arts by 05/31/2017 as measured by The 3rd grade KPrep assessment.

Strategy1:

Differentiated Instruction - Teachers will develop centers from K-Prep scrimmage assessment data to re-mediate students in common core standards to help move students from novice to apprentice in reading.

Category: Learning Systems

Research Cited:

Activity - Museum Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CPS will host 2 Museum Nights for students to showcase their learning to parents and stakeholders.	Parent Involvement	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Team Leads, Teachers

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Activity - Wonder Reading Series and Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The new Wonders Reading Series will be utilized along with Renaissance/Accelerated Learning and Star Reading Assessment by teachers to address individual student reading levels and remediation to include language/grammar.	Technology	07/01/2015	07/03/2017	\$5000 - Title I Part A	Principal, Assistant Principal, Team Leads

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop project based learning activities to develop critical reading and thinking skills to move students out of novice toward proficiency.	Direct Instruction	08/01/2015	07/31/2017	\$3000 - School Council Funds	Principal and Teachers

Measurable Objective 2:

70% of Second grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by the NWEA MAP assessment..

Strategy1:

Reading Intervention/RTI Training - Our current reading recovery specialists and school psychologist will provide an update training for teachers and support staff in reading intervention techniques and response to intervention strategies for at risk students.

Category: Integrated Methods for Learning

Research Cited:

Activity - In School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in reading and math will be selected to attend in-school ESS sessions for 30-45 minutes a day for Tier 2/Tier 3 intervention.	Academic Support Program	08/08/2016	05/31/2017	\$7000 - State Funds	Principal, In School ESS instructor

Activity - Addition of Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the 16-17 school year, 1 FTE will be utilized as a reading intervention teacher to serve first grade and implement the Read to Achieve Model.	Academic Support Program	07/01/2016	06/30/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

Activity - Reading Intervention/RTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive continuing annual training on reading interventions and response to intervention strategies that will be implemented in the classroom.	Professional Learning	08/03/2015	07/01/2017	\$150 - District Funding	Reading Recovery Teachers and School Psychologist

Strategy2:

21st Century Community Learning Centers - Students will be worked with individually to provide remediation and enrichment for students via

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the redhound enrichment program.

Category: Integrated Methods for Learning

Research Cited:

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual student needs are addressed as remediation or enrichment in the 21st Century After School Program.	Academic Support Program	08/03/2015	07/31/2017	\$2000 - FRYSC	FRC Staff, Principal, and Team Leads

Strategy3:

Collaboration with 3rd Grade Teachers - Grade Level teachers will attend joint professional development sessions and shadow 3rd grade teachers to differentiate instruction and develop more rigorous K-Prep like instructional groups. Instructional activities in reading and math will be developed utilizing the KAGAN structure to remediate "gap" students and identified needs.

Category: Continuous Improvement

Research Cited:

Activity - RIT Band Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Fall MAP testing, grade level PODs will place students into RIT bands and collaborate to develop lessons and activities to address individual student ability levels. Students will in centers that math their individual/group needs that address standards within that student's RIT band.	Direct Instruction	08/08/2016	06/01/2017	\$500 - School Council Funds	Principal, Assistant Principal, Homeroom Teachers and Special Needs Staff

Activity - Curriculum Alignment Training K-4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to deconstruct reading and math standards and align/pace curriculum K-4.	Professional Learning	11/03/2014	05/31/2017	\$200 - District Funding	Principal, Assistant Principal and Team Leads

Measurable Objective 3:

A 10% decrease of Second grade Economically Disadvantaged students will demonstrate a proficiency decreasing the overall percent novice by 10% in English Language Arts by 05/31/2017 as measured by Spring NWEA MAP assessment.

Strategy1:

GAP Student Data Analysis - Grade level professional learning communities will analyze reading data to identify sub-population "gap students" who are fall within the novice category in reading. PLC teams will develop activities specifically to engage disadvantaged students in reading comprehension and reading fluency activities to increase reading achievement. We will also host "learning nights" to educate our parents and stakeholder on best practices for reading.

Category: Continuous Improvement

Research Cited:

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Activity - KAGAN Structure Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in KAGAN structures to increase student engagement and work collaboratively to develop reading activities constructed to increase reading achievement for students who are economically disadvantaged.	Professional Learning	08/01/2016	05/31/2018	\$10000 - Grant Funds	Principal, Team Leads

Goal 3:

Increase the number of students that are Kindergarten ready to 60% or above

Measurable Objective 1:

collaborate to prepare more students to be Kindergarten ready by 12/30/2016 as measured by The Brigance early Kindergarten screener..

Strategy1:

Pre-Kindergarten Partnerships - Kindergarten informational packets will be created and disbursed to local health agencies including health departments and physician's office to increase parent knowledge of Kindergarten entrance standards. Incoming K enrollees will also have a K readiness packet provided to them with strategies and activities to work with their children prior to the beginning of Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Independent Schools will utilize the FRYSC and 21st Century Grant to host a parent/student Kindergarten Readiness orientation that will be provided free to all incoming K students which will focus on transition from pre-K to K and Kindergarten readiness standards.	Community Engagement	07/01/2016	08/30/2017	\$1000 - FRYSC	FRC staff, principal, assistant principal, teachers, 21st Century Grant Coordinator.

Activity - Pre-K Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informational packets will be created and disbursed to pre-schools, local health organizations/pediatricians detailing the Kindergarten readiness benchmarks and standards. A community meeting will also be hosted annually for all community stakeholders and partners.	Community Engagement	08/03/2015	08/30/2017	\$500 - Title I Part A	Principal and Team Leads

Strategy2:

Kindergarten Conferences - All Kindergarten teachers and support staff will individually screen students during parent conferences within the first 30 days of the school year. Student data will be put into the OMS or online management system to break down the class and individual student data. The Brigance early screener data will then provide areas of need and strength for each student.

Category: Early Learning

Research Cited:

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Activity - Brigance Early Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Brigance Kindergarten Screener/Kindergarten Parent Conferences with families prior to the start of each school year.	Policy and Process	08/03/2015	08/31/2017	\$1000 - District Funding	District Curriculum Coordinator/Principal

Goal 4:

65% of all exiting 2nd grade students will be proficient or distinguished in math.

Measurable Objective 1:

65% of Second grade students will demonstrate a proficiency in mastery of math common core standards in Mathematics by 05/30/2017 as measured by The Measures of Academic Assessment or MAP assessment by NWEA.

Strategy1:

Collaboration/Co-Teaching Math - Special education teachers will collaborate with collaboration homeroom teachers to develop math strategies for students who fall beneath the 25th percentile in math and are special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Collaborative Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and homeroom teachers will collaborate to master math concepts with students who fall beneath the 25th percentile in math according to the MAP assessment.	Direct Instruction	08/05/2015	05/26/2017	\$500 - School Council Funds	Teachers, Principal, Support Staff

Strategy2:

Common Assessments Development in Math - Teachers will collaborate with 3rd and 4th grade teachers to develop common math assessments based upon exit standards.

Category: Continuous Improvement

Research Cited:

Activity - Common Math Standards Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop two K-Prep scrimmage tests and administer these in October and February. The scrimmage test will cover all 2nd grade math exit standards. Test data will be analyzed and activities will be created to address areas of greatest need in the 4 domains including (operations and algebraic thinking, geometry, measurement, and numbers and operations)..	Direct Instruction	08/01/2016	05/31/2017	\$250 - District Funding	Principal, Assistant Principal and Team Leads

Strategy3:

21st Century Community Learning Centers - Individual student needs for math remediation and/or enrichment in the 21st Century After School Program.

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Category: Learning Systems

Research Cited:

Activity - 21st Century Community Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Redhound Enrichment and the 21st Century After School Program will collaborate with homeroom teachers to develop project based learning activities and remediation activities to meet individual student needs.	Academic Support Program	08/01/2016	06/30/2017	\$2000 - FRYSC	FRC Staff, Principal, Team Leads

Strategy4:

Grade Level Student Growth Goals in Math Automaticity/Fluency - Grade level teams will collaboratively develop grade level student growth goals in math fluency.

Category: Teacher PGES

Research Cited:

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will collaboratively develop a math automaticity rubric and develop class and individual student growth goals that focus on math automaticity and fluency in both growth and proficiency.	Professional Learning	08/01/2016	05/31/2017	\$500 - General Fund	Principal and teachers

Strategy5:

Math Intervention - Small groups of students will be pulled to re-mediate students who are beneath the 25%tile based upon the MAP assessment on specific math RIT band content that has not been mastered.

Category: Learning Systems

Research Cited:

Activity - Small Group Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall beneath the 25th percentile in math will be identified and pulled into remediation groups to focus on math content to be mastered.	Academic Support Program	01/04/2016	05/30/2017	\$1000 - School Council Funds	Principal, Homeroom Teachers

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corbin Schools will provide 1 FTE to provide math intervention for CPS and CES.	Academic Support Program	07/01/2016	05/31/2017	\$50000 - General Fund	Superintendent, Principal, SBDM Council

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Activity - In-School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who qualify for math intervention will be selected and pulled daily for Tier II/Tier III math intervention services.	Tutoring	09/01/2016	05/31/2017	\$2000 - District Funding	Principal, Assistant Principal, Homeroom Teacher

Activity - Math Early Birds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "on the cusp" of proficiency will be selected to participate in an early bird math class 7:30-8:00 each daily utilizing the COMPASS Learning or Reflex program.	Academic Support Program	01/01/2017	05/31/2017	\$500 - General Fund	Principal, Team Leads, Homeroom Teachers

Goal 5:

Decrease by 50% the students scoring novice in Mathematics and Reading by 2019.

Measurable Objective 1:

collaborate to decrease the students scoring novice in Mathematics and Reading by 10% by 06/01/2019 as measured by Spring MAP scores.

Strategy1:

SPED Collaboration in Math and Reading - Special Education teachers will co-teaching/collaborate in identified classrooms. Homeroom teachers and SPED teachers will team to develop instruction to move students from novice to apprentice/proficient.

Category: Continuous Improvement

Research Cited:

Activity - SPED Co-Teaching in Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPED and homeroom teachers will collaborate to co-teach and develop lessons to move "at risk" students out of novice.	Direct Instruction Academic Support Program	08/01/2016	06/01/2017	\$2000 - District Funding	Principal, SPED staff, homeroom teachers and SBDM council.

Strategy2:

RTI Schedule - Second Grade will create a "super block" which is a 65 minute planning/RTI block.

Category: Continuous Improvement

Research Cited:

Activity - Superblock for RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A superblock of 65 minutes will be created to provide 20-30 minutes of daily RTI. Students will be selected weekly by the homeroom teacher from exit slips/formative assessments for remediation in math/reading.	Direct Instruction	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, team leads

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Strategy3:

Reading Intervention - Addition of 1 Reading Interventionist to implement the read to achieve program for reading recovery.

Category: Continuous Improvement

Research Cited: Read to Achieve Model will be implemented.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as below the 25th percentile in reading on MAP and not already being service in reading intervention will be pulled for Tier II/Tier III intervention using the read to achieve/cim model.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal and Reading Interventionists

Strategy4:

Math Intervention - Addition of 1 Math Intervention Teacher to serve CPS and CES. Students identified as below the 25th percentile in math will be pulled to do math intervention daily for Tier II/Tier III intervention.

Category: Continuous Improvement

Research Cited:

Activity - KNP Advantage Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students beneath the 25th percentile on the MAP math assessment will be selected for math intervention daily for Tier II/Tier III intervention.	Academic Support Program	01/04/2016	05/30/2016	\$50000 - District Funding	Principal, District Administration

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

Goal 1:

Not Applicable

Measurable Objective 1:

demonstrate a behavior Not Applicable by 06/01/2016 as measured by Not Applicable.

Strategy1:

Not Applicable - Not Applicable

Category:

Research Cited:

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Activity - Not Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Not Applicable	Other	08/01/2013	06/30/2014	\$0 - No Funding Required	Not Applicable

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

Goal 1:

Not Applicable

Measurable Objective 1:

demonstrate a behavior Not Applicable by 06/01/2016 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	08/01/2013	06/30/2014	\$0 - No Funding Required	Not Applicable

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

Goal 1:

Continuously evaluate and improve program review areas with an emphasis on arts and humanities/practical living/career studies for the 16-17 school year.

Measurable Objective 1:

collaborate to meet proficient and distinguished ratings in practical living and arts and humanities by 06/01/2017 as measured by the elementary program review .

Strategy1:

Improve Communication with the SBDM council and staff. - The SBDM council will be updated quarterly on the progress of the next steps initiatives.

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Category: Stakeholder Engagement

Research Cited:

Activity - Monitor Implementation of CSIP/Program Review goals and activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly I and I checks will be completed and shared with the SBDM council and parents/stakeholders.	Policy and Process	08/01/2016	07/01/2017	\$500 - Title I Schoolwide	Principal

Strategy2:

Professional Training and Cross Curricular Planning - Related arts staff and teacher teams will meet in professional learning communities to collaboratively develop activities that meet the elements of the elementary program review.

Category: Professional Learning & Support

Research Cited:

Activity - Homerooms and related arts will embed Drama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom teachers will collaborate with related arts teachers to strategically embed drama and consumer economics into units of study/daily instruction.	Professional Learning	08/01/2016	05/31/2017	\$800 - Title II Part A	Principal, Homeroom teacher, RA staff, other professionals

Activity - Related Arts PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related arts teachers will meet weekly to participate in job embedded professional development to develop cross curricular activities in music, art, physical education, dance, drama, social studies, spanish, science and media literacy.	Professional Learning	08/01/2016	05/31/2017	\$500 - School Council Funds	Principal, Related Arts Team Lead

Activity - Consumerism Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All homeroom teachers will teach a consumerism unit and embed consumerism content throughout the school year.	Academic Support Program	01/01/2015	05/31/2017	\$500 - General Fund	Principal, Team Lead, RA Staff

Activity - Media Center Related Arts Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week, selected grade levels will rotate through classes and centers developed collaboratively by homeroom teachers and related arts staff/media specialist to afford access and opportunity to all students in the areas of drama, science, social studies and media literacy.	Direct Instruction	08/01/2016	05/31/2017	\$1000 - School Council Funds	Principal, Grade Level Team Leads, and Related Arts Staff

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Activity - Communications Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All homeroom teachers will develop a communications portfolio for students.	Academic Support Program	08/03/2015	05/31/2017	\$500 - General Fund	Principal and Team Leads

Strategy3:

Add dance as a special class offering with music. - Dance will be integrated into Music class in related arts.

Category: Integrated Methods for Learning

Research Cited:

Activity - Dance Added with Music	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All second grade students will receive "dance" instruction via a special class rotation with music.	Academic Support Program	08/03/2015	06/01/2016	\$4000 - General Fund	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 Primary School opened in 2008 and houses approximately 575 students K-2. The Corbin Independent School district has a total of over 2,950 students enrolled for the 2016-2017 school year and ranks consistently among the top performing K-12 school districts in the state of Kentucky. The community of Corbin is made up of three counties that merge into the city of Corbin. Whitley, Knox, and Laurel counties all border the Corbin Independent School District which has historically been a melting pot that draws students from each county due to the high academic expectations, extra-curricular activities, and community support. Trend data shows that the Corbin school district has shown consistent growth in enrollment for the last 10-15 years; however in the last couple of years, enrollment has dipped somewhat 25-30 students. Our configuration is unique that we have a learning model that divides schools into specific grade levels and learning communities. Our elementary school houses grades 3-4, our intermediate school houses 5-6, and our middle school has grades 7-8, with Corbin High School containing 9-12. The primary school uses a grade level/POD structure with a "train" theme as the unifying motif that pays homage to the railroad/CSX which has been the heartbeat of the city of Corbin for decades. Currently, we have 9 second grade classes, 10 first grade classes and 8 Kindergarten classes including one that we call K.5 which is a transition to 1st grade class. Each classroom has a cap of 24 students to 1 teacher and many of our classes are at capacity. We also provide an instructional monitor for each K class and up to 2 hours of aide time in our upper grades.

The demographics of Corbin and specifically the primary school community are not traditionally diverse although we are becoming more diverse each year. We have a low number of hispanic, asian, and african-american minority students which historically have been less than 5% of the overall enrollment population. We do, however; have a significant number of students who are free and reduced lunch which currently is just above 60%. The past few years have proven to be a challenge to address the need for remediation of students who are considered "at risk" in math and reading. Lack of funding and the loss of the "Read to Achieve" grant has forced our school district to fund our reading interventionist/s, supplies, and personnel from other sources. It is a collaborative team effort to meet the needs of all students. Our goal is to eliminate as many novice as possible with a goal of less than 10% exiting 2nd grade novice in reading and math while increasing the number of students scoring distinguished. .

The community is very supportive and involved in the school system and it's initiatives. Each year, we have parent conferences and each teacher meets with every family prior to the beginning of school. We also do several community involvement activities such as Fall Festival, information nights, Veteran's Day, Grandparents day, museum nights and parent workshops etc. We also have a nationally recognized after school program called Redhound Enrichment that partners with our 21st Century grant programs. Currently, we are able to serve approximately 100 students in our afterschool program. Our school also partners with local preschools and daycare facilities to provide a collaborative model to help students become "Kindergarten Ready". Last year, our Brigance data showed that only 46%% of incoming K students were "Kindergarten Ready" however, after a media push and collaborative effort with our F.R.C.'s to inform and teach the K readiness standards to our community and stakeholders, the number has increased somewhat.

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 Primary School is a family of learners, dedicated to the intellectual development, personal growth, and social responsibility of each student. We believe in inquiry as the key educational enterprise, encompassing curiosity, love of learning, intellectual discipline, core knowledge and skills, and the search for meaning. We believe in the individual as a changing person, capable of learning and growing throughout life. We believe we must prepare ourselves to live and work in a context of constant change; technology, global interdependence and cultural diversity to transform our present, providing crucial opportunities to shape the future. These beliefs guide our statement of purpose, our vision for the district to "Strive to be the BEST!", and the specific learning outcome for each child. Our school mission is "Enriching the lives of our students by cultivating a lifelong love of learning, discovery, and citizenship." Corbin Primary believes it is important to address the social-emotional needs of the child in addition to his/her intellectual needs.

Corbin Primary School implements an aligned curriculum that addresses the KY Program of Studies and common core standards in english/language arts, math, social studies and science. This curriculum is developmentally appropriate for all students and teachers have worked relentlessly to develop units of study that are standards based and promote critical thinking and reasoning skills. Enrichment and extended learning is provided to all students on the basis of academic, gifted and talented prowess, special needs, and assessment screen data.

Our school uses formative and summative assessment data to meet the needs of all students. We utilize the MAP assessments, STAR assessment, DRA reading assessment, and other sources of data to triangulate and provide RIT band instruction using the MAP assessment data. All teachers and staff provide our children with an opportunity to be successful in all facets of child development: social, intellectual, moral, and emotional. Our school collaborates heavily with the F.R.C., our Redhound Enrichment program, Born Learning Academy, PBIS and our 21st Century program. As a part of our positive behavior management and support program, we recognize students for great behavior and citizenship via initiatives such as student of the month, be a buddy not a bully, "hard work cafe", second steps behavior intervention programs, utilization of our full time school counselor, our newly PBIS program, "brag tags" and morning meeting celebrations for superior student behavior.

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.

Over the past 3 years, Corbin Primary has had many notable achievements yet recognizes several areas for growth. As a part of 3rd grade accountability, we feel that the scores of Corbin Elementary are also our scores and the data has given reason to celebrate and also provided a reason to make modifications. With the implementation of the K-Prep assessment, the data indicates that in year one, we were a "Proficient" with an overall score of 68.1 with a percentile rank of 73%. In 13-14 our school scored 70.9 which ranked us at the 83rd percentile and designated us as a Proficient School. We showed a 10 point growth on the 15-17 K-Prep assessment which labeled us a distinguished school. At the primary level in reading and math our data consistently ranks above the state average. At the elementary level, not having two years of growth calculations in science and the change in social studies calculations, we have seen a difference in the score comparatively to other K-4 or K-5/traditional models. In addition to academic data and offerings, we are proud to offer students full rotations in physical education, art, music, media technology, and Spanish!

The data indicates that we have work to do in all three areas of achievement, gap, and growth and we are working on year 3 of our plan to address our school needs. While our students have performed well, we need to increase the number of proficient and distinguished students in reading and math along with eliminating the overall percent novice to less than 10%. Likewise, our "gap" students have to be come a priority focus for the current school year. We have always done RTI and worked to meet the needs of all students; however, our free and reduced lunch population and our students with disabilities have historically under performed our student in the regular population. As a part of our plan, teacher education and training on teaching students in poverty and co-teaching and differentiation of instruction for students with disabilities is paramount. We are also working diligently on math automaticity in each grade level with a priority focus on exiting 2nd grade students. Our plan also builds in the weaving in of the common core in math and social studies into our current curriculum along with world language. One big push this year was to implement the KAGAN student engagement structures school wide and K-5.

Additional Information

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

One thing that is difficult to measure with data and numbers is the overall climate and culture that exists in a school. Corbin Primary has an extremely positive school culture that emanates in everything we do. Parents consistently comment and give feedback as to how our school is "kid focused" with a personal touch but still provides high academic expectations. Whether it be taking care of a sick child, involving parents in birthday parties, field trip, volunteerism, or simply parent newsletters of communication, the goal at Corbin Primary is to serve our children and parents in a friendly and loving environment that ignites a lifetime love of learning. Our report card is standards based because we believe that there is no such thing as failure for a child and we have just finished a revision to make it more parent/child friendly with more comments. Each child is on an educational journey and whether they are Novice, Apprentice, Proficient, or Distinguished, we believe that they are working on the highest level they can and we want to support their learning with content and activities that build toward success. One of the biggest hurdles to overcome as a community has been the significant loss of jobs and commerce from CSX layoffs and the loss of several jobs due to cut backs at Whyne Supply. We are seeing the impact on families relocating and moving away due to lack of employment.