

CES Phase One: Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 10/01/2018
Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

After analyzing the TELL Kentucky Survey and having discussions with staff some areas of improvement were identified. Question 2.1b. Teachers have time available to collaborate with colleagues. Scores show we were below the district and state average and know this is an area we need to improve on with our staff. Action Steps: 1. All teachers have common planning and we have set times aside for teachers to collaborate and plan together twice a week. Teachers will be able to collaborate with the content area colleagues without any interruptions. In both grade levels 3rd and 4th teachers are now on teams of three. This gives teachers the opportunity to work closely together and build rapport with all students within their team. 2. For any clerical type issues the administration has implemented Google Docs and Google Classroom for all announcements. This will help free up time for teachers to focus on instructional strategies, analyze data, and work collaboratively. TELL Kentucky Survey also identified another area for improvement. Although we did show progress last year from previous years we still need to improve on being more consistent with school leadership. Question 7.1d: The school leadership consistently supports teachers. Our District showed a score of 89.0 and Corbin Elementary has a score of 81.0. Actions Steps: 1. School administrators will work closely together with other administrators in the district as well as, Central Office. 2. School administrators will meet with teachers and team leads weekly to address any needs they feel are a concern. Corbin Elementary now has a team lead for each subject area. This in turn is helping build better communication among teachers and gives administrators better feedback about teacher and student needs in and out of the classroom. 3. School administrators will provide support and resources for all staff they feel is needed to be successful in and out of the classroom.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The process used to engage a variety of stakeholders for Corbin Elementary's Continuous Improvement Plan are as follows; A parent advisory committee has been formed for the 2018-2019

school year and will meet quarterly to analyze the progress made within the continuous improvement plan as well as analyze data. Other ways we are engaging stakeholders are through our SBDM Council, Professional Learning Communities, Faculty Meetings, 21st Century Staff, Promise Neighborhood and Save the Children Grant Programs, District Administration Meetings, and Corbin Elementary's approved committees for the 2018-2019 school year. SBDM Council holds an election each year to determine who will be representing the council and their role. Our PTO is very involved with our school and continues to volunteer and be very supportive of our programs while helping with student and teacher incentives. SBDM, PTO, and Promise Neighborhood meetings are scheduled once a month. All grade level teachers have common planning at Corbin Elementary. We meet weekly with team leads from both grade levels and meet with teachers while they plan in their content areas. Monthly faculty meetings are scheduled with staff and 21st Century Staff. Committees are established at the beginning of each year and meet as needed. District administration meetings are held monthly throughout the district or at the Board of Education

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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CES Phase Two: School Safety Report 18-19

Phase Two: School Safety Report

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/15/2019

Status: Open

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes Date Completed 07/24/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no," please explain below.

Yes Date Completed 08/14/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no," please explain below.

Yes: A map of all evacuation routes are posted in all classrooms and doorways. Primary and Secondary routes are identified on the school map.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no," please explain below.

Yes Date Reviewed: 08/29/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes Revised by SBDM: 07/24/2018 First Responders: 08/14/2018

ATTACHMENTS

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS

158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes Date Reviewed with faculty 08/10/2018

ATTACHMENTS

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, all drills have been completed. Fire Drill- 08/20/2018 Earthquake Drill- 08/21/2018 Severe Weather Drill- 08/21/2018 Fire Drill- 08/22/2018 Lockdown Drill- 08/30/2018

ATTACHMENTS

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes: All staff and local officials are aware that these drills will occur again during the first thirty instructional days beginning January. This year we have also decided to do a lockdown every other month to practice procedures and bring about situational awareness.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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CES Phase II: School Safety Report 18-19

Phase II: School Safety Report

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
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Last Modified: 10/01/2018
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Phase II: School Safety Report

School Safety Diagnostic for Schools

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes Date Completed 07/24/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?

Provide the date of adoption in the comments box below.

Yes Date Completed: 07/24/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did the SBDM Council or district adopt the EMP?

Provide the date of adoption in the comments box below.

Yes Date Completed 07/24/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes Date Completed 08/14/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?

Provide the date of the review in the comments box below.

Yes Revised by SBDM: 07/24/2018 First Responders: 08/14/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?

Provide the date of the review in the comments box below.

Yes Date Reviewed with faculty 08/10/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes Date Reviewed: 08/14/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes: A map of all evacuation routes are posted in all classrooms and doorways. Primary and Secondary routes are identified on the school map.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of the review in the comments box below.

Yes Date Reviewed: 08/29/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Have practices been developed for students to follow during an earthquake?

Yes: All Universal Emergency Procedures have been developed and practiced by all staff and students over severe weather, earthquake, fire, and lockdown.

ATTACHMENTS

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11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes: All staff have been informed that exterior doors and classroom doors are to be closed and locked at all times. All visitors must enter in the front entrance and sign-in. Anyone who visits the school must sign-in and wear a identification badge while on school premises.

ATTACHMENTS

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12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake).

Provide the date of the review in the comments box below.

Yes, all drills have been completed. Fire Drill- 08/20/2018 Earthquake Drill- 08/21/2018 Severe Weather Drill- 08/21/2018 Fire Drill- 08/22/2018 Lockdown Drill- 08/30/2018

ATTACHMENTS

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13. Are processes in place to ensure all four emergency response drills (Fire in compliance with [Fire Safety](#) regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Yes: All staff and local officials are aware that these drills will occur again during the first thirty instructional days beginning January. This year we have also decided to do a lockdown every other month to practice procedures and bring about situational awareness.

ATTACHMENTS

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ATTACHMENT SUMMARY

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CES Phase Two: The Needs Assessment for Schools 18-19

Phase Two: The Needs Assessment for Schools

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Corbin Elementary reviews the TELL Survey, School Report Card (K-PREP), MAP Data, I-Ready data, Infinite Campus and student perception data in order to evaluate our school to meet the needs of all students. We are currently surveying the needs of parents and working to get them involved in school decisions. We just established a Parent Advisory Committee to help oversee the CSIP, Parent Involvement, Attendance and to give feedback about needs/concerns that need to be addressed. We also utilize our SBDM Council and update them monthly on critical areas that need to be addressed based on what the data shows. Corbin Elementary communicates with through Edulink, Remind101, newsletters, parent conferences, and other sources of media. We also conduct Title I meetings with parents twice a year to get their thoughts on ways to enhance parent communication as well as parent involvement. We are currently working to increase our membership within our PTO, 21st Century Program, Redhound Readers Program, and our Promise Neighborhood Program. Through our TELL Survey, Val-Ed Survey and parent surveys we measure our strengths and weaknesses through K-PREP data, and work to meet delivery targets. Corbin Elementary also has established a Curriculum/Data Committee that oversees that the standards are being taught with fidelity and discussion of schoolwide assessments such as; weekly assessments for content covered, MAP Assessment, i-Ready Assessment, Quarterly Common Assessments over the standards and K-PREP when released. All staff receive a PD day for curriculum during the summer to update and add to as needed. The Curriculum Committee meets quarterly as well or as needed.

ATTACHMENTS

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

The number of office referrals at Corbin Elementary decreased from the previous year from 47 to 39. Corbin Elementary: - Decrease in Reading P/D All students, males, white, F/R, and GAP with the most significant decrease in males at 4.4. Increase in Reading Novice All students, males, females, white, F/R, GAP with the most significant increase in females at 2.2. Increase in Reading P/D Females, and Disability with the most significant increase in disability at 2.9. Decrease in Reading Novice Disability 8.5. Decrease in Math P/D All students, males, females, white, F/R, Disability, GAP and Hispanic with the most significant decrease in Hispanic at 15.5. Increase in Math Novice All students, males, females, white, F/R, GAP and Hispanic with the most significant increase with males at 2. There were no Math P/D increases. Decrease in Math Novice with Disability at 5.8. Weaknesses from the TELL Survey show that teachers feel that they do not have enough time available to collaborate with colleagues. Another weakness that the TELL Survey showed is that only 61.9% of teachers feel that there is an effective process for making group decisions to solve problems.

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Corbin Elementary: Elementary School Non-Duplicated showed significant drops in the subject areas of Reading at 5.8 and Math at 9.8. Elementary School showed a 10.2% decrease in reading student growth, a 4.2% decrease in Math and overall combined decrease of 7.2%. The Elementary School also showed an overall decrease in categorical growth for reading, math and combined overall score. Reading scores noted a percent increase for all students in the number of novice by 2.5 in reading and a decrease of percent distinguish by 7.9. Non-Dup Gap (N +3, P -6.3), Hispanic (N +20.5, P -7.6), Disability (P -5.6) and F/R (N +4.6, P -6.1) all showed the percent increase in Novice and percent decrease in Distinguished. All students showed an increase in percent of novice math and a decrease of percent distinguished. Non-Dup, Hispanic, F/R, and Disability all showed percent increase in number of novice and decrease in percent distinguished.

ATTACHMENTS

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Corbin Elementary School: Consistent decrease in the number of referrals. Corbin Elementary- The elementary showed a decrease in all subject areas except for Language Mechanics with a 4.2 increase. Overall, the Elementary Non-Duplicated showed a 2-year decrease of 1.4 in Reading, 7.3 Math and an increase in Language Mechanics at 12.6. There was an overall increase in the percent of students scoring Novice for Reading Non-Dup, Hispanic and F/R. The elementary showed percent increases in proficient and percent decreases in novice for all students, non-dup, Hispanic, F/R and Disability in Math from year 1 to year 2. The elementary is showing consistent data for Language Mechanics. I have attached Corbin Elementary Trend Data Graphs

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Corbin Elementary administrators, team leaders, and reading/math interventionists at each grade level will oversee that the interventions, instructional strategies, curriculum/pacing guides, and programs are in place for all students. I have listed the strategies that we will incorporate and monitor to show our opportunities for improvement. -All teachers had a professional development day over curriculum alignment during the summer to update curriculum maps with the current standards. A team from the Kentucky Department of Education came in over the summer and provided Novice Reduction Training to all teachers to help meet the needs of students who fall in the 25th percentile and below. Teachers also had a TEAM day in which they discussed activities and instructional strategies that will be use to help meet the deployment of the standards and address student needs. Ex. Kagan Strategies, Hands-on activities, STEM projects, etc. - Administration and team leads will continue to monitor best practices when delivering instruction based on the Danielson Framework for evaluation of teachers and instructional strategies being used in the classroom. This year Corbin Elementary went into teams of three to help focus on the areas of reading, math, and science. Teachers meet weekly during PLC's to discuss and analyze formative and summative assessments. During this time teachers are able to discuss learning targets for each week and convey to students through their learning targets the standards that are going to be addressed weekly. Teachers now are sending home weekly newsletters which informs parents what learning targets students will be working on each week and how they can help their child at home addressing those targets. Teachers have started keeping data notebooks for each student which consist of each student's MAP scores, MAP goals, i-Ready data which addresses individual gaps students may have, formative and summative assessments that students have taken and been given feedback about from the teacher. The data notebooks also have student work samples that show progress over a period of time. -RTI/Enrichment time has been embedded into the master schedule for teachers to address individual student needs such as, enrichment and remediation. All assessments formative and summative are timed to help students stay on task and understand how to use test taking strategies and manage their time when assessments are given. -Corbin Elementary has started giving common assessments 4 times per year in the areas of reading, math, and science to check for mastery of the standards that have been introduced to students. These type of test also expose students to what state testing is like and helps build stamina. Teachers are able to give students feedback from the test and model for them the correct way to answer short answer and extended response. Teachers are able to analyze the test with the students and clarify any misconceptions they may have. -ESS- In-school ESS and after school ESS. Extended School Services are already being offered and will continue throughout the year. Students have been and will be identified on an on-going basis based on their performance using MAP data, K-PREP scores, i-Ready diagnostic test, AR test, and by reviewing the Special Ed. and Free/Reduced population. (GAP students) -Corbin Elementary will continue to use the reading series "Wonders" so reading teachers can increase the rigor of their lessons and provide on-grade level assessments to monitor student performance on a weekly basis. For the 2018-2019 school year Corbin Elementary has adopted the math series Eureka to increase rigor within the math

curriculum Also, for the 2018-2019 school year Corbin Elementary has embedded a block of instruction in the area of science. Teachers use resources such as; Simple Solutions and Mystery Science. Corbin Elementary once again was able to renew two grants this year to help address student needs. Promise Neighborhood grant addresses students in the areas of math and reading. These are students who fall between the 25th and 45th percentile. Students are pulled for small groups and receive extra instruction in these two areas so individual student gaps are met. Promise Neighborhood also has an after school program in which students receive extra help over weekly learning targets. The other grant Corbin Elementary received is Save the Children. This program focuses on literacy and targets students in the 25th percentile and below. This program also has a health curriculum that is apart of their daily after school activities. -Corbin Elementary holds an open house and curriculum night each year so parents can meet with teachers and discuss expectations for the year. -Corbin Elementary uses a schoolwide discipline format so all students understand behavior expectations. -During PLC's teachers meet to discuss with each other and administrators student performance, student achievement, poverty, GAP students, and behavioral needs. -Teachers hold weekly parent meetings to address student needs and communicate with parents about their child's progress. -Teachers send home weekly or bi-weekly newsletters which in turn lets parents know what skills will be taught. -Schoolwide discipline folders for each individual student are sent home and signed by parents each week. -School-wide committees have been established for teachers and parents to sit on. We have a Curriculum Committee, School Culture Committee, Data Analysis Committee, Wellness Committee, School Safety Committee and Parent Advisory Committee.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.


Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Corbin Elementary CES scored 5% higher than the state in students scoring P/D in Reading. Disability students showed a 12.6 decrease in reading novice. With the lowest percent Novice, CES scored 17% higher than the state in students scoring P/D in Language Mechanics (65%).

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Corbin Elementary Trend Data 17-18	Corbin Elementary Trend Data 17-18	

CES Phase Two: School Assurances 18-19

Phase Two: School Assurances

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 10/30/2018
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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. 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
 - No
 - N/A

COMMENTS

ATTACHMENTS

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4. 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, career, and transition ready.
- Yes
 - No

- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

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Targeted Assistance Activities

6. 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**
- No
- N/A

COMMENTS

ATTACHMENTS

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7. 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**
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. 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 and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

Corbin Elementary does not and has not ever had a teacher teach students who isn't highly qualified.

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.



- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-2019 Corbin Elementary Parent/Title I Compact	Corbin Elementary Parent/Title I Compact	8
 2018-2019 Corbin Elementary Professional Development Calendar	18-19 Corbin Elementary Professional Development Calendar	2

Corbin Elementary School
PARTNERS IN LEARNING COMPACT
(approved by the SBDM Council, July 2018)

It is our mission to work together as partners with parents and students so that students will receive the maximum benefit from their school experience. The Corbin Elementary SBDM council adopted these "compacts" which outline the responsibilities of each partner:

PARENTS TO CHILD SCHOOL COMPACT

As a parent/guardian, I will strive to:

- See that my child attends school every day on time.
- Support my child by having a positive attitude towards his/her education
- Encourage my child to complete the assigned homework and/or projects and provide support if he/she needs it.
- Provide a scheduled time and quiet place for my child to study.
- Encourage my child's curiosity about learning.
- Establishing good communication with my child's teacher, principal, and other school personnel.
- Attend parent/teacher conferences and workshops.
- Talk with my child about his/her school activities each day.
- Encourage my child to apply at home what he/she is learning at school.
- Model in my own life, life-long learning for my child.

I, _____, agree to try to do my best to accomplish these important measures this _____ day of _____, 20 _____.

SCHOOL TO PARENT/CHILD COMPACT

We, the faculty and staff of Corbin Elementary School agree that parents and guardians are the most important educators for their children, and a quality educational program for children must work with parents to ensure that students get the most from their school experience and environment. We believe that parent involvement is the single most important factor in a child's success and must be actively cultivated. With these basic understandings and appreciations, we will strive to do the following:

- We will hold high expectations for all students.
- We will show the respect to students and parents that we would like them to show us.
- We will provide a challenging curriculum and high quality instruction using varied teaching methods to meet the needs of all students.
- We will be accessible to all parents.
- We will provide parents opportunities to confer with teachers, to visit their child's classroom and serve as a school volunteer.
- We will provide the necessary assistance to parents so that they can insure their child does his/her assigned homework.
- We will communicate regularly with parents about student progress.
- We will enrich the lives of our students by cultivating a life-long love of learning, discovery, and citizenship.

The staff of Corbin Elementary School hereby join in this proclamation to enhance and support parent involvement for a true partnership to benefit the children of our school and community.

I, _____, declare my support this day of _____, 20 _____.

CHILD TO PARENT/SCHOOL COMPACT

As a Corbin Elementary School student, I will try to be the best student I can be. I will work hard every day to learn new things. I will show respect to my teachers and fellow students.

Signed this _____ day of _____, 20 _____.

Professional Development/Work Day Plan

(Corbin Elementary School)

2018-2019

Day	Date	Description
1	Work Day August 7th	8:00 - 3:00 on a set date in your calendar – Administrator must be present
2	Work Day July 17th	8:00 - 3:00 on a set date in your calendar – Administrator must be present
3 - 4	August 1 - 2	District Conference
5	August 6	CPC, CPS, CES, CIS –State Mandated Trainings At CHS from 8:00 – 3:00
6	August 9	District Day at CHS 8:00 – 11:00 Return to schools for PD
7	May 29	Novice Reduction Susan Greer
8	May 30	Novice Reduction Susan Greer
9	May 31	Curriculum Alignment
10	July TBA	Team Day
11	July 12th	Active Shooter Training
12	Book Study	Will Meet afterschool for 6 hours to discuss book

CES Phase Three: Comprehensive Improvement Plan for Schools 18-19

Phase Three: Comprehensive Improvement Plan for Schools

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/24/2019
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A Please see attachment: Corbin Elementary Comprehensive Improvement Plan for Schools

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-2019 Corbin Elementary Comprehensive School Improvement Plan	2018-2019 Corbin Elementary Comprehensive School Improvement Plan	
 Corbin Elementary Evidence Based Teaching Practices 2018-2019	Corbin Elementary Evidence Based Teaching Practices 2018-2019	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Goal 1: Corbin Elementary will increase the average combined reading and math proficiency KPREP scores for all students from 52.5% to 57.3% by 2019. The school will show an increase from 52.5% to 76.3% by 2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Objective 1 A collaboration to ensure learning targets and instructional objectives are aligned to standards.	KCWP 1: Corbin Elementary will implement measures that ensure that regularly-scheduled curriculum meetings are in place to review the alignment between standards, learning targets, and assessment measures. A component of weekly PLC meetings will focus on writing learning targets that align with standards. High Leverage Practice: Provide feedback to guide students' learning.	Content Team Leaders will identify relevant standard(s) that are consistently areas of major weakness based on item analysis of common assessment answer results. Team Leads will develop PLC agendas that focus on writing learning targets for these specific standards that are clear to teachers and clear to students. Teachers will use Gradecam reports, i-Ready diagnostic results and lessons to identify standards that students have not mastered. Through the use of wrong-answer analysis, specific feedback will be provided to students that addresses what actions they can take to improve performance.	*i-Ready Diagnostic Test *MAP Assessment *Formative Assessment/Summative Assessments *Common Assessments	*School Administrators *District Administrators *Grade Level Teachers	No Funding Required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2	Teachers will participate in Professional Development with Renee' Yates to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	*Teachers will participate in PD with Renee Yates during four different sessions on deconstructing the standards in the content area of math throughout the school year.	*i-Ready Diagnostic Test *MAP Assessment *Formative Assessment/Summative Assessments *Common Assessments *K-PREP Data	*School Administrators *District Administrators *Grade Level Teachers	Title 1 Funds

2: Separate Academic Indicator

Goal 2: Corbin Elementary will increase the separate academic indicator in the area of science from 22.5% to 30.3% by 2019. The school will show an increase from 22.5% to 61.3% by 2023.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: A collaboration to increase the average science proficiency KPREP scores. The elementary school will increase to 69.2% by 2023. (CES Science will increase to 30.3% for 2019 school year.)</p>	<p>KCWP 1 - Simple Solutions Science Curriculum for 3rd & 4th Grade</p>	<p>KCWP 1: Teachers will deconstruct science</p>	<p>Formative and Summative Data Review in PLC's</p> <p>Common Assessment Data per 9-weeks</p> <p>Exit Exam Yearly Data</p> <p>K-PREP Data</p>	<p>*School Administrators</p> <p>*District Administrators</p> <p>*Grade Level Teachers</p>	<p>District Funding</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Science Instructional Leaders will research and implement high yield instructional strategies to be shared during weekly PLCs with expectation that they are imbedded in the science curriculum.</p>	<p>Portfolio Pieces</p> <p>Increase in writing and reading KPREP scores</p> <p>Short Answer & Constructed Response Pieces</p>	<p>*School Administrators</p> <p>*District Administrators</p> <p>*Grade Level Teachers</p>	<p>District Funding</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2: A collaboration to increase the 4th Science proficiency scores for free/reduced from 46 and disability from 45.9 to above the 52.6 cut score.	KCWP 2 - Highly Effective Core Instruction	KCWP 2 - School Systems -Core Instruction provided by 3 member instructional teams with collaboration and common planning for 3rd & 4th grade.	*Increase in K-PREP scores *MAP Data *Common Assessments *Exit Exams	*Test Item Analysis with Students *Teachers *School Administrators *District Administrators	No Funding

3: Gap

Goal 3: Corbin Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4% to 44.6% in 2019. The school will show an increase from 38.4% to 69.2% by 2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Corbin Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4% to 44.6% in 2019	<p>KCWP 1: Corbin Elementary will implement measures that ensure that regularly scheduled curriculum meetings are in place to review the alignment between standards, learning targets, and assessment measures. A component of weekly PLC meetings will focus on writing learning targets that align with standards.</p> <p>KCWP 2: Design and Deliver Instruction: Develop a systematic approach in order to design and deliver core instruction to ensure at least 80% of students are successful in Tier I math instruction.</p>	<p>* Content Team Leaders will identify relevant standard(s) that are consistently areas of major weakness based on item analysis of common assessment answer results. Team Leads will develop PLC agendas that focus on writing learning targets for these specific standards that are clear to teachers and students.</p> <p>*During PLC's, instructional teams will analyze student work samples for evidence of proficiency and congruency with the standard. Analysis and discussion will be recorded on the agenda. Administrators will frequently monitor PLC initiatives and their alignment with CES's initiative to align instruction with learning targets.</p>	<p>*i-Ready Diagnostic Test</p> <p>*MAP Assessment</p> <p>*Formative Assessment/Summative Assessments</p> <p>*Common Assessments</p> <p>*PLC agendas and minutes form</p>	<p>*School Administrators</p> <p>*Grade Level Teachers</p>	<p>*No Funding Required</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 2: Corbin Elementary will increase students with disabilities in the areas of math and reading from 24.5% to 32.1% by 2019</p>	<p>KCWP 1: Corbin Elementary will implement measures that ensure that regularly scheduled curriculum meetings are in place to review the alignment between standards, learning targets, and assessment measures. A component of weekly PLC meetings will focus on writing learning targets that align with standards.</p> <p>High-Leverage Practice: Adapt curriculum tasks and materials for specific learning goals.</p>	<p>*Name Them Claim Them Initiative: Students who receive accommodations will work with a teacher mentor one-on-one a minimum of twice a month on reading and math lessons. During these sessions, teachers will provide specific and effective feedback to students.</p> <p>*Using grade-level standards and assessment data in conjunction with IEP goals to adapt the curriculum to focus instruction on key concepts essential to understanding. Special education teachers will collaborate with general education teachers to highlight key concepts and preteaching upcoming content.</p> <p>*Identifying and providing repeated and deliberate practice with essential foundational skills through the use of fluency and math sprints. * Providing SPED students with more systematically designed instruction than their typical peers through collaborative teaching (clear and concise goals, logical sequencing of instructional content,</p>	<p>*i-Ready Diagnostic Test *MAP Assessment *Formative Assessment/Summative Assessments *Common Assessments *K-PREP Data</p>	<p>*School Administrators *District Administrators *Grade Level Teachers</p>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		explicit connections among content and skills to link prior and new knowledge.			

4: Graduation rate

Goal 4 (State your Graduation Rate goal): N/A

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5: Corbin Elementary will increase the average combined reading and math Growth scores from 16.3 to 16.8 for all students at CES measured by KPREP Growth. The Elementary will increase from a combined 17.3 (cut score is 15.8) to 17.8.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: A collaboration to increase the average combined reading and math growth scores for CES from 17.3 to 17.8 (cut score 15.8)	KCWP 1: Design and Deploy Standards	* Content Team Leaders will identify relevant standard(s) that are consistently areas of major weakness based on item analysis of common assessment answer results. Team Leads will develop PLC agendas that focus on writing learning targets for these specific standards that are clear to teachers and students.	*i-Ready Diagnostic Test *MAP Assessment *Formative Assessment/Summative Assessments *Common Assessments	*School Administrators *District Administrators *Grade Level Teachers	No Funding Required
	KCWP 2: Design and Deliver Instruction	KCWP 2 - CES math and reading interventionists data results. Promise Neighborhood and Save the Children Grants. These interventionist will work with teachers through classroom collaboration and instructional pull out to assist students in the areas of math and language arts/reading.	*Increase in student growth scores (MAP) Increase in Reading and Math MAP RIT scores. Increase in combined math and reading	*School Administrators *District Administrators *Grade Level Teachers	Title I Funds, District Funding per Promise Neighborhood & Save the Children Grants

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>These interventionists will be working with students scoring Apprentice to provide additional supports to help the students toward the goal of proficiency.</p>	<p>scores with KPREP data</p>		
	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Corbin Elementary will utilize before school, during school, and after school scheduling to accommodate learners who need additional instruction. Saturday will also be a viable opportunity for schools to use ESS money for "extra help" sessions.</p>	<p>*ESS Documentation in IC.</p> <p>*Increase in mastery scores with formative and summative assessments.</p> <p>*Increase in Reading and Math MAP RIT scores.</p> <p>*Increase in combined math and reading scores with KPREP data.</p>	<p>*Save the Children Data</p> <p>*Promise Neighborhood Data</p> <p>*Common Assessments</p> <p>*K-PREP Data</p> <p>*MAP Data</p>	<p>State Funds</p>
<p>Objective 2: A collaboration to increase the average combined reading and math growth scores for CES Disability from 13.1 to above 15.8 cut score.</p>	<p>KCWP 2 - Highly Effective Core Instruction</p>	<p>KCWP 2 – Corbin Elementary - Core Instruction provided by 3 member instructional with collaboration and common planning for all grade levels and SPED teachers.</p>	<p>*Increase in Reading and Math MAP RIT scores.</p> <p>*K-PREP Data</p>	<p>*Grade Level Teachers</p> <p>*SPED Teachers</p> <p>*School Administration</p> <p>*Formative and Summative Data Review in PLC’s</p> <p>*Common Assessment Data per 9-weeks</p>	<p>District Funding</p> <p>Title I Funds</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>*Name Them Claim Them Initiative: Students who receive accommodations will work with at mentor one-on-one a minimum of twice a month on reading and math lessons.</p> <p>*Using grade-level standards and assessment data in conjunction with IEP goals to make decisions about what is most crucial to emphasize in instruction.</p> <p>*Identifying and providing repeated practice with essential foundational skills.</p> <p>*Providing SPED students with more systematically designed instruction than their typical peers through collaborative teaching (clear and concise goals, logical sequencing of instructional content, explicit connections among content and skills to link prior and new knowledge).</p>	<p>*Increase in Reading and Math MAP RIT scores.</p> <p>*K-PREP Data</p>	<p>*Exit Exam Yearly Data</p> <p>*Grade Level Teachers</p> <p>*SPED Teachers</p> <p>*School Administration</p> <p>*Formative and Summative Data Review in PLC's</p> <p>*Common Assessment Data per 9-weeks</p> <p>*Exit Exam Yearly Data</p>	

6: Transition Readiness

Goal 6: 4th Grade: By May 2019 Corbin Elementary School will increase the amount of students on level in math based upon NWEA MAP Assessment. As of August 2018 % of 4th grade students are on grade level in math. By May 2019 Corbin Elementary will increase the number of students on grade level by % based on the benchmark NWEA MAP assessment. Therefore, % of all 4th grade students will be on grade level based on MAP data.

May (Spring) MAP Data

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Objective 1: Collaborate to increase the amount of students on-grade level in math within 4th grade based off NWEA MAP data beginning August 2018 through May 2019.	KCWP 1: Corbin Elementary will implement measures that ensure that regularly-scheduled curriculum meetings are in place to review the alignment between standards, learning targets, and assessment measures. A component of weekly PLC meetings will focus on writing learning targets that align with standards.	Content Team Leaders will identify relevant standard(s) that are consistently areas of major weakness based on item analysis of common assessment answer results. Team Leads will develop PLC agendas that focus on writing learning targets for these specific standards that are clear to teachers and clear to students.	*i-Ready Diagnostic Test *MAP Assessment *Formative Assessments/Summative Assessments *Common Assessments	*Increase in mastery scores with formative and summative assessments. *Increase in Reading and Math MAP RIT scores. *Increase in combined math and reading scores with KPREP data. *School Administrators *District Administrators *Grade Level Teachers	District Funding
	KCWP 1 – Professional Development: Teachers will participate in Professional Development with Renee’	*Teachers will participate in PD with Renee Yates on four different sessions on deconstructing the standards in the content area of math throughout the school year.	Increase in mastery scores with formative and summative assessments.	*PLC Data Analysis *MAP, KPREP Data	District Funding Title I Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Yates to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.		Increased Reading and Math MAP RIT scores. Increase in combined math and reading scores with KPREP data.		
	KCWP 6 - Math Support Personnel - We will utilize highly qualified experienced mathematics teachers to provide support to teachers K - 12 in pedagogy, curriculum alignment, etc.	KCWP 2 & 5 - Mathematics Coach/Interventionist to work initially with K - 4 teachers to improve student learning.	*New Math Curriculum Maps aligned with state standards. Classroom Collaboration *Increase in mastery scores with formative and summative assessments. *Increased Reading and Math MAP RIT scores. *Increase in combined math and reading scores with KPREP data.	*Math Data Analysis K-5 *MAP and KPREP Data	Title I Funds
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

Documenting Evidence-based Teaching Practices

Purpose

The purpose of this document is to provide guidance to schools seeking to document evidence-based teaching practices in their Comprehensive School Improvement Plans (CSIP).

Background

Since 2010, the Kentucky Department of Education (KDE) has supported the use of high impact teaching practices through its [Characteristics of Highly Effective Teaching and Learning](#) (CHETL) initiative. The characteristics are divided into five components: learning climate, classroom assessment and reflection, instructional rigor and student engagement, instructional relevance, and knowledge of content. Spearheaded by KDE's Office of Teaching and Learning, the CHETL initiative is based off of an intensive and thorough literature review which has been recorded in six subject specific bibliographies: [arts and humanities](#), [career and technical education](#), [English/language arts](#), [mathematics](#), [social studies](#), and [technology](#).

In 2015, KDE's Office of Continuous Improvement and Support built upon the CHETL initiative through the Novice Reduction for Gap Closure program. Supported by Continuous Improvement Coaches, this program assists schools in creating and maintaining systems for deploying high impact teaching practices. Their work encourages schools to align teaching and leadership practices with one or more of six [Key Core Work Processes](#) (KCWP). While the KCWPs are not strategies or programs in and of themselves, they provide a framework upon which schools can build their own high impact teaching models. The Novice Reduction for Gap Closure program published a [whitepaper](#) that describes how the KCWP and the CHETL initiatives support one another and create a path towards comprehensive school improvement.

With KDE's implementation of the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) are expected to document [evidence-based practices](#) in their CSIPs. These practices must meet the definition of an evidence-based practice as defined by ESSA. KDE asks schools to look beyond compliance to also consider other best-practice elements identified by the [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#), specifically, an examination of local context and implications.

Since the inception of the CHETL and Novice Reduction for Gap Closure programs, many schools across the state have embraced these strategies for high impact teaching. Since these programs are well established and were heavily researched upon inception, KDE will not ask schools to investigate and record their own evidence should they implement parts of either of these programs into their improvement plans. Instead, schools are asked to reflect on three local context questions that round out the best-practice efforts described in the [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#). Those questions can be found on the next page of this document. Upon completion, this document can be submitted as an attachment to the CSIP in eProve.

Documenting Evidence-based Teaching Practices

District: Corbin Independent School District

School: Corbin Elementary School

Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive School Improvement Plan (CSIP).

Corbin Elementary School will be implementing high yield instructional strategies known to positively impact student learning, as evidenced by the ongoing research of professor John Hattie and his Visible Learning Associates. The highyield strategies of primary focus for this continuous improvement plan include, but are not limited to, providing effective feedback to students (Effect size of .70), providing systematically designed instruction toward a specific learning goal (Effect size of .67), adapting curriculum tasks and materials for specific learning goals (Effect size of .76), and providing deliberate practice (Effect size of .79).

Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.

Corbin Elementary will be taking the following actions to ensure that the aforementioned strategies are implemented with fidelity. 1. Utilize the components of Key Core Work Process One; Design and Deploy Standards to establish a baseline for strengths and needs, as well as a baseline for effective implementation of the selected high-yield instructional strategies. 2. Establish ongoing professional learning support through collaboration with KDE Continuous Improvement Coach and a math consultant. 3. Meet with instructional teams to develop an understanding and process for the work of implementing these strategies and monitoring their effectiveness. 4. Devise a PLC protocol template that includes discussion and talking points that emphasize relevance, rigor, results, and our response as the basis for the work being undertaken. 5. Establish a weekly time for PLC's as well as a process to ensure PLC's meetings are to support schoolwide implementation of the selected high-yield strategies. 6. Instructional team meetings will focus on analyzing student work samples and data, developing learning targets that are congruent with the standards, and devising systematically designed instruction. 7. Establishing a protocol for how to evaluate effectiveness of implementation efforts.

Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs.

Multiple methods will be used to monitor the implementation of and effectiveness of the high yield instructional strategies and high-leverage practices at Corbin Elementary. The Classroom Core instructional Diagnostic and Schoolwide Core Instruction Diagnostic Tool will be utilized to establish a baseline based on strengths and needs and a performance trajectory and timeline. Through the implementation of Learning Walks conducted by school leadership, the implementation and fidelity to the strategies will be observed in PLC's and classrooms. Weekly PLC's will involve discussion on the successes as well as continued and arising needs related to the strategy implementation. Administrators will monitor the fidelity of implementation using the Core Instruction Diagnostic Tool and provide feedback and support as needed.

Instructional leaders will collectively develop a tool which prescribes nonnegotiables and look-fors during lesson delivery. Teachers will also use daily formative assessments to plan upcoming instruction and adjust as needed.

CES Phase Three: Closing the Achievement Gap Diagnostic 18-19

Phase Three: Closing the Achievement Gap Diagnostic

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 12/27/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Please see attachment- Corbin Elementary Achievement Gap Group Spreadsheet

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Corbin Elementary School is home to approximately 410 third and fourth grade students in the Corbin Independent School District. Our school is one of five schools in our district and is located in Southeastern Kentucky. Corbin Elementary is a schoolwide Title I school with approximately 58% of our students on free/reduced lunch. Our school 97% white with 52% male and 47.9% female students. Our enrollment has decreased for the 2017-2018 school by 20 students from last school year. Corbin Elementary Staff are all highly qualified according to the Educational Professional Standards Board (EPSB). Corbin Elementary school has approximately 30 teachers with a 17:1 student/teacher ratio. About 64% of our teachers have their master's degree and we have two teachers that are National Board Certified. Corbin Elementary also has two math interventionist and two reading interventionist who help meet individual student needs and assist teachers with the best practices in the classroom. We have five instructional aides that work with students within our building in several capacities. This past year Corbin Elementary was awarded two grant programs. One through Berea College entitled "Promise Neighborhood" which works with students who fall anywhere between the 25th - 45th percentile in the areas of math and reading. The other grant that CES was able to bring aboard this year is "Save the Children". This program focuses on literacy and works with students who fall below the 25th percentile. Save the Children also has an after school program that continues to focus on literacy and also has a health component which students are exposed to daily. Our priority is to assist students in developing skills to be life-long learners. We provide a comprehensive integrated curriculum. we strongly encourage parents to be involved with our school and their child's education by using our Corbin Elementary website, Infinite Campus, Standards Based Report Cards, and Student Data Notebooks to keep track with their student's grades, educational progress, attendance, and behavior. Our parent/guardian communication folders have a strong impact helping communicate with parents about each child's behavior in and out of the classroom. This year we have started sending weekly newsletters that inform parents about standards that will be taught for the week and month. Through this type of communication we are able to provide parents/guardians information about learning targets as well as expectations that are to be met. Corbin Elementary is a school with an emphasis on collaboration and teaming. Teaming allows for our staff to meet daily in Professional Learning Communities to focus on curriculum, best practices, and/or behavior concerns of our students. All teachers are placed on a team of three. Each team has a certified teacher who teaches one of the content areas in math, reading, and science. Our "Guidelines for Success" and our Character Education classes are a key component to the elementary concept. Through these concepts students are taught about respect, responsibility, tolerance, and how to be a friend to others. Our related arts classes allow students the opportunities to draw interests in other areas of their education such as: Art, Music, Drama, Fitness, World Language (Spanish), Character Education, Career Choices, and Kentucky Studies. Our mission statement was designed by all stakeholders of our school and through council, committees, and staff meetings continue to drive the schools mission. Corbin Elementary School and Staff believe we will meet the individual needs of all students in a safe, nurturing environment and will increase student achievement by providing students with a quality foundational education regardless of family background, socio-economic status, race and/or gender. We focus on our slogan "Striving to be the Best." Corbin Elementary School is very proud of the academic achievements we have had several years and will continue to find ways to improve. Our focus will continue to be on our Special Education and Free and Reduced Lunch Population. We will strive for these students to gain knowledge and the skills necessary through morning ESS, Save the Children Program, Promise Neighborhood Program, and after school ESS as well as, after school tutoring through Redhound Enrichment and more parent involvement.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Please see attachment- Corbin Elementary Gap Analysis

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Please see attachment- Corbin Elementary Test Score Graphs 2017-2018

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Please see attachment- Corbin Elementary Test Score Graphs 2017-2018

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

After analyzing the data there is a need for teachers to continue to receive training in helping meet the needs of students scoring in the novice range. Corbin Elementary has been working with the Kentucky Department of Education Novice Reduction Team. *May 2018-2019 Corbin Elementary completed three days of training with KDE Novice Reduction Team. *During the 2018-2019 school year Corbin Elementary had teachers attend trainings with SESC Coop on how to better meet the needs of students with disabilities. Based on test analysis this is an area of concern on getting to students to meet adequate growth. *Teachers received two days of professional development on aligning curriculum and setting their pacing guides. *Teachers are in the process of working with Renee Yates a math consultant on deconstructing the standards and aligning them with their learning targets. *Weekly PLC's in content areas with the purpose of identifying clear and measurable student outcomes for future instruction, analyzing student data, and developing and modifying formative and summative assessments. Corbin Elementary also received two grant programs this year to help meet the needs of students scoring in the 25th percentile and below in the area of reading. Save the Children is a program that is being utilized to help meet these students needs. Also, our Promise Neighborhood Program targets students who range anywhere from the 25th percentile through the 45th percentile in reading and math. Corbin Elementary has two after school programs that provide extra services for students in the areas of reading and math. After school ESS is provided by teachers two days a week and provides remediation for students who are in need. Teachers were also provided a review of Kagan Professional Development during the summer to help with student engagement. CES hired a retired teacher to help provide in school ESS for students who are not making adequate growth. These students are receiving extra small group instruction in the areas of reading and math three days a week.

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

*Greater population of students who fall in the non-duplicated/consolidated gap group (F/R and Students with disabilities). More students at Corbin Elementary are growing up in poverty at the highest rate that we have ever seen before within our district. More training will be provided to help all staff identify and meet the needs of this gap population. *For the past two years Corbin Elementary has seen an increase within the subgroup of students with disabilities. With this

increase we have seen our student/teacher ratio increase as well. In turn, this has made it more difficult to meet the needs of all students. *For the 2017-2018 school year Corbin Elementary had an increase of transit students enroll from other districts before or during the year. *For the 2017-2018 school year Corbin Elementary was able to increase the number of interventionist from previous years through the grants that were awarded through Promise Neighborhood and Save the Children. This is the first year we have ever been able to increase these services to our students. In turn, these programs help with students receiving RTI and collaboration in the regular classroom. *An increase in parent involvement and student feedback is something else we want to address. One way we have started doing this is by implementing "Student Data Notebooks" which provides parents the opportunity to get more involved with their child's learning. Students conference with their parents about the progress that they are making throughout the year and goals that have been set for them.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

*Faculty meetings and PLC's are conducted to discuss and analyze student achievement.
*Committees are established and consist of parents, interventionist, regular education teachers, Arts/Humanities teachers, and Special Education teachers who collaborate together to help analyze data and teaching practices. *Renee Yates Math Consultant Trainings with math and special education teachers deconstructing standards and creating common assessments to monitor student performance of the standars. *Administration and Team Leads work together to discuss best practices in the classroom and curriculum..

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

GAP non-duplicated math and reading - Reading 40.7% and Math 36.1% so combined is 38.4% increase to 69.2 by 2023 - Objective 1 increase from 38.4% to 44.6% by 2019. Objective 2 increase disability math and reading from 24.5% to 32.1% by 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.





Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Please see attachment: 2018-2019 Corbin Elementary Closing the Achievement Gap Summary

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-2019 Corbin Elementary Closing the Achievement Gap Summary	2018-2019 Corbin Elementary Closing the Achievement Gap Summary	III
 Corbin Elementary Achievement Gap Group Spreadsheet	Corbin Elementary Achievement Gap Group	I
 Corbin Elementary Gap Analysis 2017-2018	Corbin Elementary Gap Analysis 2017-2018	II.E
 Corbin Elementary Test Score Graphs 2017-2018	Corbin Elementary Test Score Graphs 2017-2018	II.E

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<p>Goal 1: Corbin Elementary will increase the averaged combined reading and math K-PREP proficiency scores for elementary school students from 52.5% to 57.3% by 2019. Corbin Elementary's five year goal is to increase proficiency in math and reading combined all students from 52.5% to 76.3% by 2023.</p>	<p>KCWP 1: Corbin Elementary will implement measures that ensure that regularly scheduled curriculum meetings are in place to review the alignment between standards, learning targets, and assessment measures. A component of weekly PLC meetings will focus on writing learning targets that align with standards.</p>	<p>* Content Team Leaders will identify relevant standard(s) that are consistently areas of major weakness based on item analysis of common assessment answer results. Team Leads will develop PLC agendas that focus on writing learning targets for these specific standards that are clear to teachers and students.</p>	<p>*School Administrators *Grade Level Teachers</p>	<p>*i-Ready Diagnostic Test *MAP Assessment *Formative Assessment/Summative Assessments *Common Assessments</p>	<p>No Funding Required</p>
<p>Objective 2</p>	<p>Teachers will participate in Professional Development with math consultant Renee Yates to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>*Teachers will participate in PD with Renee Yates on four different sessions on deconstructing the standards in the content area of math throughout the school year.</p>	<p>*School Administrators *Grade Level Teachers</p>	<p>*i-Ready Diagnostic Test *MAP Assessment *Formative Assessment/Summative Assessments *Common Assessments</p>	<p>*Title I Funds</p>

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced/234	58%
Students with Disabilities/45	11%
Ethnicity/6	2%
ELL/4	1%

CES Phase Three: Executive Summary for Schools 18-19

Phase Three: Executive Summary for Schools

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 12/03/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Corbin Elementary School is home to approximately 407 third and fourth grade students in the Corbin Independent School District. Our school is one of five schools in our district and is located in Southeastern Kentucky. Corbin Elementary is a school wide Title I school with approximately 58% of our students on free/reduced lunch. Our school is 97.2% white with 52% male and 48.9% female students. We are beginning to see a larger population in Hispanic students enrolling at CES. This passed year the percentage of Hispanic students at Corbin Elementary was right at 2.70%. Our enrollment for the 2018- 2019 school year has slightly decreased. I believe this stems from CSX closing and a decline in the coal mining industry. Corbin Elementary School Staff are all highly qualified according to the Educational Professional Standards Board (EPSB). Corbin Elementary School has approximately 30 teachers with a average student-to-teacher ratio 17:1. About 64.3% of our teachers have their master degrees and we have two teachers that are National Board Certified. Corbin Elementary has 2 math interventionist and 2 reading interventionist who help meet individual student needs and assist teachers with the best practices in the classroom. For the 2018-2019 school year CES qualified for two grants. Promise Neighborhood who is partnered with Berea College and Save the Children are two new grants that help meet students needs in the areas of math and reading. Promise Neighborhood focuses on serving students who range between the 25th and 40th percentile. These students get extra assistance in the content areas of math and reading. Save the Children focuses on literacy and targets students who range in the 25th percentile and below. Save the Children also has an after school program which serves approximately 60 children and works with students in reading as well as, offers a health component for students. CES has 3 special education instructional monitors to help work with our students with disabilities and 5 instructional aides that work with all students within our building in several capacities. Corbin Elementary is committed to developing intellectual independence for students. Our priority is to assist students in developing skills to be life-long learners. We provide a comprehensive integrated curriculum. We strongly encourage parents to be involved with our school and their child's education by using our Corbin Elementary school website, CES Twitter feed, Infinite Campus, School wide discipline reports, Remind, weekly newsletters that identify standards being taught weekly, and Standards Based Grading Card to keep track with their student's grades, attendance, and behavior. Corbin Elementary is a school with an emphasis on collaboration and teaming. Teaming allows for our staff to meet daily in Professional Learning Communities to focus on curriculum, best practices, student achievement, and/or behavior concerns of our students. Our "Guidelines for Success" and our Junior Achievement classes are a key component to the elementary concept. Through these concepts student are taught about respect, responsibility, tolerance, and how to be a buddy and not a bully. Our related arts classes allow students the opportunities to draw interests in other areas of their education such as: Art, Music, Drama, Fitness, World Language (Spanish), Character Education, Career Choices, and Coding. Our mission statement was designed by all Stakeholders of our school and through council, committees, and staff meetings continue to drive the schools mission. Corbin Elementary School and Staff believe we will meet the individual needs of all students in a safe, nurturing environment and will increase student achievement by providing students with quality foundational education regardless of family background, socio-economic status, race and/or

gender. We focus on "Striving to be the Best." Corbin Elementary School is very proud of the academic achievements we have had for several years and will continue to find ways to improve. In 2015-2016 we had the distinct classification of a "Distinguished Progressing" school. With the new accountability model that came out for the 2017-2018 school year Corbin Elementary received a classification of a (TSI) Targeted Support and Improvement due to not meeting adequate growth for students with disabilities and students who fall in the combined non-duplicated/consolidated gap group. Based off the Next-Generation Learners Scores for the 2017-2018 school year Corbin Elementary scored 71.8 on the indicator for all students meeting proficiency. The cut scores for proficiency for the 17-18 school year was 60.5. Although all students exceeded the cut scores for proficiency, students with disabilities scored 48.4 and students who fall in the subgroup of F/R scored 60.3. By these subgroups not meeting the cut score for the proficiency indicator Corbin Elementary got a classification of TSI. Also, for the 2017-2018 school year Corbin Elementary scored 54.3 on the indicator for all students meeting adequate growth for the Separate Indicator which is students being tested in the area of science. The cut score for the Separate Indicator for the 17-18 school year was 52.6. Students with disabilities scored 45.9 and students in the non-duplicated/consolidated gap group scored 46 on the Separate Indicator. Corbin Elementary will continue to focus on getting students with disabilities and students who fall in the non-duplicated/consolidated gap groups on track to make adequate growth. The other indicator used by the state is in the area of Growth. The cut score for the 17-18 school year for growth was 15.8. We are proud to say that all students scored 19.1 and the non-duplicated/consolidated gap group scored 17.5. Each year, we strive for our students to be the best possible and take a personalized learning approach to meet all students' needs. Our focus will continue to be on our Free/Reduced Lunch Population and our Special Education students. We strive for these students to gain knowledge and the skills necessary through morning, in-school, and after school ESS as well as, after school programs such as; Save the Children and Redhound Enrichment.

ATTACHMENTS

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

The staff at Corbin Elementary strives to create a safe, nurturing, and positive learning environment for all students. We are committed to providing a quality education with high expectations that enable all students to reach his or her full potential and become life-long learners. We celebrate the individual differences of our students and empower them to reach their highest potential. By providing common planning time for our teachers and through our Professional Learning Communities we are able to give teachers the opportunities to plan lessons, plan interdisciplinary instruction, and analyze student data. The common planning also allows parents time to meet with teachers as a group. How We Ensure Educational Equity: All children are unique and teachers at Corbin Elementary work to meet the needs of these students through differentiation in all classes. Teachers receive professional development on programs that are used within the school and teaching strategies to help students at all levels. Common Assessments are given four times throughout the year to monitor student progress and mastery of the standards. Assessments such as MAP, iReady, Accelerated Reading tests, and Common Assessments help determine each child's strengths and weaknesses. Once the data has been analyzed, teachers meet during common planning time and develop a plan of action. Teachers discuss deficiencies they identify as common throughout and then decide on what needs to be done to help meet all students' needs and help ensure students are successful. Corbin Elementary recognizes the importance of relationships and connections with parents and the community. We

try to accomplish this through our team building process with staff and by making our parents have more of an active role in the learning process with our students. Corbin Elementary has taken steps to get more parental and community involvement through such programs as; Parent-Teacher Organization, Parental Advisory Committee, School Based Decision Making Council, School Improvement Committees, Promise Neighborhood Program, Save the Children Program, and through in-school programs like Career Day, Sue Day, Veterans Day Program, All Pro Dads Program, Student Data Night, and guest speakers during our morning meeting. Our Family Resource Center has an active volunteer program with local businesses which helps in providing additional human and financial resources. Over the past 15 years Corbin's school population has increased which is kind of a surprise due to the fact of the closing of CSX Railroad and other businesses. The building and grounds have undergone many changes to upgrade safety and to accommodate growth.

ATTACHMENTS

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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.

This year, once again, Corbin Independent Schools ranked as a top ten performing school district receiving this status for the past 5 years among all K-12 districts. Previously, Corbin Independent Schools has been recognized as a "District of Distinction" by the Kentucky Department of Education. During a time of economic struggles and increasing poverty, our district continues to grow in population and increase student achievement. Areas of improvement for our district include but are not limited to: (1) Math achievement (Teaching and Learning) (2) Improved proficiency numbers among non-duplicated gap students in all areas (3) Reduction of the number of students scoring novice in math and reading.

ATTACHMENTS

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Additional Information

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

Corbin Elementary has extracurricular activities for students to be apart of and strives to involve community stakeholders within the school. A couple of sporting opportunities available for students include: Corbin Recreation Sports League, Upward Basketball, and the CIS Archery Team. Some of the academic opportunities and student clubs that are offered at Corbin Elementary include: "Be a Buddy, Not a Bully Program", All Pro Dads, Treehouse Social Club, and a Health Club. 4th grade students have the opportunity to be a part of the 5th & 6th grade academic team which has won region the past four years. We also house the Redhound Enrichment After School Program that is directly involved with Corbin Elementary students and their academic performance as well as Save the Children After School Program which focuses on literacy and a healthy lifestyle. I would also like to highlight our morning meeting starts each day and is completely student centered. Students lead the meeting by giving a weather and character report as well as recognize students for their accomplishments not only academically but also what they do within the community. The past two years Corbin Elementary has increased parent involvement through Fitness Five, Museum/Student Data Nights, Career Fairs, Assemblies targeted to help address student needs such as; AntiBullying, Self Esteem, Band Concerts, Drama/Plays, etc.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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CES Phase Three: Title I Annual Review 18-19

Phase Three: Title I Annual Review

Corbin Elementary
Christopher Webb
710 West 8th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 12/06/2018
Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Analysis of Corbin Elementary 2017-2018 K-PREP Data /Next Generation Learners Scores indicate the following... Due to Corbin Elementary not meeting the cut scores in proficiency in the areas of math, reading, and science within our subgroups (F/R & Students with disabilities) the school was given a classification of TSI (Targeted Support & Improvement). Indicator: Proficiency- (Cut Score 60.5) All students scored a 71.8 on the Proficiency Indicator. However, students in the subgroups of the non-duplicated/consolidated gap group did not meet the cut score. Our F/R population had a score of 60.3 while students with disabilities had a score of 48.4. Indicator: Separate- (Cut Score 52.6) All students scored a 54.3 on the Separate Indicator. However, students in the subgroups of the non-duplicated/consolidated gap group did not meet the cut score. Our F/R population had a score of 46 while students with disabilities had a score of 45.9. Indicator: Growth (Cut Score 15.8) All students scored a 19.0 on the Growth Indicator. Also, students in the non-duplicated/consolidated gap group of F/R scored a 17.5. The only subgroup that did not meet this indicator was our students with disabilities who had a score of 13.1. When looking at this data the biggest area of concern is the gap population of our free and reduced students as well as our special ed. population. We are addressing these areas by identifying these students individually and working with them through inschool and out of school ESS as well as, small group instruction, RTI, Name Them/Claim Them and use of our math and reading interventionist which Corbin Elementary has 2 math interventionist and 1 reading interventionist on staff. We are also utilizing our online program i-Ready and implementing individualized learning stations. We will continue to try to reduce our number of students who are scoring in the Novice range while at the same time moving all students to proficiency.

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Corbin Elementary's Comprehensive School Improvement Plan set out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all achieve proficiency, and reducing the novice gap. How Title I Funds are being utilized at Corbin Elementary *ESS Funding- After School ESS and In-School ESS *Parent Involvement- Workshops, Community Events, Snacks for students after school programs *Personnel- Reading Interventionist and Math Interventionist *Professional Development Trainings- Scott Trimble Workshop for Administrators, SESC Trainings for staff, Math Collaborative *Technology- i-Ready Online Program for students, BrainPop for students, Gradecam for teachers *Substitutes for any of the trainings above will be paid from Title I.

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

The school planned and 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 Parent Involvement Policy. We used these funds also to increase parent communication as well as after school events. A Parent Advisory Committee has been developed to increase parent communication as well to get parent input over the CSIP and provide a needs assessment in which parents are able to give feedback. School wide surveys are sent to parents so they can give feedback to the school about ways we can improve on increasing parent involvement within the school setting as well as after school hours. We also partner with Promise Neighborhood, Save the Children, and 21st Century Redhound Enrichment to help increase parent involvement. I've listed below some ways Corbin Elementary has been able to increase parent involvement at the school level. *SBDM Council *PTO *School-Parent Compact *Open House *Curriculum Night *Student Data Night *All Pro Dads *Family Literacy Night *21st Century Parent Night *Parent Advisory Committee Please see the Parent Involvement Policy attached.

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Corbin Elementary has seen more parent and family engagement in the last two years than ever before. By partnering with Promise Neighborhood and Save the Children we have been able to offer more trainings and programs to parents than in the past. Also, by implementing student data notebooks, curriculum night, and open house parents are given the opportunity to see students work displayed over the standards being taught in the classroom. For the 2018-2019 school year teachers were put onto teams of three. This has helped with communication with parents and build a better rapport with students and parents.

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We have a school leadership team which in turns helps provide effective leadership at Corbin Elementary. We will accomplish this by working more closely with school and district administration as well as team leaders. Corbin Elementary has went to three team leaders per grade level to help oversee curriculum, communication among staff, and consistency throughout the school. Corbin Elementary also has established a Curriculum/Data Committee that oversees that the standards are being taught with fidelity and discussion of schoolwide assessments such as; weekly assessments for content covered, MAP Assessment, i-Ready Assessment, Common Assessments over the standards and K-PREP when released. All staff receive PD days to update curriculum during the summer and modify as needed. The Curriculum Committee meets quarterly as well or as needed.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

After analyzing the data from state testing, MAP, and i-Ready diagnostic test Corbin Elementary is going to put a focus on our non-duplicated/consolidated population. (F/R and Students with Disabilities) These populations of students are not meeting adequate growth and there needs to be a plan to address this issue. For the 2018-2019 school year Corbin Elementary have put teachers into teams of three. This helps teachers identify these subgroups and work more collaboratively with our Special Education staff. Classroom teachers and our Special Ed. staff collaborate in the classroom and work with these students on grade level content in small groups and address gaps that have been identified. Also, for the 2018-2019 school year we have started Name Them and Claim Them. This in turn will help teachers develop a rapport with students in and out of the classroom within this population and use different types of instructional strategies to meet their individual needs. We are utilizing our in-school ESS funds as well to bring more personnel into the school to help students that fall in this subgroup.

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*


* Weekly PLC's in content areas with the purpose of identifying clear and measurable student outcomes for future instruction, analyzing student data, developing and modifying formative and summative assessments, and sharing and reflecting on effective practices through active listening and feedback. * Collaborative Planning Document facilitates sharing of ideas and perspectives, consensus building, and plans of action for necessary adjustments to instruction and assessments.

*Teacher Data Analysis provides opportunity for on-going reflection on instruction, strategies, and student progress. *Math is an emphasis based off the data. All math teachers and special education teachers will be working with Renee Yates on both the math content standards and practice standards, analyzing current classroom work and practices, and creating plans for team observations and collaborative coaching. * Name Them Claim Them Initiative: Students who receive accommodations will work with a teacher mentor one-on-one minimum of twice a month on reading and math lessons. Progress will be monitored throughout the year. * Using grade-level standards and assessment data in conjunction with IEP goals to make decisions about what is most crucial to emphasize in instruction. *Identifying and providing repeated practice with essential foundational skills. *Providing SPED student with more systematically designed instruction than their typical peers through collaborative teaching(clear and concise goals, logical sequencing of instructional content, explicit connections among content and skills to link prior and new knowledge.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Parent Involvement Policy	Parent Involvement Policy	3B

Parent Involvement Policy

School: Corbin Elementary School

Subject of Policy: Parent Involvement (Title I)

Policy Statement:

We believe that parents/guardians are an integral and critical partner in the educational process. To promote involvement of parents in their child’s education, school staff will provide parents with timely information about school programs and activities, will be available to meet with parents to discuss their child’s progress and concerns, and will provide ways to parents to be involved in the school. Parents/Guardians have the right and responsibility to communicate with staff concerning their child’s progress, to support and encourage their child’s school achievement and attendance, and to meet all requirements for entry into school.

Parents/Guardians will be notified of the school’s Title I Program at Corbin Elementary’s Open House. To keep parents apprised of student progress, students will take home mid-term reports and the comprehensive nine week report card. Additional information may be shared as deemed appropriate by the teacher or other staff.

Parents/Guardians are encouraged to be involved in the school by attending open house, school programs and activities; volunteering their time; chaperoning field trips as needed; and serving on the SBDM Council. Parents/Guardians will receive communication from the school through the school website, newsletters, letters, notes sent home telephone calls, emails and/or other appropriate means. Parents/Guardians are asked to follow all school and district policies regarding visitors to the school and volunteering in the school. A school-parent compact has been developed, which states how the school, family, and student will work together to promote high achievement and success.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____