

CHS Phase One: Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

Corbin High School
John Crawford
1901snyder 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.

From the 2017-18 Accountability Data, Corbin High School stakeholders will focus on proficiency and transition readiness indicators. Emphasis on college readiness standards in Reading and Mathematics will be placed at all grades levels and across disciplines. Junior ACT data showed a decrease in the number of students scoring at benchmark in both Reading and Mathematics. Also, the Disability with IEPs subpopulation did not meet the proficiency benchmarks, requiring targeted support and instruction. To increase the number of students graduating transition ready, Corbin High stakeholders will be exploring student apprenticeships in addition to preparing students for the new CTE End-of-Program Assessments.

ATTACHMENTS

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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.

Corbin High School faculty meet on a regular basis in large staff meetings (once a month) and in planning team meetings (1-2 times a month). The Site Based Decision Making Council also meets once a month allowing for regular feedback and approval (if needed). Parent surveys about school culture and needs are facilitated by FRYSC and Promise Neighborhood. Use of Edulink with Google surveys can further allow communication between school and guardians.

ATTACHMENTS

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ATTACHMENT SUMMARY

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CHS Phase Two: School Safety Report 18-19

Phase Two: School Safety Report

Corbin High School
John Crawford
1901snyder 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 at the August 9, 2018 meeting.

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 on 9/20/18

ATTACHMENTS

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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.

ATTACHMENTS

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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

ATTACHMENTS

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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.

By the SBDM on 8/9/18 and by first responders on 9/20/18

ATTACHMENTS

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

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 on 8/6/18

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 Fire - 8/23/18 Lockdown - 8/31/28, 9/6/18, and 9/12/18 Severe Weather - 9/7/18 Earthquake - 9/14/18

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

ATTACHMENTS

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ATTACHMENT SUMMARY

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CHS Phase II: School Safety Report 18-19

Phase II: School Safety Report

Corbin High School
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1901snyder Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 10/25/2018
Status: Locked

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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

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, during the 2013-14 school year.

ATTACHMENTS

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

Provide the date of adoption in the comments box below.

Yes at the August 9, 2018 meeting.

ATTACHMENTS

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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 on 9/20/18

ATTACHMENTS

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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.

By the SBDM on 8/9/18 and by first responders on 9/20/18

ATTACHMENTS

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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 on 8/6/18

ATTACHMENTS

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

Yes, local law enforcement (including SRO Bill Rose) along with fire officials reviewed the EMP on 9/20/18.

ATTACHMENTS

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

yes

ATTACHMENTS

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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

ATTACHMENTS

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

yes

ATTACHMENTS

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

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

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 Fire - 8/23/18 Lockdown - 8/31/18, 9/6/18, and 9/12/18 Severe Weather - 9/7/18 Earthquake - 9/14/18

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

ATTACHMENTS

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

Phase Two: The Needs Assessment for Schools

Corbin High School
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Corbin, Kentucky, 40701
United States of America

Last Modified: 01/23/2019

Status: Open

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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?

CHS Administrative Team - John Crawford, Nicole Brock, Steve Jewell, Nancy Wyatt, Toni Carloftis, and Stephanie Pennington CHS SBDM Council Members - John Crawford, Mike Farley, Heather Rice, Erik Steely, Sean Disney, and Melissa Shackelford CHS Department Chairs - Renee McWilliams, Heather Rice, Debra Theodore, Jill Lewis, Melissa Farmer, Jacob Mahan, and Vonna Hutson Administrators meet with department chairs and departments to disaggregate data, identify needs, and develop a plan with strategies to address the needs. SBDM council meets monthly to review progress and provide feedback.

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.

current state

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.

For our disability group

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?

On Demand Writing Reading scores

ATTACHMENTS

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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](#)

KCWP 2 KCWP 4

ATTACHMENTS

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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%.

Graduation rate Transition readiness

ATTACHMENTS

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CHS Phase Two: School Assurances 18-19

Phase Two: School Assurances

Corbin High School
John Crawford
1901snyder Street
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Last Modified: 10/01/2018

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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

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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

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

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

ATTACHMENTS

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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

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

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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

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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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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CHS Phase Three: Comprehensive Improvement Plan for Schools 18-19

Phase Three: Comprehensive Improvement Plan for Schools

Corbin High School
John Crawford
1901snyder Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/01/2019

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.

See attachment

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)
 2018-19 Corbin High CSIP Goals	The attachment contains the required goals for Corbin High School.	

2018-19 Corbin High School Comprehensive Improvement Plan Goals

1: Proficiency Goal

Goal 1 (State your proficiency goal): Corbin High School students will increase the average combined reading and math proficiency from 48.9 in 2018 to 74.5 in 2023 for all students.		
<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>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	
Objective 1 Corbin High students will increase the average combined reading and math proficiency from 48.9 to 54.0 during the 2018-19 school year.	KCWP 1 – Content area teachers in grades 9-12 will work collaboratively to align the curriculum. This will be an on-going process	KCWP1 – PLCs will vertically and horizontally align curriculum	Curriculum maps will be shared with administration.	Spring 2019 Summer 2019 Department days	NA – no subs required	
	KCWP 1 – Content professional development focused on best practices/instructional strategies.	KCWP1 - Student-friendly learning targets will be constructed and embedded into the curriculum maps.	KCWP1 – Reading and mathematics teachers will be trained on college readiness standards and instructional strategies that will address specific ACT score ranges.	Formative/Summative Assessments along with mock & national ACT Mastery Prep Online Reports Feedback from ACT Review Sessions	Walkthroughs Spring 2019	NA
	KCWP 1 – Content professional development focused on best practices/instructional strategies.	KCWP1 – Reading and mathematics teachers will be trained on college readiness standards and instructional strategies that will address specific ACT score ranges.	KCWP1 – Reading and mathematics teachers will be trained on college readiness standards and instructional strategies that will address specific ACT score ranges.	Formative/Summative Assessments along with mock & national ACT Mastery Prep Online Reports Feedback from ACT Review Sessions	Mock Dec ACT Mastery Prep Soph ACT progress ACT Workshop T3 Grades Report Junior March ACT	MAP – Board \$ ACT - PN \$
	KCWP 4 – Data will be reviewed (both summative and formative) to assess mastery of learning targets.	KCWP4 – Student data will be analyzed to inform instructional decisions.	KCWP4 – Student data will be analyzed to inform instructional decisions.	Formative/Summative Assessments along with mock & national ACT Mastery Prep Online Reports Feedback from ACT Review Sessions	Mock Dec ACT Mastery Prep Soph ACT progress ACT Workshop T3 Grades Report Junior March ACT	MAP – Board \$ ACT - PN \$

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		KCWP4 - Student data will be used to create a list of students who are near proficiency to be targeted for intervention.	Student results on formative and summative assessments. MAP scores ACT scores	September (Math RTI) Mock December ACT/Current ACT – January 2019	NA

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):
Corbin High School students will increase their On Demand Writing and Science scores - the On Demand Writing index from 60.6 to 80.3 by 2023 and Science 36.6% (Science ACT) to 68.3% (new state assessment) 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 HS students will increase the On Demand Writing index from 60.6 to 64.5 in 2019.	KCWP1 – Writing Policy and Plans will be reviewed and updated (if needed) to address ELA standards.	KCWP1 - SBDM committee composed of cross curricular teachers will meet to assess current the current policy.	KASC Policy Rubric	December 2018 SBDM meeting Summer 2019 English Department Alignment Meeting	
	KCWP2 – Highly effective core instruction	KCWP2 – Delivery of Instruction: Extended AIM Spring Writing Workshops	KPREP scores ACT data (Mock & National) Writing/Communication Portfolios		
	KCWP4 – Data will be reviewed to assess mastery of the writing standards	KCWP4 – Student data will be analyzed to inform instructional decisions.	Formative and summative classroom assessments	Midterm and end of term reports English PLC quarterly meetings Junior ACT data KYOTE Writing Assessment	
		KCWP4 - Student data will be used to create a list of students who are near proficiency to be targeted for intervention.	Formative and summative classroom assessments	Midterm and end of term reports English PLC quarterly meetings Junior ACT data KYOTE Writing Assessment	
KCWP3 – Students will assess their mastery of the writing standards in the	KCWP3 – Students will use the holistic scoring guide to self-assess their writing.	Formative assessments	English PLC quarterly meetings T2/T3 Grade Reports		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	classroom and during writing workshops.				
Objective 2 Corbin HS juniors will set a baseline score of 42.9 on the new Spring 2019 Science assessment	KCWP1 – Content teachers				

3: Gap

Goal 3 (*State your Gap goal*): Increase the average combined reading and math proficiency ratings for students in non-duplicated (free/reduced and consolidated) gap groups from 35.3% to 67.7% in 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
Objective 1 Corbin HS non-duplicated GAP group will increase scores in the combined reading and math average from 35.3% to 41.8% by 2019.	KCWP 1 – Content professional development focused on best practices/instructional strategies.	KCWP1 – Reading and mathematics teachers will be trained on college readiness standards and instructional strategies that will address specific ACT score ranges.	Formative/Summative Assessments along with mock & national ACT Mastery Prep Online Reports Feedback from ACT Review Sessions	Mock Dec ACT Mastery Prep Soph ACT progress ACT Workshop T3 Grades Report Junior March ACT	MAP – Board \$ ACT - PN \$
	KCWP2 – Highly effective core instruction	KCWP2 – Delivery of Instruction - 2 Mock ACT Saturday sessions -In-school make-up for Mock ACT testing	Junior ACT data (Mock & National)	Test Item analysis (Mock) Spring ACT data	District Funding, 21 st Century Grant

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		-Spring ACT Area of Emphasis Workshops based on Mock ACT Scores - 12 in-school spring ACT Test Prep Sessions -Mock ACT with and without accommodations for Disability students -Test prep sessions based on Mock ACT for GAP students			
	KCWP2 – Academic Support	KCWP2 Addition of the Promise Neighborhood/Save the Children math interventionist. The interventionist works with teachers through classroom collaboration and instructional pull out to assist students in Algebra I and Geometry. The interventionist will be working with students scoring Apprentice to provide additional supports to help the students toward the goal of proficiency.	Math MAP scores T2/T3 grade reports ACT data Spring Interventionist Report		District Funding – PN Grant
	KCWP5 – Extended School Services	KCWP 2, 5 Schools will utilize before school, during school, and after school scheduling to accommodate learners who need additional instruction. Saturday will also be a viable opportunity for schools to use ESS money for "extra help" sessions.	ESS Documentation in IC Formative and summative assessments. Reading and Math MAP RIT scores. ACT data		State Funds
Objective 2 CHS disability students will increase reading/math index from 18.1 to above the 40 cut score.	KCWP 1 – Content professional development focused on best practices/instructional strategies.	KCWP1 – Reading and mathematics teachers (including collaboration teachers) will be trained on college readiness standards and instructional strategies that will address specific ACT score ranges.	Formative/Summative Assessments along with mock & national ACT Mastery Prep Online Reports Feedback from ACT Review Sessions	Mock Dec ACT Mastery Prep Soph ACT progress ACT Workshop T3 Grades Report Junior March ACT	MAP – Board \$ ACT - PN \$
	KCWP2 – Highly effective core instruction	KCWP2 – Delivery of Instruction - 2 Mock ACT Saturday sessions -In-school make-up for Mock ACT testing	Junior ACT data (Mock & National)	Test Item analysis (Mock) Spring ACT data	District Funding, 21 st Century Grant

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		-Spring ACT Area of Emphasis Workshops based on Mock ACT Scores - 12 in-school spring ACT Test Prep Sessions -Mock ACT with and without accommodations for Disability students -Test prep sessions based on Mock ACT for GAP students			

4: Graduation rate

Goal 4 (State your Graduation Rate goal): Corbin High School will increase the 4-year cohort graduation rate from 98.1 to 98.3 by 2019.

<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 Collaborate to increase the CHS 4-year graduation rate from 98.1 to 98.3 by 2019.	KCWP6 - Persistence to Graduation – CHS will continue to implement strategies and activities designed to deter students from dropping out of school.	KCWP 2, 5, & 6 – CHS credit recovery laboratory will be used to help at-risk students earn credits at their own pace of instruction. Students will have access to a certified teacher and a quality online curriculum (Florida Virtual HS).	End of term grade reports Graduation Rate		Local Funds, ADA - Seek Funds, Grant Funds
		KCWP 1 & 6 - Various schools including KAPPA, Even Start, Aspire and KAPPA/Flex will be utilized and funded (Compulsory Attendance Grant) to allow at-risk students options for	Graduation Rate		Local Funds, ADA - Seek Funds, Grant Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		seeking graduation. Counselors and administration will actively utilize AIM to target potential at-risk students and provide them with graduation options through various school initiatives. All staff will be trained and educated as to the programs available in the district.	Enrollment data for School of Innovation Programs		
		KCWP 2 - ESS will be provided before and after school for students who need remediation.	ESS records in IC Formative and summative classroom assessments		State Funds
		KCWP 2 - Students that are not achieving mastery in core subjects will have their learning time extended by either 6 or 12 weeks of the following trimester. This could include summer classes if necessary.	Summer school enrollment Graduation rate		State Funds Grant Funds
		KCWP Individualized scheduling including work-based experience opportunities, Redhound Scholars, and cooperative education.	Redhound Scholar time sheets Cooperative Education records Graduation rate		State Funds
	KCWP 5 – Emotional and behavioral programs will be implemented to help remove non-academic barriers to graduation. Counseling will be made available to students allowed to participate.	KCWP 5 & 6 – YSC trainers will train all staff and students in PBIS initiatives including but not limited to the Youth Mental Health & Green Dot programs to reduce bullying and unsafe events in school.	Incident reports Student surveys Graduation rate		YSC Funds
		KCWP 5 – YSC staff will be available to meet the basic needs of students.	YSC reports Graduation rate		YSC Funds
		KCWP 5 & 6 – Counselors will be available during the school day to address emotional needs of students on their case load. This includes ASPIRE students who also receive career counseling.	Graduation rate		Grant Funds, student insurance

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		KCWP 5 – Promise Neighborhood and Save the Children initiatives that foster self-confidence and independence will be implemented throughout the school year.	PN reports Graduation rate		District Funds, Grant Funds

5: Growth – NA

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Corbin High students will increase transition readiness scores - Reading 50.5% to 75.3%, English 60.4% to 80.2% as measured by ACT, and increase the combined academic and career transition indicator score from 80.0 to 90.0 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 increase the percent of students meeting benchmark for Math from , Reading and English by 2019..					
Objective 2 Increase the academic/career transition indicator score from 80.0 to 82.0 by 2019.					

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

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

Phase Three: Closing the Achievement Gap Diagnostic

Corbin High School
John Crawford
1901snyder Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/23/2019

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.

See 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 High School's gap population consists primarily of the free-reduced lunch population with a small disability group population. With 52% of the school population in the non-duplicated gap group, staff members are trained to deal with at-risk population while maintaining high expectations for all students. ALL students are expected to perform at high levels. Special education students are primarily mainstreamed into regular education classes with a certified special educator collaborating with the lead content teacher. There are some students whose least restrictive environment is the special needs resource room but that is for the few and not the majority.

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.

Gaps with our disability students continue to persist and are increasing in both reading and mathematics. Reading - When examining the percentage of scoring Proficient/Distinguished in reading, the Consolidated Gap Group had 14.8% of students at proficiency and the non-consolidated student group had 58.7% of students at proficiency. 5.3 % of students with disabilities scored Proficient/Distinguished whereas 58% of students without disabilities were at proficiency. Of the students who are economically disadvantaged, 46.6% scored at proficiency as compared to 62.2% of non-economically disadvantaged students. Mathematics - The Consolidated Gap Group had 16.7% of students at proficiency versus 48.9% of the Non-consolidated student group. We did not have any students with disabilities meet proficiency on the mathematics portion of the ACT whereas 48.9% of students without disabilities were able to score at proficiency. For the economically disadvantaged students, 34.9% scored proficient or distinguished on the math test with 57.6% of the non-economically disadvantaged students meeting the goal.

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

Currently, our gaps are continuing to increase with all gap groups. We did not show improvement.

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

Currently, our gaps are continuing to increase with all gap groups.

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).

Content area teachers and resource teachers are participating in content area professional development in addition to professional develop that specifically addresses the needs for at-risk students. Teachers are focusing on providing quick and accurate feedback to students. Interventionists in both math and reading are provided and students have access before, after, and during school hours.

ATTACHMENTS

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

With the disability group from last year, progress had been made with individual students meeting their IEP goals. However, when compared to previous disability groups, gaps had not been closed. Students with disabilities continue to lack the desire to increase their ACT scores. Targeted content-level professional development is needed for resource and content teachers that includes best practices for at risk students. Teachers are know able to satisfy PD requirements with other required trainings.

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.

Data is shared in real-time with teachers, administration, and staff in a timely manner throughout the year. Test data is disaggregated with department chairs after the district leaders share with school administration. Later, school administrators meet with teachers in planning team meetings to review the data in a more thorough manner. Departments then meet to develop plans and complete needs assessments to report back to administration and the Site Base Decision Making Council. During the school year, a Writing Policy Committee was established to review the newly KASC rubric aligned to the current ELA standards. Department Chairs - Renee McWilliams (Language Arts), Heather Rice (Mathematics), Debra Theodore (Science), Jill Lewis (Social Studies), James Cornn (Arts & Humanities), Vonna Hutson (Career & Technical), Melissa Farmer (Special Education), and Jacob Mahan (Freshmen Center). School Administrators - John Crawford (Principal), Nicole Brock (Assistant Principal), Steve Jewell (Assistant Principal) and Guidance Counselors - Toni Carloftis, Stephanie Pennington, and Nancy Wyatt SBDM Council - John Crawford, Mike Farley, Heather Rice, Erik Steely, Sean Disney, and Melissa Shackelford Writing Policy Committee - Nicole Brock, Renee McWilliams, Brian Theodore, James Cornn, Deidre Higgins, Debra Theodore, Erik Steely, Josh Watkins, and Evan Robinson

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).

Reading goals: Economically disadvantaged students - currently 46.6% at Proficiency with a goal of 50% at Proficiency Students with disability - currently 5.3% at Proficiency with a goal of 10% at Proficiency
Math goals: Economically disadvantaged students - currently 34.9% at Proficiency with a goal of 40% at Proficiency Students with disability - currently 0% at Proficiency with a goal of 10% at Proficiency

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.

see attachment

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)
 2018-19 Achievement Gap Group ID	a	I
 CSIP Goals including GAP Goals	Strategies and Activities to address GAPs are included in the CSIP document	III

Gap Group/Total number of students	Percentage of Total School Population
Free-Reduced Lunch/478	52
Grade 9 Disability/27	2.9
Grade 10 Disability/14	1.5
Grade 11 Disability/10	1.1
Grade 12 Disability /14	1.5
All Disability / 65	7.1
ELL Students/6	0.65%

CHS Phase Three: Executive Summary for Schools 18-19

Phase Three: Executive Summary for Schools

Corbin High School
John Crawford
1901snyder Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/01/2019

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 High School is home to approximately 925 ninth through twelve grade students in the Corbin Independent School District. Our school is one of five schools in our district and is located in Southeastern Kentucky. Corbin High School has approximately 53% of our students on free/reduced lunch. Our school is 96% white with 51% male and 49% female students. Corbin High School has shown a steady increase of enrollment for the past five years. Corbin High School staff is all highly qualified according to the Educational Professional Standards Board (EPSB). Corbin High school has approximately 53 teachers with a 17:1 student/teacher ratio. Over 79% of our teachers have their master degrees and/or Rank I. We have two teachers that are National Board Certified. We have three instructional aides that work with students within our building in several capacities. Corbin High School is dedicated in providing a rigorous curriculum in a caring and nurturing environment. We encourage parents to be involved with our school and their child's education by joining the Academic Boosters Club and by using our Corbin High School website and Infinite Campus to track with their student's grades, attendance, and behavior. Redhound parents consistently log over 10,000 volunteer hours each year with 12,500 hours this past school year. Corbin High School is a school with an emphasis on mentoring. Our AIM program (Advise, Instruct, and Mentor) is a key component to the high school concept. In AIM, students are assigned an advisor who acts as their advocate and engages them in guidance activities which include goal setting, career guidance, anti-bullying, tolerance lessons, and community service projects. AIM directs students toward career pathways and becoming college ready by meeting ACT benchmarks. Our mission statement was designed by all stakeholders of our school and through council, committee, and staff meetings continue to drive the schools mission. Corbin High School Council and staff believe that all students can learn and will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender. We believe our schools purpose is to educate all students to high level of academic performance while fostering growth in social-emotional behavior and attitudes, thus enabling all students to achieve mastery of skills necessary to become effective members of society. Corbin High School is most proud of the academic success we have had for several years. We are regarded as one of the top 20 high schools in Kentucky. Each year, we strive for our students to be the best possible and obtain the skills necessary while here at the high school to achieve at high levels in their future. Currently, we have 84% of graduates enroll in post-secondary coursework. In the next years, our focus will continue to be on our Special Education and Free and Reduced Lunch Population. We will strive for these students to gain knowledge and the skills necessary through after school tutoring, in-school mentoring and increased parent involvement to become proficient learners.

ATTACHMENTS

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

School's Purpose

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

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

Corbin High School strives to be the best it can be. We embrace the high school concept by committing to meet the educational and developmental needs of our young aspiring adults. Our common planning process allows teachers to work together with at least one other staff member in their department. This common planning is used to plan lessons, plan interdisciplinary instruction, and analyze schedules, logistics and discipline. The common planning also allows parents an opportunity to meet Freshmen teachers as a group as over 80% of freshmen teachers plan together. The Corbin High School Faculty and Staff believe that all students can learn and all students will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender. The mission of Corbin High School is to provide opportunities that will help prepare each student for a successful transition to college, the work place and life. Education will be provided cooperatively through competent, professional educators, supportive families and an involved community. Students are expected to accept responsibility in the learning process. We believe that our school's purpose is to educate all students to high levels of academic performance while fostering growth in social/emotional behavior and attitudes, thus enabling all students to achieve mastery of skills necessary to become effective and productive members of society. In addition to a rigorous pre-college curriculum, 6 Advanced Placement courses, numerous dual credit opportunities, Corbin High offers 29 career programs in conjunction with the Corbin Area Technology Center. We engage our students in learning by integrating technology into the curriculum with a 2:1 student to device ratio. We also try to use project based leaning as much as possible in our classes. Students are also provided clear learning goals in their classes. We also recognize the importance of relationships and connections. We try to accomplish this through AIM and general caring attitude of our entire staff. A majority of our students participate in one community service project each year in order to demonstrate the importance of also serving others. A large number of students belong to at least one of the 26 Corbin High student organizations.

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

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

Over the last three years, Corbin High has been recognized across the state for our academic successes. For the 2015-16 school year, Corbin High School ranked 16th among grades 9-12 high schools earning the Distinguished/Progressing Classification. Also for the 2015-16 school year, CHS earned the School of Distinction/High Progress School rewards category further indicating that we were in the top 10% of improvement. The Project Lead the Way Biomedical program earned the distinction of being the top rated program in the state. The 2017 Junior Class scored an average 21.7 ACT composite, a 0.4 increase from the previous year's score. The 2018 senior class continued to achieve the maximum 100 points possible for College and Career Readiness (as compared to previous years' models) with over 80% of students contributing to the calculation. The areas that we are striving to reduce are the gaps between our regular education students and students with disabilities. We are striving to also increase our number of proficient students in reading and mathematics as well as reduce the number of novice readers. We will continue to work to increase our number of students meeting benchmarks on the ACT. Also, we are working to graduate every student and have them complete a pathway to become both college and career ready.

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 High School has 21 varsity athletic teams. Boys' sports include baseball, basketball, bowling, football, golf, soccer, and tennis. Girls' sports include basketball, bowling, dance team, golf, soccer, softball, tennis, and volleyball. Corbin High co-ed sports are archery, bass fishing, cheerleading, cross country, swimming, and track & field. We also have 26 extra & co-curricular academic opportunities. Students have the opportunity to participate in Academic Team, Beta Club, Family Career and Community Leaders of America, First Priority, Future Business Leaders of America, Future Educators of America, Health Occupation Students of America, Kentucky Junior Historical Society, Key Club, Book Club, National Art Honor Society, National Honor Society, Odyssey of the Mind, Pep Club, Photography Club, PRIDE Club, Rotary Club, Science Olympiad, Senior Science Club, Skills USA, Student Council, Student Technology Leadership Program, Student YMCA (Kentucky Youth Assembly and Kentucky United Nations Assembly), Thespian Society, and UNITE Club. Corbin High School reviews the TELL Survey, School Report Card, student perception data, and Infinite Campus Data Reports in order to evaluate our school to meet the needs of all students. Strengths of the TELL Survey indicated that teachers are effective leaders in our school that are held to high professional standards for delivering instruction. Teachers are encouraged to try innovative methods to improve instruction and reflect on their practice. Teachers feel that class sizes are reasonable, facilities and resources support teaching and learning, and that they have time to collaborate with their colleagues. Weaknesses from the TELL Survey show that 27% of teachers feel that professional development is not differentiated to meet the individual teacher needs and that 83% of teachers have had less than 10 hours of training in reading strategies over the last 2 years. Corbin High School reviewed Attendance and Student Behavior reports from Infinite Campus. The average daily attendance slightly increased over the last two years. The number of behavior referrals has decreased with 67 total events involving 49 students. State test data is reviewed by district administrators, school administrators, School-Based Decision Making Council, team leaders, and all teachers through a test score analysis professional development. Reviewing the data allows stakeholder to evaluate the reports, reflect on current practices, and set new goals for the coming year.

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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CHS Phase Three: Title I Annual Review 18-19

Phase Three: Title I Annual Review

Corbin High School
John Crawford
1901snyder Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/01/2019

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.*

NA

ATTACHMENTS

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

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.*

NA

ATTACHMENTS

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

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.*

NA

ATTACHMENTS

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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.*

NA

ATTACHMENTS

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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.*

NA

ATTACHMENTS

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

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.*

NA

ATTACHMENTS

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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.*

NA

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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