

CIS Phase One: Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 09/12/2018
Status: Open

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	4

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.

(1) Maintaining a clean and well maintained school environment has been a challenge for Corbin Intermediate due to an aging facility, lack of financial resources and a decreasing quality of custodians (human resources); (2) Although community support is exceptionally good, our staff feels that there is a need to become more proactive at involving parents/guardians in the success of their children attending our school; (3) Overall, student conduct is very good. However, there is a need for teachers and administrators to be more consistent in their approach of managing student conduct.

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.

Building positive relationships among school staff, parents and students is key to creating and maintaining a healthy school environment. We will accomplish this by (1) setting high expectations; (2) improving our communications; (3) providing resources and support; and (4) building capacity through professional development. All of this will be monitored by our School Based Decision Making Council (SBDM Council). We will invite parents from each home room (9) to become involved and work with our school leadership team to plan action steps in each of the above mentioned areas.

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)
-----------------	-------------	---------

CIS Phase Two: School Safety Report 18-19

Phase Two: School Safety Report

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/15/2019
Status: Open

TABLE OF CONTENTS

School Safety Diagnostic for Schools	3
Questions Related to the Adoption and Implementation of the Emergency Plan.....	4
ATTACHMENT SUMMARY.....	6

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, our SBDM Council requires a plan. the plan was developed prior to November 1, 2013. The policy was revised and adopted by our SBDM Council on June 28, 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, Corbin Fire Department and Corbin Police Department was provided copies on August 7, 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, all room have posted evacuation routes with primary and secondary routes indicated.

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 . . . August 7, 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 . . . August 7, 2018

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 . . . August 9, 2018

ATTACHMENTS

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

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 - 8/15/18; Tornado - 8/16/18; Lockdown - 8/16/18; Earthquake - 8/20/18; Fire - 8/22/18

ATTACHMENTS

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

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, procedures will be reviewed after returning to school from Christmas Break, then practiced within the first 10 days of school after January 1, 2019.

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)
-----------------	-------------	---------

CIS Phase II: School Safety Report 18-19

Phase II: School Safety Report

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/15/2019
Status: Open

TABLE OF CONTENTS

School Safety Diagnostic for Schools	3
ATTACHMENT SUMMARY.....	6

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, the plan was developed by our school leadership team and approved by our SBDM Council.

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, our SBDM Council requires a plan. the plan was developed prior to November 1, 2013. The policy was revised and adopted by our SBDM Council on June 28, 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, the plan was adopted prior to November 1, 2013 and the updated version was approved on June 28, 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, Corbin Fire Department and Corbin Police Department was provided copies on August 7, 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 . . . August 7, 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 . . . August 9, 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 . . . August 7, 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, all room have posted evacuation routes with primary and secondary routes indicated.

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 . . . August 7, 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, they have been developed and practiced during the first week of school.

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, all doors are locked except for the front door. there are two safety doors in the interior preventing anyone from going into the hallways. All visitors must sign-in at the office and receive an ID tag.

ATTACHMENTS

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

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 - 8/15/18; Tornado - 8/16/18; Lockdown - 8/16/18; Earthquake - 8/20/18; Fire - 8/22/18

ATTACHMENTS

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

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, procedures will be reviewed after returning to school from Christmas Break, then practiced within the first 10 days of school after January 1, 2019.

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)
-----------------	-------------	---------

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

Phase Two: The Needs Assessment for Schools

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 10/31/2018
Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	6
Trends	7
Potential Source of Problem.....	8
Strengths/Leverages	9
ATTACHMENT SUMMARY.....	10

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?

SBDM Council: Ellie Caddell, Rachael Hubbard, Bill Jones, Steve Mayer, Deepa Patel and Angela Whitus. School Leadership Team: Katie Earnest, Bill Jones, Angela Kilburn and Angela Whitus. All teachers meet weekly in their content areas and as a 5th grade team. their meeting agenda includes but is not limited to school improvement planning. Information is shared with our school leadership team and formulated into a plan. Our SBDM serves as oversight during our monthly meetings. Our SBDM will ultimately approve the plan.

ATTACHMENTS

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

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 Academic State: on the 2018 KPREP, our Reading Proficiency score was 86.8, our Math Proficiency score was 90.3 and our Indicator score was 88.6. This translates to an overall Proficiency score of 88.6, a Separate Academic score of 81 and a Growth score of 18.6. Our school designation is Other. Our Social Studies score was 87.5 and our writing score was 74.5. Reading growth was 22.9 and math growth was 14.2. Current Non-Academic State: Student Attendance Rate for the 2017-18 school year was 94.39 with 15.3% of the total student population being considered chronically absent.

ATTACHMENTS

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

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.

Although 70% of our students are proficient / distinguished in math, reading and social studies . . . this means that 30% are not and 45% are novice/apprentice in writing. It is a concern that 30% of our students are not proficient in math and reading. Five percent of our students were absent last year with 15% of those being chronically absent.

ATTACHMENTS

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

Trends

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

Based upon data trends from the previous two academic years, three significant areas for improvement have been identified: (1) reducing the achievement gap between low income students and their more affluent peers; (2) reducing the percentage of low income students scoring novice in reading and math; (3) Reducing the number of chronically absent students.

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](#)

(3) Assessment Literacy: Monitoring the validity of formative and summative assessments to ensure congruency to the standards/targets; Determining which assessment design will best evaluate the level of student learning; Utilizing formative and summative information for increased student achievement; Providing feedback to students on their progression of learning; Evaluating the use of assessment results to guide instruction and group students; Ensuring systems are in place for students to evaluate their own progress and set goals. (4) Review, Analyze and Apply Data: Ensure assessments are of high quality resulting in quality data; Ensuring systems are in place to collect, analyze and drive classroom instruction; Using data analysis to determine students' needs and movement through the tiers of intervention; Determining when students have achieved mastery; Developing systems for students to become aware of their progression of learning through data analysis. (6) Establishing Learning Culture and Environment: Developing supports to assist students in decision making regarding behavioral needs/goals (specifically related to chronic absenteeism); Analyzing processes that are currently in place to communicate with parents and students in order to address barriers to learning; Developing and Implementing effective processes to communicate with parents and students in order to address barriers to learning specifically related to understanding and utilizing their own data to progress in learning and addressing cultural issues surrounding chronic absenteeism

ATTACHMENTS

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

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%.

On the 2018 KPREP, our Math proficiency score was 90.3 with 71.3% of our students being proficient and distinguished. Our reading proficiency score was 86.8 with 70.6 of our students being proficient and distinguished.

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)
 CIS Trena Data	5 year trend data on KPREP for Corbin Intermediate School	

CIS Phase Two: School Assurances 18-19

Phase Two: School Assurances

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 10/17/2018
Status: Open

TABLE OF CONTENTS

Introduction.....	3
School Assurances.....	4
ATTACHMENT SUMMARY.....	8

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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)
-----------------	-------------	---------

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

Phase Three: Comprehensive Improvement Plan for Schools

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 12/19/2018
Status: Open

TABLE OF CONTENTS

Comprehensive Improvement Plan for Schools	3
ATTACHMENT SUMMARY.....	4

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 CSIP 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)
 CSIP Summary	Summary of our goals and plan to get there.	

Priorities / Concerns

Our 2018 KPREP results shows 70% of our students were proficient/distinguished in math, reading and social studies . . . this means that 30% were not and 45% were novice/apprentice in writing. In addition, our attendance rate was just under 95% with nearly 15% of those being chronically absent.

Our Fall MAP scores for our current 5th grade class of 2018-19 shows the following:

Math

34% Novice (1-40%)

31% Apprentice (41-60%)

25% Proficient (61-80%)

10% Distinguished (81-99)

Reading

35% Novice (1-40%)

18% Apprentice (41-60%)

26% Proficient (61-80%)

21% Distinguished (81-99%)

Potential Source of Problem based on the key Core Work Processes

- **KCWP 3: Assessment Literacy**

Monitoring the validity of formative and summative assessments to ensure congruency to the standards/targets; Determining which assessment design will best evaluate the level of student learning; Utilizing formative and summative information for increased student achievement; Providing feedback to students on their progression of learning; Evaluating the use of assessment results to guide instruction and group students; Ensuring systems are in place for students to evaluate their own progress and set goals.

- **KWCP 4: Review, Analyze and Apply Data**

Ensure assessments are of high quality resulting in quality data; Ensuring systems are in place to collect, analyze and drive classroom instruction; Using data analysis to determine students' needs and movement through the tiers of intervention; Determining when students have achieved mastery; Developing systems for students to become aware of their progression of learning through data analysis.

- **KWCP 6: Establishing Learning Culture and Environment**

Developing supports to assist students in decision making regarding behavioral needs/goals (specifically related to chronic absenteeism); Analyzing processes that are currently in place to communicate with parents and students in order to address barriers to learning; Developing and Implementing effective processes to communicate with parents and students in order to address barriers to learning specifically related to understanding and utilizing their own data to progress in learning and addressing cultural issues surrounding chronic absenteeism

Goals and Objectives

- Proficiency Goal for combined math and reading from 71% to 85.5% by 2023
 - Objective – from 71% to 73.9% by 2019
- Separate Academic Goal for Social Studies from 69.9% to 85% by 2023 and writing from 55.1% to 77.6% by 2023
 - Objective – Social Studies from 69.9% to 72.9% by 2019
 - Objective – Writing from 55.1% to 59.6% by 2019
- Gap Goal for combined math and reading non-duplicated (free/reduced lunch and consolidated) from 57.2% to 78.6% by 2023
 - Objective – from 57.2% to 61.5% by 2019

Best Practices for Instructional Design:

- Consistent opportunities to work on grade-appropriate assignments
- Strong instruction that lets students do most of the thinking in the lesson
- Students have a sense of deep engagement in what they're learning
- Teaching for a deep conceptual understanding in mathematics while allowing multiple entry points for lower level students
- Promote deeper learning through Problem-Based Learning
- Teachers who hold high expectations for students and truly believe they can meet grade-level standards
- Using multiple representations of concepts and tasks
- Encouraging elaboration, questioning, and self-explanation
- Engaging learners in challenging tasks, with supportive guidance and feedback
- Teaching with examples and cases
- Priming student motivation
- Using formative assessment to drive instruction
- Using flashback activities to spiral content
- Using data to inform and drive instruction for student groups and individuals
- Using grade level PLC's to create and plan rigorous common assessments aligned to the standards
- Target students on the cusp of apprentice and proficient through enrichment activities utilizing ESS services, after-school, etc.
- Using Response To Intervention (RTI) activities for the students of greatest need
- Establish a culture where students are comfortable making mistakes and learning from them
- Allow students to experience some productive struggle and learn how to use grit, problem solving skills and reasoning to persevere (establish Growth Mindset)
- Emphasize the use of correct vocabulary
- Students keep track of their own data and have a reasonably accurate understanding of their level of achievement

Key Design Principles for Teaching Problem Solving and Metacognitive Strategies:

- **What to teach** - Focus on a collection of small component skills and their integration rather than trying to improve the mind in general.
- **How to teach** - Focus on the learning process (through modeling or prompting) rather than solely on the product.
- **Where to teach** - Focus on using the strategies in a specific context rather than in general.
- **When to teach** - Focus on teaching higher skills before or while lower-level skills are mastered.
- **How long to teach** - Focus on prolonged, deliberate practice and application rather than one-shot deals.

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

Phase Three: Closing the Achievement Gap Diagnostic

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 12/19/2018
Status: Open

TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	6
ATTACHMENT SUMMARY.....	7

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 Attachment

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.

Our school does an excellent job of incorporating EVERYONE into the CIS Family

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.

See attachment

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

Math

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

Writing

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).

Professional development needs assessments begin with a discussion among our school leadership team. Team leaders then talk with their respective teams (5th / 6th grade teachers) to determine the area of needs. Our school leadership team determines the specific professional development required and incorporates it into our professional development plan. Our plan is presented to our SBDM Council for final approval. We have an ongoing initiative with the Novice Reduction Team from the Kentucky Department of Education working with our reading teachers. We also have an ongoing initiative with the math consultants of the South East South Central COOP working with our math teachers. We have hired an in-school ESS teacher working with targeted reading deficient students. We also utilize one of our math teachers working with a group of students before school who are deficient math students.

ATTACHMENTS

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

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

We have identified a need for more effective math and reading intervention strategies that target economically disadvantaged students. We have also identified a list of chronically absent students who are not receiving the same amount of instruction as non-chronic absentee students.

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.

We have partnered with two outside groups to assist us in the academic areas of reading and math: (1) The Novice Reduction Team from the Kentucky Department of Education and (2) Math Consultants from the South East South Central COOP. We have had several meetings to date and will continue the process throughout the school year.

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).

Our objective for 2018 is to increase the combined reading and math percentage of proficient and distinguished students to 81.4 %.

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.

Our objective for 2019 is to increase the combined reading and math percentage of proficient and distinguished students to 81.4 %. We will achieve this through the strategy of KCWP 2: Design and Deliver Instruction by setting up a system/processes for teachers to ensure Tier I instruction and assessments meet the intent of Kentucky Standards. We will accomplish this strategy by having teachers meet on a regular basis to ensure congruency is present between standards, learning targets and assessment measures. The principal / assistant principal will monitor the process.

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)
 Achievement Gap Group Identification	Identification of Gap Groups	I
 Gap Analysis Report	Analysis of student gap groups	II.E

Gap Group/Total number of students	Percentage of Total School Population
Free - Reduced / 289	66%
Students with Disability / 40	9%
Non-Duplicated Gap / 303	69%

CIS Phase Three: Executive Summary for Schools 18-19

Phase Three: Executive Summary for Schools

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 12/19/2018

Status: Open

TABLE OF CONTENTS

Executive Summary for Schools	3
ATTACHMENT SUMMARY.....	6

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 is a 4th class city in Whitley and Knox counties in the southeastern portion of the U.S. state of Kentucky. The urbanized area around Corbin extends into Laurel County. this area is not incorporated into the city limits due to a state law prohibiting cities from being in more than two counties. however this area is served by some of the city's public services. Corbin's population in 2014: 7,308 (99% urban, 1% rural). Population change since 2000: -5.6%. Estimated median household income in 2016: \$30,834 (it was \$22,203 in 2000). the estimated median for the state of Kentucky is \$46,659 for the same year. Corbin, like many communities of its size in southeastern Kentucky, has an independent school system (in Kentucky, a public school system not affiliated with a county: most such districts are associated with individual cities. Corbin Intermediate School (CIS) is a 5th/6th grade school within the Corbin Independent School district. our present population is 440 students with a staff population of 52. Our original building was constructed in 1963 with a major renovation in 1989. The organizational structure of the school has changed over the years. originally operating as a K-8 school, it later became a grades 4-5 school, then 3-5 and now 5-6. The school will change next year to a 4-5 structure. Corbin Intermediate's free and reduced count is currently at 55%. CIS has a low minority and ESL population consisting of less than 1% of the school's population. Consequently, our gap population primarily consists of our economically disadvantaged students. One hundred percent of our teachers are highly qualified according to the Educational Professional Standards Board (EPSB). Forty-two percent of our teachers have a Master's Degree and we have two teachers who are Nationally Board Certified. In regard to community challenges, our parent population is very polarized. A majority of our students have parents who are involved and invested in their child's education and some students have very little home support and educational encouragement.

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.

The staff of Corbin Intermediate School is committed to providing a quality education with high expectations that will enable all students to learn behavioral and academic lessons that will guide them through life. We are constantly striving to be our best. We believe all children can learn and that students learn best when they are actively engaged in the learning process. We also believe that students learn best in a caring and inviting environment and that the physical environment of the school directly impacts student learning. Corbin Intermediate School is committed to expand our project based learning initiatives in an effort to actively engage students in a meaningful learning process. Corbin Intermediate has also expanded our enrichment classes and our arts and practical living coursework in an attempt for all students to have the opportunity to explore individual talents and skill sets. Differentiated instruction is a priority for corbin Intermediate administrators and teachers. We are currently looking for ways to increase student goal setting

initiatives, targeted learning opportunities and self-adaptive technology in order to maximize student learning and for students to seize ownership of their unique learning processes. Corbin intermediate recognizes the importance of relationships and connections with parents and the community. We attempt to accomplish this through our team building process with staff and by providing our parents with an active role in the learning process with their children. Corbin Intermediate has taken steps to achieve more parental and community involvement through such programs as: Parent Teacher Organization, School Based Decision Making Council, School Improvement Committees, All Pro Dads, Families and Schools Together (FAST), Moms Night Out, etc. The Corbin Intermediate Youth Service Center has an active volunteer program with local businesses which helps in providing additional human and financial resources. They also organize a network of community resources to provide for our students in need.

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.

Corbin Intermediate has recently been recognized by the Kentucky Department of Education as a distinguished School of our academic achievements and was named a Kentucky School of Distinction. Our 6th Grade Academic Team won the Region 6th Grade Showcase and our Governors cup Team won both the district and region competition. Students have several opportunities for extracurricular activities including: band, choir, basketball, archery, chess club, PRIDE Club, UNITE Club, student council, Project Fit America and speciality classes are offered after school and during the summer. Our students also participate in various sports through the TriCounty Sports Authority organization. Corbin Intermediate is working hard to continue its success. Some of our initiatives include: MAP Testing, Carnegie Math IXL Math and Reading, use of Power Verbs, History Alive, Junior Great Books, MyOn, Newsella, small group reading and math enrichments, Brain Pop, Arts & Humanities programming, ESS, Kentucky Instructional Discipline Program, Character for Life, on-going professional development for our teachers and staff, etc. Corbin Intermediate has identified areas of improvement and is actively seeking solutions. CIS has expanded the Enrichment and Arts & Practical Living schedule to meet the needs of a diverse student population. Expansions include, but are not limited to: courses in Community Service and Leadership, Financial Literacy, theater and Drams, Character Education and Project Fit America. Somewhat related to course expansion is Corbin Intermediate's commitment to differentiated instruction. In the past several years, Corbin Intermediate has taken progressive steps to individualize instruction such as data driven student goal setting coupled with student conferencing, increased availability of adaptive technology such as IXL Math and Reading, ESS programs targeted by content area and skill deficiency through RIT Band performance and focused content area RTI Programs. In the future, Corbin Intermediate is committed to developing an advanced system of differentiated instruction with focus on teacher training, technology options, innovative scheduling, encouraging student meta-cognition, and parental involvement in the goal setting process. We are also taking steps to increase our use of project based learning and achieving full integration as a museum school.

ATTACHMENTS

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

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 Intermediate is fully committed to excellence for all and invites anyone to share their ideas for improvement. please visit us in person or connect with us at www.corbinintermediate.org. You can also find us on Facebook @Corbin Intermediate School, Twitter @cisredhounds and Instagram @cisredhounds. In order for parents to become more involved and invested in their child's academic and career goals, Corbin Intermediate will search for avenues to educate parents and the community in regard to curriculum programs and assessment tools in an effort to seek effective ways to directly involve parents in the goal setting process. Corbin Intermediate offers four Museum Nights throughout the school year for parents and the community to engage in our efforts to become a Museum School.

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)
-----------------	-------------	---------

CIS Phase Three: Title I Annual Review 18-19

Phase Three: Title I Annual Review

Corbin Intermediate
William Daniel Jones
404 W. 17th Street
Corbin, Kentucky, 40701
United States of America

Last Modified: 12/19/2018
Status: Open

TABLE OF CONTENTS

Title I Annual Review.....	3
Comprehensive Needs Assessment	4
Schoolwide Plan	5
Parent and Family Engagement (ESSA Section 1116).....	6
Evaluation of the Schoolwide Program	7
ATTACHMENT SUMMARY.....	8

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.*

We conducted a needs assessment using all academic data (KPREP, MAP, STAR Reading, etc) for the entire school as well as shareholder feedback (teachers, parents, students, etc.) to determine the subjects and skills for which teaching and learning need to be improved. Through this process we gained a better understanding of the root causes of the identified needs. We will use this information to help determine the proper goals, strategies and action plans to address our needs.

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.*

Our schoolwide plan was implemented as written. It provided opportunities for all students to meet Kentucky's proficient and advanced levels of student academic achievement. Title I funds were used to strengthen the core academic program, provide an enriched and accelerated curriculum, increase the amount and quality of learning time (using before and after school learning times) and it included strategies for meeting the educational needs of historically underserved populations (free and reduced lunch, students with disabilities, etc).

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.*

Our teachers recruit and encourage parents to become partners in learning. We encourage parents to be more than volunteers. Parents are included on our school planning team to help review, evaluate and plan our school-wide program. We have had limited success with fully engaging parents in our school community. We are incorporating a few new strategies for this school year as explained in our goals, strategies and action plans for 2018-19.

ATTACHMENTS

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

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.*

We will meet individually with every parent for a parent/teacher/student meeting.

ATTACHMENTS

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

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.*

An evaluation of our overall school program will include an analysis of our State Accountability scores and our MAP results for the school year.

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.*

See attached Trend Data

ATTACHMENTS

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

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.*

We will revise our schedule to include a dedicated writing block.

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)
 Assessment Results	KPREP data for 2017-18.	4B