

CPS Phase One: Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

Corbin Primary
Conley Wilder
3551 5th Street Road
Corbin, Kentucky, 40701
United States of America

Last Modified: 10/29/2018
Status: Open

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	5

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.

The school improvement team works throughout the school year to determine the goals and objectives for school improvement. Parent and staff surveys were completed and several areas were identified for school improvement. The first area dealt with the development of a school wide discipline model that has clear policies, procedures, and expectations for student conduct that are understood by students, parents, and faculty. The TELL survey indicated that 24% of staff do not feel that policies and procedures about student conduct are clearly understood by faculty. Likewise, 26% of teachers disagree that teachers have input on establishing discipline procedures. Lastly, teachers report that 25% don't feel that school administrators consistently enforce the rules for student conduct. Another area identified for school improvement involved our math program. Surveys, MAP and K-Prep data indicate a percentage of 3.3% distinguished in math exiting second grade with 23.3% of students being novice. Comparatively, 41% of students were apprentice with only 32.2% being proficient. Also, data indicated that teachers did not have adequate planning time to collaborate and analyze student assessments. A priority area for the primary school is to modify its existing master schedule to provide teachers at least 1 hour per day to plan with 1-2 PLC meetings per week. Lastly, demographic data indicates that students with disabilities and students who are free/reduced lunch perform at lower levels academically and have higher chronic absenteeism than their peers.

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.

To engage a variety of shareholders in a school improvement process that is ongoing and continuous, we will systematically develop a 30/60/90 day plan along with a plan for the entire school year. The development of the school improvement team is used to guide the process and develop activities that will be share via multiple avenues. The council is an integral part of the checks and balances by having quarterly reports delivered to them from the committee and progress toward completion of tasks and activities. Implementation and impact checks will be

conducted and reported to all stakeholders including community partners. Surveys will be delivered to stakeholders to gather information regarding progress and ensure continuous improvement by evaluating the data and making any necessary changes to the plan. Communication of information and data will be a big part of our improvement. We will use multiple avenues including social media along with parent friendly documents. School information and FAST (Family Education Nights) will be conducted focusing on advocacy and student achievement. Our other standing school committees including culture and climate, assessment, media and technology, curriculum and instruction, and our wellness committee will provide input for the council to further develop goals, strategies and activities for school improvement.

ATTACHMENTS

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ATTACHMENT SUMMARY

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

Phase Two: School Safety Report

Corbin Primary
Conley Wilder
3551 5th Street Road
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. The plan was adopted by the SBDM council on 7/10/18.

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.

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.

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. Safe zones for severe weather are posted in every room and were reviewed by the local fire marshall on 8/13/18.

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.

Yes. A copy of the EMP and floor plan has been provided to the police department and fire department. A walk through is conducted each year by first responders to review the plan prior to the first day of school. This year, the walk through was completed on 8/10/18. First responders are also present on the day of our drills at the start of the school year. Likewise, our school participated in the active shooter training over the summer.

ATTACHMENTS

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

Please provide the date the school completed this discussion.

Yes. All staff reviewed were provided an orientation to our EMP on 8/10/18, opening day for staff, prior to the start of school.

ATTACHMENTS

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

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

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

Yes. All required drills were completed during the first 30 days of school. Our emergency drill day is a day set aside where students are taught proper procedures for all drills including, lockdown, severe weather, and earthquake. Drills were conducted on 8/24/18.

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. All drills will be conducted again in January.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CPS EMP	CPS EMP	1
 CPS Emergency Management Policy	CPS Emergency Management Policy	1
 CPS SBDM Agenda	CPS SBDM Agenda	5
 CPS Signature Page	CPS Signature Page	2

CPS Phase II: School Safety Report 18-19

Phase II: School Safety Report

Corbin Primary
Conley Wilder
3551 5th Street Road
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/14/2019
Status: Locked

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.

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. The policy was adopted on 7/25/13 and is reviewed annually.

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. The plan was adopted by the SBDM council on 7/10/18.

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.

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.

Yes. A copy of the EMP and floor plan has been provided to the police department and fire department. A walk through is conducted each year by first responders to review the plan prior to the first day of school. This year, the walk through was completed on 8/10/18. First responders are also present on the day of our drills at the start of the school year. Likewise, our school participated in the active shooter training over the summer.

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. All staff reviewed were provided an orientation to our EMP on 8/10/18, opening day for staff, prior to the start of school.

ATTACHMENTS

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

Yes. Local law enforcement and fire officials reviewed the EMP on 8/13/18.

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

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. Safe zones for severe weather are posted in every room and were reviewed by the local fire marshall on 8/13/18.

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. Univeral procedureds are implemented and practiced.

ATTACHMENTS

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

Yes. Exterior doors are locked at all times with one open for entrance. All visitors must be buzzed in from the foyer via the school secretary. Visitors must sign in, leave their keys and receive a visitors badge. For the 18-19 school year, all volunteers must have a background check and CAN check before working with children.

ATTACHMENTS

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

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

Yes. All required drills were completed during the first 30 days of school. Our emergency drill day is a day set aside where students are taught proper procedures for all drills including, lockdown, severe weather, and earthquake. Drills were conducted on 8/24/18.

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. All drills will be conducted again in January.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 EMP Policy CorbinPrimary School	Adopted EMP Policy	3
 EMP Signature Page	Signature Page for EMP with first responder signatures.	7
 Emergency Management Plan 18-19	Adopted EMP 18-19.	1
 July 2018 SBDM Agenda	Annual agenda to review and edit existing EMP.	6

TIME: 1:00 p.m.
PLACE: CORBIN PRIMARY MEDIA CENTER
DATE: JULY 10TH 2018

AGENDA: CORBIN PRIMARY SCHOOL

1. OPENING/ROLL CALL and WELCOME

2. ACTION ITEMS:

- Approve Agenda
- Approve Minutes from June Meeting
- Approve Instructional and Activity Budget Reports
- Approve 18-19 Budget Changes
- Approval of 18-19 Emergency Management Plan
- Approval of Staff Handbook Policies
- Fundraiser Requests (if any)

3. DISCUSSION ITEMS:

- School-wide Discipline Committee
- Construction Update
- By-Law Review
- Instructional Monitor Position

4. OPEN DISCUSSION FROM COUNCIL MEMBERS

5. ADJOURNMENT

Emergency Plan Approval

Each council member should sign and date the form below, indicating the development and approval of the school emergency management plan. The plan should be reviewed by local law enforcement officials prior to the start of school. Each member that reviews the plan should also provide their signature below:

	Name	Date	Title
1.	Angua Luong	7-10-18	Teacher
2.	Glass	7-10-18	Teacher
3.	Melinda Small	7/10/18	Parent
4.	Judy Sewallen	7/10/18	Teacher
5.	Kayla Davis	7/10/18	Parent
6.	Tracy	7/10/18	Principal
7.	SS L.H. Moore	8/3/18	Sr. SRO
8.	Barry McDaniel	8-3-18	Fire Chief
9.			
10.			

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

Phase Two: The Needs Assessment for Schools

Corbin Primary
Conley Wilder
3551 5th Street Road
Corbin, Kentucky, 40701
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Last Modified: 10/31/2018
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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?

Corbin Primary employs a structure that involves all stakeholders to review and analyze data results. Initial data is shared by district administration with principals and leadership teams and then administration at the school level shares data with grade level teams. Time is spent looking at areas of achievement, gap and growth we use the KASC assessment analysis kit to guide our teachers through the process. School committees also look at data from the perspective of governance, curriculum and instruction, assessment, technology and media and culture and school climate. School data is also shared with the Title I parent involvement committee. After the analysis is complete, a report is made to the SBDM council each semester and an overall school report is delivered to the Corbin Board of Education. The planning team meets 2 times per year and each committee follows the protocol to elect a chair and a recorder of minutes, action items, goals and strategies.

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.

Brigance data indicates that 53% of incoming Kindergarten students are "Kindergarten Ready" with 47% being "Not Ready". Current Fall 2018 MAP data shows that 26% of 2nd grade students are novice in Math and 26% of 2nd grade students are novice in Reading. Third grade K-Prep data for 17-18 indicates that 55.4% of students scored Proficient/Distinguished in reading and 49.4% scored Proficient/Distinguished in Math. The overall proficiency indicator for CES was 72.1. Likewise, in reading 3rd grade had 16.0% score Novice with 19.4% scoring Novice in Math. Corbin Primary has two main "gap" groups. The free and reduced lunch score for CES was 60.3 and students with disabilities scored 48.4. KPREP Proficiency Indicator Scores for Reading (79.4) & Math (76.5) grades 3-5 is 78 combined (17.5 above the CSI Cut Score) and Reading (85.9) & Math (80.1) grades 6-8 is 83 combined (21 above the CSI Cut Score). Elementary District Ranking 32/173. Corbin Primary is currently labeled as a TSI school. Non-academic indicators also included overall attendance for CPS which was 94.04%. Behavior write ups at CPS increased to 76 from 61 the previous year.

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.

Less than 10% of students scored distinguished in math exiting 2nd grade and 26% of exiting 2nd graders scored novice. In reading, 24% of exiting 2nd grade students scored Novice. Likewise, MAP data indicates that students with disabilities and free/reduced lunch students scored significantly lower in math and reading than general population students. KPrep Data for Corbin Primary/Corbin Elementary: - TSI Disability Classification - Proficiency 48.4 (cut score 60.5), Separate Academic 45.9 (cut score 52.6), Growth 13.1 (cut score 15.8) -Free/Reduced Lunch students - Proficiency 60.3 (cut score 60.5), Separate Academic 46 (cut score 52.6), growth 17.5 (cut score 15.8) - No TSI Classification due to growth score being above the cut score - Concerns with proficiency math and reading scores and separate academic science proficiency scores being below the cut scores. Another concern involves attendance. While the rate is just above 94%, chronic absenteeism is an area within that data to focus on.

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?

Trend data indicates that our students who are free/reduced and students with disabilities had lower P/D scores than general population students. Another trend involves overall enrollment. In the previous 2 years, enrollment has dropped below 600 with 594 in 2017 and 592 in 2018.

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](#)

The major focus area for the 18-19 school year is KCWP 1: Designing and Deploying Standards with a focus on math. We adopted the Eureka Math Curriculum and have implemented pacing guides, conducted common assessments and formative assessments and have devoted time to weekly KCWP 4: Review, Analyze and Apply Data. Teams work in PLC and compare data and develop next steps for instruction. Grade level teams are working with Renee Yates on the deployment of standards and aligning curriculum/assessments to the common core standards.

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%.

Current 2nd grade MAP data indicates 56% of students scored Proficient/Distinguished in Reading. In Math, 56% of students score Proficient/Distinguished. Less than 10% of students were Novice in Math. Corbin Elementary: -Elementary percent Novice, for all students, decreased by 1.8% in reading and showed a 3.4% increase in distinguished math scores. -Elementary growth scores, for all students, ranked among the top 14% of elementary schools. -Disability students showed a 8.3% decrease in students scoring novice in reading at 20.9%, and a 9.8% increase in students scoring distinguished at 14%. -Free/reduced lunch students showed a slight increase in math proficiency, and a slight decrease in students scoring novice in reading. -Consolidated student group showed a 3.2% decrease in students scoring novice in reading at 22%, and a 10.3% increase in students scoring distinguished.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 17-18 MAP Data	17-18 MAP Data	

Corbin Primary School

MAP Math 2017-2018 Spring Data

Grade	Distinguished		Proficient		Apprentice		Novice	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
K* (151 tested)	31	21%	67	44.3%	42	28%	11	7%
1* (227 tested)	45	20%	81	36%	61	27%	40	18%
2* (210 tested)	7	3.3%	68	32.3%	86	41%	49	23.3%
2** (210 tested)	4	2%	54	26%	97	46%	54	26%

MAP Reading 2017-2018 Spring Data

Grade	Distinguished		Proficient		Apprentice		Novice	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
K* (151 tested)	29	19%	51	34%	44	29%	27	18%
1* (233 tested)	55	24%	56	24%	56	24%	66	28%
2* (207 tested)	48	23%	58	28%	51	25%	50	24%
2** (207 tested)	19	9%	82	39%	51	24%	55	26%

*Based upon 2015 Linking Study

**Based upon 2016 Linking Study

2nd Grade

Corbin Primary School

MAP Math 2018 Fall Data

Grade	Distinguished		Proficient		Apprentice		Novice	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
2** (193 tested)	24	12%	85	44%	66	34%	18	9%

2nd Grade

MAP Reading 2018 Fall Data

Grade	Distinguished		Proficient		Apprentice		Novice	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
2** (191 tested)	48	25%	60	31%	46	24%	37	19%

**Based upon 2016 Linking Study

MATH

READING

CPS Phase Two: School Assurances 18-19

Phase Two: School Assurances

Corbin Primary
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United States of America

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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

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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

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

COMMENTS

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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

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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

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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

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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

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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)
 PD Calendar 18-19	PD Calendar for CPS	2

CPS Professional Development/Work Day Plan

(Corbin Primary School)

2018-2019

Day	Date	Description
1	May 29	REDprint for Success: Understanding By Design Unit Development Workshop
2	May 30	REDprint for Success: Understanding By Design Unit Development Workshop
3	May 31	REDprint for Success: Understanding By Design Unit Development Workshop
4	August 1	District Conference
5	August 2	District Conference
6	August 6	Work Day-2nd Open House <i>Active Shooter Training* (a.m.)</i>
7	August 7	Work Day-1st Open House at 6:00 p.m. State Mandated Trainings at CHS 8:00 a.m.*
8	August 8	Work Day- Redbook Training 8:30 a.m.
9	August 9	District Day at CHS 8:00 – 11:00 Return to schools for PD-K Open House at 6:00 p.m.
10	January 2019	Parent Conferences
11	TBD August 3 (K Only)	Flex Day Kindergarten- <i>Brigance Screenings*</i>
12	TBD	Flex Day

*Classified Conference July 30th and 31st

*Opening Day Friday, August 10th 2018

First Day for Students, Monday August 13th

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

Phase Three: Comprehensive Improvement Plan for Schools

Corbin Primary
Conley Wilder
3551 5th Street Road
Corbin, Kentucky, 40701
United States of America

Last Modified: 01/23/2019
Status: Locked

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.

This is a rough draft.

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)
 Updated CSIP	Updated CSIP	

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your **Proficiency** Goal

Goal 1: Increase the averaged combined reading and math K-PREP proficiency scores for elementary school students from 52.5% to 76.3% by 2023

<p>Which Strategy will the school/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 school/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 - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the averaged combined reading and math K-PREP scores to from 52.5% to 57.3%% by by 2019 as measured by K-PREP data reported on the School Report Card.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>Ensure the curriculum is valid and aligned to state/essential standards that support the instruction and assessment, paced with accuracy.</p>	<p>Conduct an internal curriculum audit to ensure it is valid and aligned to state/essential standards that support the instruction and assessment, paced with accuracy.</p>	<p>MAP Assessment STAR Assessment Common Assessments DRA Student Assessments/Common Assessments, Curriculum Maps/Pacing Guides and Learning targets</p>	<p>Monthly January-May 2020</p>	<p>SBDM Fund I</p>
		<p>HLP 11: Identify and prioritize long- and short-term learning goals. Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Teachers use grade-level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals</p>	<p>MAP Assessment STAR Assessment Common Assessments DRA Student Assessments/Common Assessments, Curriculum</p>	<p>Monthly-January 2020</p>	<p>SBDM Fund 1</p>

Goal 1: Increase the averaged combined reading and math K-PREP proficiency scores for elementary school students from 52.5% to 76.3% by 2023					
		accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.	Maps/Pacing Guides and Learning targets		
		Mid-year Parent Conferences to discuss academic progress toward proficiency for students who have not yet met proficiency benchmarks.	Parent Assessment Conferences and Assessment/Learning Nights Sign in Sheets	January 2019-May 2020	Title I Parent Involvement \$1,000
		Collaborative develop learning targets in PLC teacher teams aligned to the standards.	Data/PLC Notebooks SBDM Agenda/Minutes MAP Assessment STAR Assessment Common Assessments DRA Student Assessments/Common Assessments, FastForward	January 2019-May 2020	\$4000 District Activity
		Provide planning/PD time for teachers to readjust the curriculum (content and pacing) to meet student needs based upon assessment data.	MAP Assessment STAR Assessment Common Assessments DRA Student Assessments/Common Assessments FastForward	January 2019-May 2020	\$1,000 PD Funds
		Revise Curriculum Maps and Pacing Guides with Horizontal and Vertical Alignment of Curriculum.	Job Embedded and Summer PD on Best Practices, Assessment and Quality Content Standards MAP Assessment STAR Assessment Common Assessments DRA Student Assessments/Common Assessments FastForward	January 2019-May 2020	\$2,000 SBDM Fund I and District
		Implement a protocol for reviewing and revising the curriculum beyond	Collaboration with PLC	January 2018-May	\$2,000

Goal 1: Increase the averaged combined reading and math K-PREP proficiency scores for elementary school students from 52.5% to 76.3% by 2023					
		pacing.	teams and administration to identify and provide rigorous instruction in reading/math. MAP Assessment STAR Assessment Common Assessments DRA Student Assessments FastForward	2020	PD/Title I Funds including subs.
		Book Study by Eric Jensen, <i>Teaching with Poverty in Mind</i> .	Monthly Meetings and Staff Survey at the end of the year.		\$1,000 Title I
Objective 2: Increase disability math and reading from 24.5% to 32.1% by 2019		Mid-year Parent Conferences to discuss academic progress toward proficiency for students who have not yet met proficiency benchmarks.	MAP Assessment STAR Assessment Common Assessments DRA Student Assessments/Common Assessments, Parent sign in sheets/feedback	January 2018-May 2020	\$500 Title I Parent Involvement
		Development of an individual learning plan for all students with disabilities in reading and math.	Collaboration with PLC teams, SPED staff and administration to identify and provide rigorous instruction in reading/math. MAP Assessment STAR Assessment Common Assessments DRA Student Assessments FastForward	January 2019-May 2020	N/A
		Implement a protocol for reviewing and revising the curriculum beyond pacing for students with IEP's to focus on anchor standards for mastery.	Collaboration with PLC teams, SPED staff and administration to identify and provide rigorous instruction in reading/math. MAP Assessment	January 2019	

Goal 1: Increase the averaged combined reading and math K-PREP proficiency scores for elementary school students from 52.5% to 76.3% by 2023					
			STAR Assessment Common Assessments DRA Student Assessments FastForward		
		Provide planning/PD time for special education teachers to readjust the curriculum (content and pacing) to meet student needs based upon assessment data in collaboration with regular education teachers.	Collaboration with PLC teams, SPED staff and administration to identify and provide rigorous instruction in reading/math. MAP Assessment STAR Assessment Common Assessments DRA Student Assessments FastForward		
		Create specific, student friendly learning targets for special education students.	Collaboration with PLC teams, SPED staff and administration to identify and provide rigorous learning targets.		

2: Gap

State your **Gap Goal**

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4% to 69.2% by 2023		
Which Strategy will the school/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>	Which Activities will the school/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> <ul style="list-style-type: none"> KCWPI: Design and Deploy Standards - Continuous Improvement 	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.

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4% to 69.2% by 2023

<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><u>Activities</u></p> <ul style="list-style-type: none"> • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 38.4% to 44.6% by 2019 as measured by K-PREP data reported in the school report card	KCWP 3: Design and Deliver Assessment Literacy	Grade Level Analysis of Curriculum to horizontally and vertically revise and edit current maps/pacing guides	Revised maps with learning targets, essential questions, assessments and culminating activities	August 2020	\$4,000
		Common Assessment Revision and Item Analysis	Reviewed Quarterly Common Assessments MAP, STAR, DRA and FastForward	Once Every 9 Weeks Grading Period	N/A
		Grade Level Exit Exams	End of year exit exams	May 2019	N/A
		Promise Neighborhood Small Groups	MAP, STAR, DRA FastForward, Common Assessments RTI Tracking Sheets	May 2019	N/A
		Provide timely descriptive feedback to students on performance in math and reading.	Student Feedback Sheets Grade Cards Mid-term progress reports	Every 9 Weeks-May 2020	N/A
Objective 2: Increase disability math and reading from 24.5% to 32.1% by 2019		Parent Workshops on mastery of standards and advocacy with a focus on ELs, special needs and free/reduced lunch students	Parent Sign in Sheets MAP, STAR, DRA, FastForward, Common Assessments	One per semester-May 2020	\$1,000 Title I Parent Inv.

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4%% to 69.2% by 2023					
		PD devoted to best Practices and Pedagogical principals for special needs K-3 learners	PD Sign in Sheets, PD surveys, Observations, Walk-Through Data	5-7 PD Days Throughout School Year-May 2020	\$2,500 SBDM Fund I
		Coordinate Programs (i.e. Save the Children, Reading Recovery, In School ESS to ensure all students have instructional gaps identified and receive remediation.	Master Schedule, MAP, STAR, DRA FastForward, Common Assessments RTI Tracking Sheets	Review each 9 weeks-May 2020	N/A
		Development of an individual learning plan for all students identified as special needs.	Collaboration with PLC teams, SPED staff and administration to identify and provide rigorous instruction in reading/math. MAP Assessment STAR Assessment Common Assessments DRA Student Assessments FastForward	January 2019-May 2020	N/A

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: N/A		
<p>Which Strategy will the school/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 	<p>Which Activities will the school/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 - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous 	<p>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>

Goal 3: N/A

<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p><u>Improvement Activities</u></p> <ul style="list-style-type: none"> • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

4: Growth

State your **Growth Goal**

Goal 4: Increase the percentage of students scoring proficient in math and reading by 20% as measured by the Spring 2019 MAP Assessment.

<p>Which Strategy will the school/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</i></p>	<p>Which Activities will the school/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>	<p>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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Goal 4: Increase the percentage of students scoring proficient in math and reading by 20% as measured by the Spring 2019 MAP Assessment.

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](#)

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

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring proficient in math and reading by 10% as measured by the Spring 2018 MAP Assessment.	KCWP3: Design and Deliver Assessment Literacy	Teachers will create formative assessments/exit slips to measure student mastery of content and use this data for differentiated instructional groups.	MAP, STAR, DRA FastForward, Common Assessments, Lesson Plans (Week at a Glance) Data Walls	August 2017-May 2018	N/A
		Administration will create an RTI “docking station” using the google drive to track all students receiving RTI services below the 25 th percentile in reading and math.	RTI Docking Station	September 2017-May 2018-	\$8,000
		Teachers will analyze common assessment data each 9 weeks to design instruction that meets the individual needs of all students.	Curriculum Maps, Common Assessment Data, MAP, STAR, DRA, FastForward	Every 9 Weeks	N/A
		The Promise Neighborhood teacher will work with small groups of students scoring 26 th -50 th percentile to identify instructional gaps and provide remediation to reach mastery of the standard.	MAP, STAR, DRA FastForward, Common Assessments PN Tracking Sheets	August 2017-May 2018	N/A
		Differentiated RIT band instruction in K-2.	Curriculum Maps, Common Assessment Data, MAP, STAR, DRA, FastForward	2 Times Per 9 Weeks	\$1,000
Objective 2:					

Goal 4: Increase the percentage of students scoring proficient in math and reading by 20% as measured by the Spring 2019 MAP Assessment.					

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Increase the percentage of exiting 2 nd grade students who are 3 rd grade ready (191 RIT score and above in reading) to 61% by spring 2019.					
<p>Which Strategy will the school/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 school/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 - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>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: Increase the overall percentage of students 3 rd grade ready in reading by	Ensure academic and behavior expectations are clearly defined and that group norms have been	Adopt a school-wide behavior model that promotes positive behavior supports and self-monitoring strategies to ensure consistency of expectations.	TELL survey results Infinite Campus reports	January 2018-May 2018	\$5,000

Goal 5: Increase the percentage of exiting 2 nd grade students who are 3 rd grade ready (191 RIT score and above in reading) to 61% by spring 2019.					
5%.	established within all classrooms.	Enrichment offerings in reading and math	MAP, STAR, Common Assessments, Progress Monitoring	January 2018-May 2018	\$3,000
		Promise Neighborhood Small Group Instruction	MAP, STAR, Common Assessments, Progress Monitoring	August 2018-May 2019	PN Grant
Objective 2: Increase parental involvement and communication in the intervention process.	Establish common protocols for parents/guardians regarding placement and progress in intervention support services.	Parent Education Nights	Sign in Sheets Parent Survey TELL Survey	Quarterly	\$500
		Progress Monitoring Send Home Sheets for Students in RTI	Sign in Sheets Parent Survey TELL Survey	Every 9 weeks beginning in Jan 2018.	\$500
		Mid-Year Parent/Teacher Conferences	Sign in Sheets Parent Survey TELL Survey	Jan-Feb 2018	N/A

6: Other (optional)

State your **Other Goal** (optional)

Goal 6:		
<p>Which Strategy will the school/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 	<p>Which Activities will the school/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 - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous 	<p>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>

Goal 6:

<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Improvement Activities</p> <ul style="list-style-type: none"> • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

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

Phase Three: Closing the Achievement Gap Diagnostic

Corbin Primary
Conley Wilder
3551 5th Street Road
Corbin, Kentucky, 40701
United States of America

Last Modified: 11/27/2018
Status: Open

TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	7
ATTACHMENT SUMMARY.....	8

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.

School data for Corbin Primary indicates that we have a relatively low minority student population; however, that has increased incrementally over the past 2 years including ELLs students. Data also indicates that we have a special needs population of 95 which is just at 16% up from 13.1% which ranges from students with developmental delays to autism. The actual students that make up the % for students with disabilities encompasses students with severe issues that take a substantial investment to meet their needs. We also have an increased amount of students who qualify for free and reduced lunch/breakfast. The current data show us with 61.1% free/reduced and many of those students are transient or have been with us less than 1 year either moving in from another area or another school. Our staff has been trained in Kagan structures, gap analysis, curriculum development and differentiation, "The Energy Bus" by Jon Gordan and is now studying "Teaching with Poverty in Mind" by Eric Jensen.

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.

An analysis of the data indicates two important barriers from the identified trends. The first barrier is the poverty rate at CPS. While not as large as some other schools and districts, we have incrementally increased over the past 3 years. The numbers only tells part of the story because we feel that the number could be much higher reaching the 70-75 percent range. Root causes are multi-faceted but one issue for the Corbin Community is the transient population since Corbin has been historically a high performing school district situated within the 3 counties of Whitley, Knox and Laurel. The challenge with addressing the needs for students in poverty involves staffing and resources to meet student needs. We have coordinated with supplemental services including our redhound enrichment/21st Century Program. This year, we also have the Save the Children program and the Knox Promise Neighborhood. The other factor involves our our students with disabilities. Our school system employs a unique grade level configuration. Our primary school houses K-2, the elementary 3-4, the intermediate 5-6, the middle school 7-8 and the high school 9-12. Our percentage is 13.1% and several students have substantial disabilities which are represented n that number. We are a self contained school with no EBD or FMD unit so many of the issues require meeting their needs in our school environment and we are limited in what we can do due to limited resources and access to programs. The ELs student population while low is historically a gap group that struggles due to the language barrier landing many of those students K-4 into the novice category. More education and advocacy in all of these groups are a priority focus for our school.

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

School report card data indicates an overall score of 72.1. Students with special needs scored 48.4% overall proficiency indicator, 45.9% on the separate indicator and 13.1% on the growth indicator. Students who are free/reduced lunch scored 48.4% on the overall proficiency indicator, 46% on the separate growth indicator and 17.5% on the growth indicator. In 16-17, students with disabilities scored 31.3% novice in reading and 39.6% proficient/distinguished. Free and reduced lunch students scored 23.3% novice in reading and 46.8% proficient/distinguished in reading. In math, 27.5% of students with special needs scored novice in math and 27.1% proficient/distinguished in math. Free and reduced lunch students scored 19.5% novice in math and 37.9% proficient/distinguished in math. Trend data shows that our overall scores in math and reading have been stagnant over the past few years.

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

The two gap groups that have lacked adequate progression or regressed are students with disabilities and free and reduced lunch students. Trend data shows that the overall % novice has maintained in reading since 13-14 averaging 16% while math has actually increased the number of % novice from 13.8% to 19.4%.

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).

The Corbin Independent School District has built in 12 total days into the calendar for the purpose of work days and professional development. Based upon the data from the TELL survey, Title I parent surveys, the school report card, MAP data, and AdvancED eleot walkthrough data, our plan focuses heavily on instructional the deployment and designing of standards, "best practices" in math and reading, and designing and delivering assessment literacy. The first part of our plan focuses on deconstructing the common core standards. We also have been training teachers on best practices for student engagement utilizing the KAGAN program. Our school is in year 2 of implementation of school improvement and we plan to devote PD time to the Key Core Work processes 1 and 3. We also plan to spend a substantial amount of time aligning our curriculum K-3 in math and reading to ensure we are meeting the intent and rigor of the standard. A large part will be the development of scoring guides and rubrics for student products to provide exemplars of student work. Embedded in this plan will be professional development on effective formative assessment with descriptive student feedback. Unit development will be a transitional focus implementing and "Understanding by Design" model for unit development complete with learning targets, essential questions, formative and summative assessments with a common assessments. Coordination of programs and student services is also an important part of our PD plan. We are in year two of our Save The Children grant along with Promise Neighborhood. Development of a revised RTI plan has been a continual focus area along with effective progress monitoring.

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.

Several factors have prevented the school from closing the existing achievements gaps in math and reading. One factor is limited personnel. For a school our size with 600 kids, we have not had the intervention resources available, especially in math with only a 1/2 time interventionist to serve the entire school. One factor that is a focus for our school is the instructional practice component of the pedagogy of how students learn. We are on the front of a 2-3 year commitment to look at best practices with a priority focus on novice reduction. Another factor is the Brigance data indicates that almost 53% of our students are coming to us "Not Ready" for kindergarten. This is a significant number. We historically have 180-200 student in our K program which means that over 100 of those students are coming to us and many are significantly not ready for kindergarten. The special education program at Corbin Primary is very efficient; however, the configuration of our school system and the way our schools are divided has a negative impact on our students. Space and intensity of intervention is difficult with limited space not having a dedicated room for students with significant disabilities including emotional disturbances that could make use of an EBD/FMD room. Collaboration among staff is also a barrier to closing the achievement gaps in math and reading.

Historically, teachers has little to not time to collaborate as grade level teams and "work on the work." Our master schedule for the first time builds in an hour each day for teachers to collaborate. A focus area will be to have intervention and special education teams a part of the grade level PLC's.

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.

All stakeholders have a vested interest and provide input for the school improvement plan. Corbin Primary utilizes a committee structure with standing committees in the areas of school governance, curriculum/instruction and assessment, culture and climate, media and technology, health and wellness, school safety and Title I parent involvement. Each committee meets throughout the school year to analyze data and develop strategies and activities for school improvement. Committees report to the SBDM council for approval of initiatives. Closing the achievement gap is entrusted to each committee as a running item. Teacher led PLC teams also look at novice reduction weekly in their meetings and use student data to drive the discussion, curriculum and assessment decisions, and RTI placement. Names and roles of strategic partners include: teachers, classified staff, school administration, district administration, parents including parent committees and PTO, pre-school and early learning partners, post secondary partners, the SESC coop, and KDE.

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).

Students with disabilities will increase their overall proficient/distinguished score by 4.8% for the 18-19 school year. The consolidated gap group will increase their overall proficient/distinguished score by 5% for the 18-19 school year.

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)
 CPS Measurable Gap Goal 18-19	CPS Gap Goals with Strategies and Activities	III
 Gap Group Identification	Complete with numbers and percentages.	I

Gap Group/Total number of students	Percentage of Total School Population
2 or More/5	0.80%
Hispanic and Latino/18	3%
Black or African American/2	0.30%
Free and Reduced Lunch/350	59%
ELL/8	1.30%
Disabilities/95	16.02%

CPS Phase Three: Executive Summary for Schools 18-19

Phase Three: Executive Summary for Schools

Corbin Primary
Conley Wilder
3551 5th Street Road
Corbin, Kentucky, 40701
United States of America

Last Modified: 11/29/2018
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 Primary School is the only primary school that serves the Corbin Independent School District and houses approximately 576 students K-2. The Corbin Independent School district enrollment is calculated at just over 3,000 students enrolled for the 2018-2019 school year and ranks consistently among the top performing K-12 school districts in the state of Kentucky. By 2019, a 3rd grade wing will be added to the existing building to make Corbin Primary a K-3 school with approximately 800 students. The community of Corbin is made up of three counties that merge into the city of Corbin. Whitley, Knox, and Laurel counties all border the Corbin Independent School District which has historically been a melting pot that draws students from each county due to the high academic expectations, extra-curricular activities, and community support. Trend data shows that the Corbin School District as a whole has shown consistent growth in enrollment for the last 10-15 years. Our configuration is unique that we have a learning model that divides schools into specific grade levels and learning communities. Our elementary school currently houses grades 3-4, our intermediate school houses 5-6, and our middle school has grades 7-8, with Corbin High School containing 9-12. The opening of our new middle school (grades 6-8) will open August of 2017. The primary school uses a grade level/POD structure with a "train" theme as the unifying motif that pays homage to the railroad/CSX which has been the heartbeat of the city of Corbin for decades. In recent years, business and industry has made drastic cut back and the unemployment rate in the Corbin community has felt the impact of those cuts. Currently, we have 10 second grade classes, 9 first grade classes and 8 Kindergarten classes. Each classroom has a cap of 24 students to 1 teacher and many of our classes are at capacity. We also provide an instructional monitor for each K class and up to 2 hours of aide time in our upper grades. The demographics of Corbin and specifically the primary school community are not traditionally diverse although we are becoming more diverse each year. We have a low number of hispanic, asian, and african-american minority students which historically have been less than 5% of the overall enrollment population. We do, however; have a significant number of students who are free and reduced lunch which currently is just above 60%. Thus, the past 4-5 years have proven to be a challenge to address the need for remediation of students who are considered "at risk" in math and reading. Lack of funding and a large number of transient students has forced our school district to invest heavily in RTI, remediation strategies and programs, and increasing the number of intervention personnel. It is a collaborative team effort to meet the needs of all students. Our goal is to eliminate as many novice as possible with a goal of less than 10% exiting 2nd grade novice in reading and math. The community is very supportive and involved in the school system and it's initiatives. Each year, we have parent conferences and each teacher meets with every family prior to the beginning of school. We also do several community involvement activities such as Fall Festival, information nights, Veteran's Day, Grandparents day, etc. We also have a nationally recognized after school program called Redhound Enrichment that partners with our 21st Century grant programs. Currently, we are able to serve approximately 100 students in our afterschool program. Our school also partners with local preschools and daycare facilities to provide a collaborative model to help students become "Kindergarten Ready". Brigrance data indicates that only 50% of incoming K students were "Kindergarten Ready"

ATTACHMENTS

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School's Purpose

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

The teachers and staff at Corbin Primary worked collaboratively to develop the mission/vision statement for our school. The process was intentional and laborious getting feedback from everyone from the custodial and lunch staff to the teachers and administration. We feel that our mission statement embodies the collective vision for our school and communicates what we are about. Every initiative and decision resounds that we are "Enriching the lives of our students by cultivating a lifelong love of learning, discovery and citizenship." The first key word is to enrich or "make better". We believe that every student has a positive future and it is our job to bring that about by the experience they have here at CPS. Whether it be a new pair of clothes, an RTI group, learning to write their name or learning how to read and do math, we will always strive to enrich and make their life better. The next word is to cultivate. Our staff really wanted a word that communicated that it was our job to create an environment or set of conditions for a child to grow. Growth is natural if barriers to growth are removed. As the child grows, we want to help them grow in every facet of their lives which leads to the last part of our mission. We envision students who are lifelong learners. The main task we focus on is developing a love of learning. Research shows that if a child has a positive primary experience, it can carry them throughout their entire education. By being student focused and kid centered, we feel that we provide a loving and nurturing environment that celebrates the child and their accomplishments while lovingly correcting behavior to lead to a positive outcome. Our school utilizes the PBIS model and students participate in being a buddy not a bully, student of the month, hard work cafe, and other events. We also want to capitalize on the natural inquisitive nature of children by focusing on the discovery aspect of learning. We have a major focus on science and each grade level teaches science via project based learning experiences that culminate into a "museum night" parents and guardians are invited to the school for students to communicate and share their learning. Lastly, we feel strongly that we are building the citizens of tomorrow. For us it means having enough knowledge, skills and confidence to understand, challenge and engage with the main pillars of our democracy, politics, the economy and the law. We want everyone to feel they belong and we want everyone to feel they can drive change. Our school purpose embodies the district mission of "Striving to be OUR best!"

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

Corbin Primary has several notable achievements. Academically, our scores in reading and math are above state average and our focus on science has had a great impact on our students as they build toward proficiency in the upper grades. We offer several "special" or related arts classes in music and dance, art, P.E. media and technology and drama. According to the TELL survey, our parental involvement is a notable achievement with 100% reported along with support from the community and our stakeholders. Professional learning is also another extremely strong area. Teachers receive up to 7 PD days at CPS and up to 5 work days to increase knowledge and impact on student learning. Notable areas for improvement include a reduction in the overall number of students scoring novice in math and reading. Also, our gap population scores heavily in

the novice area; therefore, we have a great need to address the areas of ELL, free and reduced lunch, and students with special needs to reduce novice and increase proficiency. Our attendance rate is just below 94% so this is also an area of improvement. We would like to achieve a rate of 95% for the school year. The last area of improvement is our overall number of students scoring distinguished. Our goal is to provide more enrichment to increase the overall number of students scoring distinguished in reading and math.

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 Primary has a large number of transient students that have been in the primary program less than 2-3 years. Many children that enroll at CPS come from different school settings and backgrounds and of that number, many are below grade level which creates a unique dynamic to individualize instruction and get those students on grade level.

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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CPS Phase Three: Title I Annual Review 18-19

Phase Three: Title I Annual Review

Corbin Primary
Conley Wilder
3551 5th Street Road
Corbin, Kentucky, 40701
United States of America

Last Modified: 12/19/2018
Status: Locked

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.....	9

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.*

Annually, staff and various committees look heavily at trend data to develop a plan of action to better meet the needs of our students. We depend heavily upon MAP data, STAR data, STAR Early Literacy Data, DRA data, KPREP data, Common Assessments and other forms of assessment with a goal to see how to improve academic achievement including Gap and growth measures. Multiple other quantitative and qualitative sources of data and information are used to identify the areas of strength and potential barriers for school improvement. Sources used include TELL, Val-ED, K-Prep, MAP, Brigance, Parent and Staff surveys, PTO feedback, SBDM agendas and minutes, professional development evaluations and feedback, and PLC meetings. Specific areas of gap, achievement, growth, climate and culture, school governance, assessment and technology, and teacher evaluation are looked at thoroughly to determine the next steps for school improvement to increase student achievement for all students. Current data indicates that we are continuing to meet student needs; however, it also shows areas of growth that need addressed to progress. K-Prep data shows that 57.18% of our students scored proficient or distinguished in reading and 48.4% scored proficient or distinguished in math. The greatest concern is the area of gap which received a score of 30.3 points which was almost a 10 point drop from the previous year. We also scored a 60.9 in growth which was also almost a 10 point drop. In the area of achievement we dipped 7.5 points from 77.6 to 70.1. Title 1 funds were allocated and used to address the priorities of our needs assessment. Overall, the needs assessment process was very effective at identifying areas of need to better serve our students.

ATTACHMENTS

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Schoolwide Plan

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

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

The school wide improvement plan was implemented as written and feedback from stakeholders was positive. The focus goals in reading and math were aggressive and has a target of 70% in reading and 65% in math. We also had a goal to decrease the amount of students scoring novice in math and reading by 50%. Title 1 funds are strategically used to reduce class sizes and cover personnel along with intervention activities. Professional development and teacher training was also a large component of our Title 1 plan including parental involvement activities throughout the year. MAP data is the primary data collection platform utilized to determine the achievement of goals. Data in math indicates that in Kindergarten, only 7% of students were novice. In first grade 18% were novice and in 2nd grade 23.3% were novice in math. Only 35.6% scored proficient or distinguished in math. In reading, 18% of Kindergarten students scored novice while 28% scored novice in first grade and 24% scored novice in reading in 2nd grade. Data also showed that 51% of students scored proficient or distinguished in reading.

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

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

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

Family engagement has been a pivotal focus of our school. All budgets and monies are shared and approved via our SBDM council including ESS and Title I funds. Our parent involvement budget via Title I was approximately \$2,500 and we wanted to be strategic with our implementation to have a mix of parent education nights along with meetings via our Title I parent involvement committee to revise our Title I parent compact and develop a culture of continuous school improvement. A small part of the money was used for postage to communicate with parents regarding upcoming events and provide effective communication to parents regarding strategies for increased academic achievement. We also conducted several parent involvement activities including project based learning/museum nights where students in each grade level shared their learning with parents/guardians. We also conducted various seminars for parents. We did focused on literacy nights to teach families about effective strategies for teaching reading. We also hosted Title 1 parent involvement committee meetings where we revised the parent/teacher compact and developed a survey that was delivered via paper and online for school improvement. Feedback was used to develop our school improvement plan and direct the initiatives of the school including a greater focus on advocacy and parent education for free/reduced lunch students.

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.*

Changes to our plan will include a book study by Eric Jensen, Teaching with Poverty in Mind along with changes in our assessment plan to provide mid-9 weeks assessment feedback to parents and students who are identified as free and reduced lunch.

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.*

Corbin Primary School strongly believes in building teacher and staff leadership. The TELL survey results indicated that teachers were utilized and encouraged to take active roles in school improvement. Our first structure is to highly involve the SBDM council in planning and decision making from thoroughly analyzing student performance data. Within our SBDM council, we have standing and ad hoc committees as needed to facilitate school improvement. Committees include governance, climate and culture, assessment, curriculum and instruction, wellness, and media/technology and each committee has a component to look specifically at Title I students.

Committees met each semester to look at MAP data, common assessment data and formative assessment data on student performance to make real time changes and decisions regarding teaching and learning. A plan, do, study and act PLC protocol is being implemented to ensure accountability and focus on goals and objectives for school improvement specifically for free/reduced lunch students. The school CSIP was built from the feedback from committees and were placed as action items on the SBDM agenda for approval. The council is provided with semester data checks to track progress toward achievement of our school goals. The other structure we use is a team lead position to serve as the liaison between administration and teachers. Each grade level has a lead including related arts which meet weekly in PLC's to discuss data. We also have a lead designated for the classified staff. Corbin Primary is unique in that we have a large classified staff and giving them a voice is important in making our school the best it can be. Lastly, we utilize surveys and give opportunities for teachers and staff to have input on decisions impacting our school.

ATTACHMENTS

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

Data indicated that the following were most effective in increasing achievement of students served/identified as Title I: Reading Recovery, Reading Recovery #1 model, In school ESS, after school ESS, parent workshops/education nights, PD focusing on Key Core Work Process #1-Designing and Deploying Standards and assessment analysis/common assessment creation. The following had an impact on student achievement and progression toward mastery of content standards but less profound: Save the Children and Promise Neighborhood, Fast Forward, and Reflex math.

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.*

Coordination of federal, state and local funds is paramount to our success to ensure we make the best use of what we have been given. As a part of our plan, we will increase the time and exposure students who do not meet benchmark assessment go to the in school ESS which historically has been a big part of our intervention program. The coordination of our Save the Children and Promise Neighborhood program will be a big focus at Corbin Primary using Hattie's research to implement best practices for students. Our PD plan is developed collaboratively by teachers and administration each year and our singular focus will be on Key Core Work Process #1 ensuring the designing and deployment of rigorous standards. With 12 days total, we have the time to plan and provide the necessary training for teachers on classroom engagement and best practices in teaching and assessment to individualize their training which is linked to the professional growth plan.

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)
 MAP data 17-18	Correlated to 15 and 16 linking study.	2