



# **Comprehensive School Improvement Plan**

**Corbin Intermediate  
Corbin Independent**

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## **Introduction**

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	No Comment Required	School Equity Data

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

CIS has a small number of minority students (5%). However, we have a large number of Free/Reduced meal students (65%) and 12% of our students are students with disabilities.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

12% of our students are students with disabilities. We have three special education teachers. This sounds reasonable. However, some of our students with disabilities requires more attention than others. This spreads our teachers thin when attempting to provided accommodations in the regular classroom setting.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	No Comment Required	School Equity Goals

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

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

OR

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

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

## Goal 1:

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

## Measurable Objective 1:

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

## Strategy1:

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

Category: Professional Learning & Support

Research Cited: Bill and Melinda Gates MET Project

Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators that serve in an evaluative position will complete initial TeachScape certification and then complete the TeachScape calibration successfully.	Professional Learning	08/04/2014	06/01/2015	\$1300 - Title II Part A	Central Office Staff, Administrators

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

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

Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	08/04/2014	06/01/2015	\$0 - No Funding Required	Principal, Central Staff

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

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

Activity - PD 360/Other PL Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on observations and/or evaluation of teacher(s), principals may assist teachers in finding opportunities for growth with PD 360 or other PL opportunities including SESC trainings	Professional Learning	07/01/2014	06/01/2015	\$3000 - Title II Part A	Principal, Teachers

## Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/01/2015 as measured by the completion of observations / evaluations required by the teachers' cycle..

## Strategy1:

Principal Responsibilities - Principal will be aware of responsibilities regarding the CEP / PGES.

Category: Professional Learning & Support

Research Cited:

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

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

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

# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

The following stakeholders were involved in completing the Missing Piece diagnostic:

\* CIS Site Based Decision Making Council (SBDM) \* CIS Parent Volunteers

\* CIS Staff

\* CIS Youth Service Center

\* CIS Parent Teacher Organization (PTO)

\* 21st Century Community Learning Center

## Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

**Communications**

Overall Rating: 3.29

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

**Advocacy**

Overall Rating: 3.5

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 3.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

## Community Partnerships

Overall Rating: 4.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

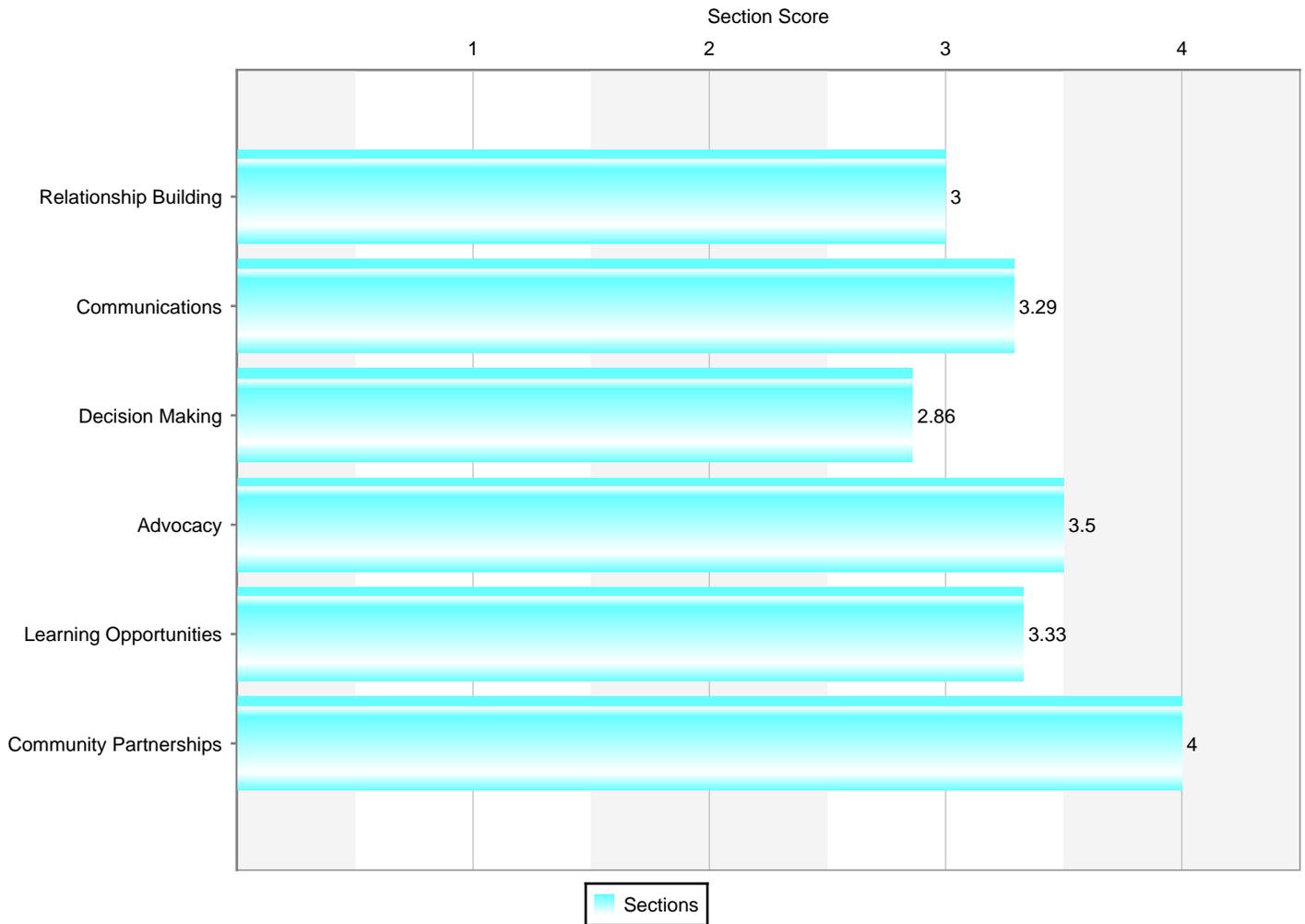
## **Reflection**

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

An area of strength for Corbin Intermediate School is our welcoming environment. However, we need to take steps to be more proactive in developing this welcoming environment. Overall our school is very good at engaging all stakeholders, but our efforts are not organized in such a way to utilize this strength to its fullest advantage. We will take steps to begin the conversation with our staff to illicit their thoughts and ideas. Next, we will take these ideas to our Site Based Decision Making Council. We will then assign the task to our school culture committee that includes parents for their input. Ultimately, we will develop a plan of action that will build a culture of engagement that includes all of our school / community stakeholders.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The principal collaborated with central office staff, teachers, parents, etc. in the planning process. Teachers met in their respective grade level team meetings to analyze data and develop action plans. Completed document was taken to SBDM for their input and any necessary revisions.

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

Teachers met in grade level team meetings to develop action plans. Program Review Committee members met and wrote their part. SBDM members reviewed and made suggestions for improvement of the plan. After revisions, plan was submitted for approval by the SBDM Council.

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

Plan was placed on school web site ([www.corbinintermediate.org](http://www.corbinintermediate.org)). Plan was given to staff members during team meetings for discussion.

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

We gather information from the following sources: TELL Survey, VAL-ED Survey, Parent Survey, K-PREP results, MAP results, Team Meetings (5th /6th grade teachers), PTO Meetings, etc. From these sources, we are looking to answer the following questions: What is the culture of our school?; What are the needs of our staff, students and parents?; What are our gap groups, delivery targets, proficiency rates, etc?; Are we making adequate progress toward our goals?

96.2% of our teachers responded that there is an atmosphere of trust and mutual respect in this school on the the most recent TELL Survey. Our 2016 KPREP Data shows that our Gap Group is improving in math, but remaining stagnant in Reading.

Overall, yes we are making progress toward our goals.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

From the VAL-ED Survey, stakeholders showed that we had high standards for student learning and high expectations with a rigorous curriculum. Teachers also indicated that they felt supported and received adequate communication from the administration. The TELL survey revealed that teachers felt safe and the building was well maintained. The teachers also said they felt empowered to make educational decisions. We are continuing to implement our Morning Meetings and our enrichment / intervention programs and making adjustments as necessary.

Reasons to celebrate include our recognition as a "School of Distinction."

## **Opportunities for Improvement**

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

Our TELL and VAL-ED surveys indicated a need for improved connections to external communities. Our KPREP data indicates a needed improvement in addressing our gap groups. We are planning for an increased use of external community resources to promote academic and social learning goals. This includes guest speakers during Morning Meeting, community business involvement for our Entrepreneurship Fair, and the implementation of four Exhibit Nights during the school year for parents and our community partners to visit our school in a museum-like setting.

## **Conclusion**

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

CIS administrators will meet regularly with teachers (team meetings) to evaluate progress and make changes as necessary. Administrators will also be proactive in becoming involved in community activities (Chamber of Commerce, for example) to actively promote Corbin Intermediate School and secure interested community leaders to partner with us.

# **2016-2017 Goals and Plan**

## **Overview**

### **Plan Name**

2016-2017 Goals and Plan

### **Plan Description**

Corbin Intermediate's Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify areas of need.

Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and reducing the novice gap.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math KPREP scores for Corbin Intermediate School students from 65.4% in 2016 to 84.5% in 2019.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$3500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.9% in 2016 to 78.7% in 2019.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$5000
3	All students at Corbin Intermediate School will become proficient writers	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
4	Increase all Program Review Scores with an emphasis on writing to progress to Distinguish levels.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000
5	Not applicable	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	To increase parental involvement at Corbin Intermediate School	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$4000

## Goal 1: Increase the average combined reading and math KPREP scores for Corbin Intermediate School students from 65.4% in 2016 to 84.5% in 2019.

### Measurable Objective 1:

demonstrate a proficiency rate of 78.3% by 06/30/2017 as measured by KPREP scores.

### Strategy 1:

Standards Based Instruction - Keeping a student notebook will increase student awareness of goals for their standards based instruction.

Category: Continuous Improvement

Activity - Student Interactive Notebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Keeping a student notebook will increase student awareness of goal based instruction. Notebook will consist of student reflections, teacher notes and other important information that summarizes their standard based-learning.	Academic Support Program	08/15/2016	06/30/2017	\$2500	State Funds	Teachers

Activity - RIT Band Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RIT Band enrichment lessons will be developed and provided to teachers in math and reading.	Academic Support Program	08/15/2016	06/30/2017	\$1000	State Funds	Teachers (math / reading)

### Strategy 2:

TELL Survey Implementation - School leadership Team will analyze TELL results and take actions as necessary

Category: Continuous Improvement

Activity - TELL Survey Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership Team will analyze TELL results and take actions as necessary	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Principal, CIS Leadership Team

## Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.9% in 2016 to 78.7% in 2019.

### Measurable Objective 1:

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demonstrate a proficiency rating in the non-duplicated gap group of 65.8% by 06/30/2017 as measured by KPREP scores.

### Strategy 1:

Reading and Math Literacy - Increase rigor in reading and math instruction

Category:

Activity - Small Group Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize MAP scores to determine placement in ESS, Enrichment and other small group instructional classes in both reading and math. Lessons will be tailored by RIT Bands through specially designed lessons and Compass Learning. Enrichment groups are created in order to differentiate learning and address students' areas of concern. for example, reading groups with an area of focus in literature, informational reading and vocabulary development are designed for students who may need additional instruction and support in these areas. Differentiated instruction in math targets the following domains: numbers and operations, geometry, measurement, statistics and probability and algebraic thinking.	Academic Support Program	08/15/2016	06/30/2017	\$3500	Title I Schoolwide	Teachers, Lacefield
Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will receive 45 minutes additional reading instruction per day. Students' progress is monitored and students exit the program when they have demonstrated reading skills above the 25th percentile for their grade level.	Academic Support Program	08/10/2015	06/30/2016	\$1000	Text Books	Faulkner, Lacefield, Allen, hash
Activity - ESS Book Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gender based book clubs that meets for 75 minutes, twice per week, after school in order to strengthen reading skills and move students to reading proficiency	Academic Support Program	08/15/2016	06/30/2017	\$500	State Funds	Katie Earnest, Tammy Lacefield
Activity - 6th Grade Apprentice to Proficiency Reading Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment time is utilized to target apprentice readers concentrating on skill development through additional instruction and curriculum design. During the school year , Apprentice reading students will receive at least 9 weeks of additional instruction for a duration of 40 minutes daily in order to move these students toward proficiency.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Teachers

## Goal 3: All students at Corbin Intermediate School will become proficient writers

### Measurable Objective 1:

demonstrate a proficiency rate of 70.0 by 06/30/2015 as measured by KPREP scores.

SY 2016-2017

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### Strategy 1:

Writing - Students will use various strategies for extended response, short answer and on-demand writing.

Category:

Activity - Students will write across the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write at least weekly: constructed response and on-demand	Academic Support Program	08/05/2013	06/30/2014	\$1000	State Funds	Teachers

Activity - Peer Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct peer evaluation of writing using rubrics	Academic Support Program	08/05/2013	06/30/2014	\$1000	State Funds	Teachers

Activity - Mix-It-Up Mondays - Grade 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular enrichment class on Mondays for 5th grade is replaced with a one hour block of constructed response or on-demand practice. Math and language arts will alternate Mondays. Students will write their responses in a limited time, review sample answers for each score, self-assess and peer-assess their work. After the students score their response, the teacher will state the score he/she would give it and explains his/her reasoning. The basic premise is that if the students can score these accurately, then they will know what is required of them to receive high scores when writing their own responses.	Academic Support Program	10/20/2014	05/22/2015	\$0	No Funding Required	5th Grade Teachers

## Goal 4: Increase all Program Review Scores with an emphasis on writing to progress to Distinguish levels.

### Measurable Objective 1:

collaborate to meet proficient and distinguished ratings in practical living, arts and humanities and writing by 06/30/2017 as measured by the elementary program review.

### Strategy 1:

Writing - Writing Enrichment every Monday

Category: Continuous Improvement

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Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Monday will be designated for Constructed Response writing during enrichment time - "Mix-it-up Mondays"	Direct Instruction	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers

### Strategy 2:

Professional Development - Teachers will receive Professional Development emphasizing cross-curricular teaching strategies in the areas of arts and humanities, practical living and art.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in cross-curricular teaching strategies in the areas of art, arts & humanities and practical living.	Professional Learning	08/15/2016	06/30/2017	\$1000	Title II Part A	Principal, SESC staff

## Goal 5: Not applicable

### Measurable Objective 1:

collaborate to not applicable by 12/04/2013 as measured by N/A.

### Strategy 1:

Not Applicable - Not applicable

Category:

Activity - Not applicable	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Not applicable	Other	12/04/2013	12/05/2013	\$0	No Funding Required	Not applicable

## Goal 6: To increase parental involvement at Corbin Intermediate School

### Measurable Objective 1:

collaborate to increase parent involvement by 06/30/2015 as measured by parent involvement surveys.

### Strategy 1:

School Culture Committee - School Culture Committee will meet to develop a plan of action.

Category: Continuous Improvement

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Activity - Develop Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Culture Committee will meet to develop plan of action.	Parent Involvement	12/01/2014	06/30/2015	\$0	No Funding Required	School Culture Committee

## Goal 7: Decrease by 50% the number of students that were novice in Math and Reading on the 2019 K-PREP.

**Measurable Objective 1:**

collaborate to decrease by 10% the number of students scoring novice in Mathematics and Reading by 06/30/2017 as measured by K-PREP scores as reported on the School Report Card.

**Strategy 1:**

Supplemental Instruction - We will supplement instruction for Novice and Apprentice students in Math and Reading

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a data analysis using a variety of assessment measures (SRI, MAP, formative assessments, etc.) to determine deficiencies in math and reading.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Teachers and Administration

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide supplemental instruction directed toward the individual student's deficiencies through the Enrichment Block, APL Block, and ESS (after-school)	Academic Support Program	08/15/2016	06/30/2017	\$3000	Title I Part A	Teachers and Administration

Activity - Student Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document progress monitoring and conference with individual students to set instructional goals.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Teachers

Activity - Parent / Guardian / Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with parent / guardian to discuss and review progress of the involved student	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Teachers

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### Strategy 2:

Non-Academic Factors - We will utilize Positive Behavior Instructional Support (PBIS), school counselor and school nurse to address non-academic concerns such as, attendance, medical concerns, behavior, home-related stressors, mental health, motivation, etc.

Category: Continuous Improvement

Activity - Address Non-Academic Concerns	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will initiate school-wide positive behavior supports (PBIS). Our school counselor will serve as coach of our PBIS Team. Our school nurse and nurse practitioner will address medical concerns as needed and also provide proactive measures. Our entire staff will be trained in Mental Health First Aid.	Academic Support Program	08/15/2016	06/30/2017	\$1000	General Fund	Teachers and Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Address Non-Academic Concerns	We will initiate school-wide positive behavior supports (PBIS). Our school counselor will serve as coach of our PBIS Team. Our school nurse and nurse practitioner will address medical concerns as needed and also provide proactive measures. Our entire staff will be trained in Mental Health First Aid.	Academic Support Program	08/15/2016	06/30/2017	\$1000	Teachers and Administration
<b>Total</b>					\$1000	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Instruction	Provide supplemental instruction directed toward the individual student's deficiencies through the Enrichment Block, APL Block, and ESS (after-school)	Academic Support Program	08/15/2016	06/30/2017	\$3000	Teachers and Administration
<b>Total</b>					\$3000	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Enrichment	Utilize MAP scores to determine placement in ESS, Enrichment and other small group instructional classes in both reading and math. Lessons will be tailored by RIT Bands through specially designed lessons and Compass Learning. Enrichment groups are created in order to differentiate learning and address students' areas of concern. For example, reading groups with an area of focus in literature, informational reading and vocabulary development are designed for students who may need additional instruction and support in these areas. Differentiated instruction in math targets the following domains: numbers and operations, geometry, measurement, statistics and probability and algebraic thinking.	Academic Support Program	08/15/2016	06/30/2017	\$3500	Teachers, Lacefield
<b>Total</b>					\$3500	

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**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students will write across the curriculum	Students will write at least weekly: constructed response and on-demand	Academic Support Program	08/05/2013	06/30/2014	\$1000	Teachers
Student Interactive Notebook	Keeping a student notebook will increase student awareness of goal based instruction. Notebook will consist of student reflections, teacher notes and other important information that summarizes their standard based-learning.	Academic Support Program	08/15/2016	06/30/2017	\$2500	Teachers
ESS Book Club	Gender based book clubs that meets for 75 minutes, twice per week, after school in order to strengthen reading skills and move students to reading proficiency	Academic Support Program	08/15/2016	06/30/2017	\$500	Katie Earnest, Tammy Lacefield
RIT Band Lessons	RIT Band enrichment lessons will be developed and provided to teachers in math and reading.	Academic Support Program	08/15/2016	06/30/2017	\$1000	Teachers (math / reading)
Peer Reviews	Students will conduct peer evaluation of writing using rubrics	Academic Support Program	08/05/2013	06/30/2014	\$1000	Teachers
<b>Total</b>					\$6000	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will receive professional development in cross-curricular teaching strategies in the areas of art, arts & humanities and practical living.	Professional Learning	08/15/2016	06/30/2017	\$1000	Principal, SESC staff
<b>Total</b>					\$1000	

**Text Books**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180	Targeted students will receive 45 minutes additional reading instruction per day. Students' progress is monitored and students exit the program when they have demonstrated reading skills above the 25th percentile for their grade level.	Academic Support Program	08/10/2015	06/30/2016	\$1000	Faulkner, Lacefield, Allen, hash
<b>Total</b>					\$1000	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Writing	Each Monday will be designated for Constructed Response writing during enrichment time - "Mix-it-up Mondays"	Direct Instruction	08/10/2015	06/30/2016	\$0	Classroom Teachers
Parent / Guardian / Teacher Conferences	Teachers will meet with parent / guardian to discuss and review progress of the involved student	Academic Support Program	08/10/2015	06/30/2016	\$0	Teachers
Develop Action Plan	School Culture Committee will meet to develop plan of action.	Parent Involvement	12/01/2014	06/30/2015	\$0	School Culture Committee
Student Conference	Teachers will document progress monitoring and conference with individual students to set instructional goals.	Academic Support Program	08/15/2016	06/30/2017	\$0	Teachers
6th Grade Apprentice to Proficiency Reading Plan	Enrichment time is utilized to target apprentice readers concentrating on skill development through additional instruction and curriculum design. During the school year , Apprentice reading students will receive at least 9 weeks of additional instruction for a duration of 40 minutes daily in order to move these students toward proficiency.	Academic Support Program	08/15/2016	06/30/2017	\$0	Teachers
Data Analysis	Conduct a data analysis using a variety of assessment measures (SRI, MAP, formative assessments, etc.) to determine deficiencies in math and reading.	Academic Support Program	08/15/2016	06/30/2017	\$0	Teachers and Administration
Mix-It-Up Mondays - Grade 5	Regular enrichment class on Mondays for 5th grade is replaced with a one hour block of constructed response or on-demand practice. Math and language arts will alternate Mondays. Students will write their responses in a limited time, review sample answers for each score, self-assess and peer-assess their work. After the students score their response, the teacher will state the score he/she would give it and explains his/her reasoning. The basic premise is that if the students can score these accurately, then they will know what is required of them to receive high scores when writing their own responses.	Academic Support Program	10/20/2014	05/22/2015	\$0	5th Grade Teachers
TELL Survey Implementation	School Leadership Team will analyze TELL results and take actions as necessary	Policy and Process	08/15/2016	06/30/2017	\$0	Principal, CIS Leadership Team
Not applicable	Not applicable	Other	12/04/2013	12/05/2013	\$0	Not applicable
<b>Total</b>					<b>\$0</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	

# Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	y The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The school met its cap size requirements without using Title I funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	The school met its cap size requirements without using Title II funds.	

# **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Increase the average combined reading and math KPREP scores for Corbin Intermediate School students from 65.4% in 2016 to 84.5% in 2019.

**Measurable Objective 1:**

demonstrate a proficiency rate of 78.3% by 06/30/2017 as measured by KPREP scores.

**Strategy1:**

TELL Survey Implementation - School leadership Team will analyze TELL results and take actions as necessary

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership Team will analyze TELL results and take actions as necessary	Policy and Process	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal, CIS Leadership Team

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

**Goal 1:**

Increase the average combined reading and math KPREP scores for Corbin Intermediate School students from 65.4% in 2016 to 84.5% in 2019.

**Measurable Objective 1:**

demonstrate a proficiency rate of 78.3% by 06/30/2017 as measured by KPREP scores.

**Strategy1:**

Standards Based Instruction - Keeping a student notebook will increase student awareness of goals for their standards based instruction.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

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Activity - RIT Band Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RIT Band enrichment lessons will be developed and provided to teachers in math and reading.	Academic Support Program	08/10/2015	06/30/2016	\$1000 - State Funds	Teachers (math / reading)

Activity - Student Interactive Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Keeping a student notebook will increase student awareness of goal based instruction. Notebook will consist of student reflections, teacher notes and other important information that summarizes their standard based-learning.	Academic Support Program	08/10/2015	06/30/2016	\$2500 - State Funds	Teachers

## Strategy2:

TELL Survey Implementation - School leadership Team will analyze TELL results and take actions as necessary

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership Team will analyze TELL results and take actions as necessary	Policy and Process	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal, CIS Leadership Team

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.9% in 2016 to 78.7% in 2019.

## Measurable Objective 1:

SY 2016-2017

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demonstrate a proficiency rating in the non-duplicated gap group of 65.8% by 06/30/2017 as measured by KPREP scores.

## Strategy1:

Reading and Math Literacy - Increase rigor in reading and math instruction

Category:

Research Cited:

Activity - Small Group Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize MAP scores to determine placement in ESS, Enrichment and other small group instructional classes in both reading and math. Lessons will be tailored by RIT Bands through specially designed lessons and Compass Learning. Enrichment groups are created in order to differentiate learning and address students' areas of concern. For example, reading groups with an area of focus in literature, informational reading and vocabulary development are designed for students who may need additional instruction and support in these areas. Differentiated instruction in math targets the following domains: numbers and operations, geometry, measurement, statistics and probability and algebraic thinking.	Academic Support Program	08/10/2015	06/30/2016	\$3500 - Title I Schoolwide	Teachers, Lacefield

Activity - 6th Grade Apprentice to Proficiency Reading Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment time is utilized to target apprentice readers concentrating on skill development through additional instruction and curriculum design. During the school year, Apprentice reading students will receive at least 9 weeks of additional instruction for a duration of 40 minutes daily in order to move these students toward proficiency.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Teachers

Activity - ESS Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gender based book clubs that meets for 75 minutes, twice per week, after school in order to strengthen reading skills and move students to reading proficiency	Academic Support Program	08/10/2015	06/30/2016	\$500 - State Funds	Katie Earnest, Tammy Lacefield

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive 45 minutes additional reading instruction per day. Students' progress is monitored and students exit the program when they have demonstrated reading skills above the 25th percentile for their grade level.	Academic Support Program	08/10/2015	06/30/2016	\$1000 - Text Books	Faulkner, Lacefield, Allen, hash

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Goal 1:**

Increase all Program Review Scores with an emphasis on writing to progress to Distinguish levels.

**Measurable Objective 1:**

collaborate to meet proficient and distinguished ratings in practical living, arts and humanities and writing by 06/01/2014 as measured by the elementary program review.

**Strategy1:**

Professional Development - Teachers will receive Professional Development emphasizing cross-curricular teaching strategies in the areas of arts and humanities, practical living and art.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development in cross-curricular teaching strategies in the areas of art, arts & humanities and practical living.	Professional Learning	08/10/2015	06/30/2016	\$1000 - Title II Part A	Principal, SESC staff

**Strategy2:**

Writing - Writing Enrichment every Monday

Category: Continuous Improvement

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Monday will be designated for Constructed Response writing during enrichment time - "Mix-it-up Mondays"	Direct Instruction	08/10/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers

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## Strategy3:

Collecting Evidence - This strategy will allow teachers to gather evidence

Category: Continuous Improvement

Research Cited:

Activity - Collecting Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained how to collect evidence and document in CIITS. Teachers and principals will also use social media (Twitter, Facebook, Instagram, etc.) to document evidence and promote student work at CIS.	Professional Learning	08/10/2015	06/30/2016	\$0 - No Funding Required	Administration and all staff members

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

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

### Community Information

Corbin is a 4th-class city in Whitley and Knox counties in the southeastern portion of the U.S. state of Kentucky. The urbanized area around Corbin extends into Laurel County; this area is not incorporated into the city limits due to a state law prohibiting cities from being in more than two counties. However, this area is served by some of the city's public services. As of the 2010 census, the city population was 7,304, with 21,132 living in the "urban cluster" that includes Corbin.

Estimated median household income in 2012: \$31,593 (it was \$22,203 in 2000)

Corbin: \$31,593

KY: \$41,724

Estimated per capita income in 2012: \$18,765

### Education Opportunities

Corbin, like many communities of its size in southeastern Kentucky, has an independent school system (in Kentucky, a public school system not affiliated with a county; most such districts are associated with individual cities). The Corbin Independent School District includes:

Corbin Preschool Center

Corbin Primary (grades K-2)

Corbin Elementary (grades 3-4)

Corbin Intermediate (grades 5-6)

Corbin Middle (grades 7-8)

Corbin High (grades 9-12)

Corbin Educational Center (Alternative School) (grades 6-12)

Corbin Vocational (grades 9-12)

Three Post-Secondary Schools are within 30 minutes of Corbin:

Eastern Kentucky University - Corbin Center

Union College - Barbourville, KY

University of the Cumberlands - Williamsburg, KY

### Description of the School

Corbin Intermediate School (CIS) is a 5th and 6th grade school within the Corbin Independent School District located in Corbin, Kentucky. Our present population is 440 students with a staff population of 52. Our original building was constructed in 1963 with a major renovation in 1989. The organizational structure of the school has changed over the years. Originally operating as a K-8 school, it later became a grades 4-5 school, then 3-5 and now 5-6.

Corbin Intermediate's free and reduced count is currently at 55 %. CIS has a low minority and ESL population consisting of less than 1% of the school's population. Consequently, our gap population primarily consists of our economically disadvantaged students.

One Hundred percent of our teachers are highly qualified according to the Educational Professional Standards Board (EPSB). Forty-two percent of our teachers have a Master's Degree and we have two teachers who are Nationally Board Certified.

In regard to community challenges, our parent population is very polarized. A majority of our students have parents who are involved and invested in their child's education and some students have very little home support and educational encouragement.

## **School's Purpose**

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

The staff of Corbin Intermediate School is committed to providing a quality education with high expectations that will enable all students to learn behavioral and academic lessons that will guide them through life. We are constantly striving to be our best. We believe all children can learn and that students learn best when they are actively engaged in the learning process. We also believe that students learn best in a caring and inviting environment and that the physical environment of the school directly impacts student learning.

Corbin Intermediate School is committed to expand our project based learning initiatives in an effort to actively engage students in a meaningful learning process. Our school has formed a partnership with Normal Park Museum Magnet School in Chattanooga, Tennessee. We have visited their school several times and joined them during the summer of 2014 for a two day professional development on project based learning and the utilization of community resources to transform our school into a museum school.

We are also working with Mr. Drew Perkins, PerkinsEd Consulting, who is providing on-going professional development in the area of Project Based Learning.

Corbin Intermediate has also expanded our enrichment classes and our arts and practical living coursework in an attempt for all students to have the opportunity to explore individual talents and skill sets.

Differentiated instruction is a priority for Corbin Intermediate administrators and teachers. We are currently looking for ways to increase student goal setting initiatives, targeted learning opportunities and self-adaptive technology in order to maximize student learning and for students to seize ownership of their unique learning process.

Corbin Intermediate recognizes the importance of relationships and connections with parents and the community. We attempt to accomplish this through our team building process with staff and by providing our parents with an active role in the learning process with their children. Corbin Intermediate has taken steps to achieve more parental and community involvement through such programs as: Parent Teacher Organization, School Based Decision Making Council, School Improvement Committees and various in-school programs

The Corbin Intermediate Youth Service Center has an active volunteer program with local businesses which helps in providing additional human and financial resources. They also organize a network of community resources to provide for our students in need.

## **Notable Achievements and Areas of Improvement**

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

Corbin Intermediate School has been recognized by the Kentucky Department of Education as a Distinguished School for our achievement on the most recent state tests and was named a Kentucky School of Distinction.

Our 6th Grade Academic Team won the Region 6th Grade Showcase. Our Governors Cup Team won both the district and region competition. Students have several opportunities for extracurricular activities including: band, choir, basketball, archery, PRIDE Club, UNITE Club, student council, Project Fit America and speciality classes which are offered after school and during the summer. Our students also participate in various sports through the Tri-County Sports Authority organization.

Corbin Intermediate School is working hard to continue its success. Some of our initiatives include: MAP Testing, Compass Learning, ALEKS, Carnegie Math, use of Power Verbs, History Alive, Junior Great Books, Scholastic Reading, Reading Counts, READ 180, small group reading and math enrichments, Brain Pop, Arts & Humanities programming, ESS, Kentucky Instructional Discipline Program, Character For Life, on-going professional development for our teachers and staff, etc.

Corbin Intermediate has identified areas of improvement and is actively seeking solutions. CIS has expanded the Enrichment and Arts & Practical Living schedule to meet the needs of a diverse student population. Expansions include, but are not limited to; courses in Community Service & Leadership, Financial Literacy, Theater & Drama, Character Education, and Project Fit America. Somewhat related to course expansion is Corbin Intermediate's commitment to differentiated instruction. In the past several years, Corbin Intermediate has taken progressive steps to individualize instruction such as data driven student goal setting coupled with student conferencing, increased the availability of self adaptive technology such as ALEKS, Compass Learning, and IXL Math, ESS programs targeted by content area and skill deficiency through RIT band performance, and focused content area RTI programs.

In the future, Corbin Intermediate is committed to developing an advanced system of differentiated instruction with focus on teacher training, technology options, innovative scheduling, encouraging student meta-cognition, and parental involvement in the goal setting process. We are also taking steps to increase our use of project based learning and achieving full integration as a museum school.

## **Additional Information**

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

Corbin Intermediate School is committed to excellence for all and invites anyone to share their ideas for improvement. Please visit us in person or connect with us at [www.corbinintermediate.org](http://www.corbinintermediate.org). You can also find us on Facebook @Corbin Intermediate School, Twitter @cisredhounds and Instagram @cisredhounds.

In order for parents to become more involved and invested in their child's academic and career goals, Corbin Intermediate will search for avenues to educate parents and the community in regard to curriculum programs and assessment tools in an effort to seek effective ways to directly involve parents in the goal setting process.

Corbin Intermediate School offers four Exhibit Nights throughout the school year for parents and the community to engage in our efforts to become a Museum School.