District of Innovation Application

March 2013

Applicant Information

District Name: **Corbin Independent** (District Name) — **Whitley-Knox/District #133** (County/District #)

Address: **108 Roy Kidd Avenue** (Street Address)

Corbin (City) — **KY** (State) — **40701** (ZIP Code)

Phone: **(606) 528-133** Date of Application: **10/31/15**

Contact Person/Title: **Mark Daniels**

REQUESTED INITIAL IMPLEMENTATION DATE 1/1/16

DISTRICT ASSURANCES

- Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:
  a. Any statute or regulation related to health, safety, civil rights, or disability rights;
  b. Compulsory attendance requirements under KRS 158.030 and 158.100;
  c. The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;
  d. The minimum high school graduation requirements unless allowable under 704 KAR 3:305;
  e. Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;
  f. Criminal background check requirements;
  g. Open records and meetings requirements;
  h. Purchasing requirements and limitations; or
  i. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan. **Schools identified as Priority Schools may be required to participate by their local district.**
- District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:
  - Number of students served by the innovation plan, total number and by:
    - Socio-economic status
    - Race/ethnicity
    - Gender
    - Disability
    - Grade level
  - Number of at-risk students (*with particular emphasis on graduation from high school*) total number and by:
    - Socio-economic status
    - Race/ethnicity
    - Gender
    - Disability
    - Grade level
  - Documentation of student progress towards graduation and college and career readiness
  - Total number of certified teachers participating in the innovation plan and roles/responsibilities
  - Documentation of certified and classified staff operating in a non-traditional school environment
  - Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
    - Qualification of instructors
    - Time spent
    - Student outcomes (completion rates)
  - Documentation of other measurable outcomes, described in the initial application or through modification of the original plan
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

Superintendent — Date 11/5/2015

Chair, Board of Education — Date 11/5/2015

Recommended Process for Districts of Innovation

In order to assist districts and schools with a *recommended* process, please see the process below:

- ✓ District Level Team (DLT) reviews current Comprehensive District Improvement Plan (CDIP) and discusses current models or initiatives which clearly demonstrate innovation.
- ✓ DLT takes Readiness for Innovation Self-Assessment and analyzes results.
- ✓ DLT conducts a needs assessment based on results of Self-Assessment.
- ✓ Request for Technical Assistance/Information from KDE.
- ✓ DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.
- ✓ Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.
- ✓ Each SLT determines whether it will participate based on the requirements of KRS 160.108 and 701 KAR 5:140 and begins the process of writing school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing the district application for submission.
- ✓ Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.
- ✓ Scoring Process by KDE Program Review Team.
- ✓ Selection/Designation of Districts of Innovation.

District's Vision/Mission

*Please describe the significance of the District of Innovation designation to your district. Be sure to include justifications for why your district should be granted "District of Innovation" status. Your response must address/answer the following (*Please use charts, tables, and graphs, if necessary):*

- Describe the district's vision and mission statements or educational philosophy. Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?
- Describe how the district promotes continuous improvement and rewards risk tasking. Provide evidence of advancing student learning and achievement in the last three to five years.
- Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation "fits in" with current district-wide reforms.
- Identify and describe, particularly when focusing on achievement gaps, *specific* barriers that impact student learning.
- Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all, especially low-achieving students. ***Include the specific waiver requests and justifications for the waivers.***

District of Innovation Implementation Plan

School Name	Innovation Strategies/Models	Goals for Improved Student Outcomes	Evidence of 70% Affirmative Vote of Eligible Employees to Participate
Corbin Preschool	See attached.	See attached.	Signature Page
Corbin Primary	See attached.	See attached.	Signature Page
Corbin Elementary	See attached.	See attached.	Signature Page
Corbin Intermediate	See attached.	See attached.	Signature Page
Corbin Middle	See attached.	See attached.	Signature Page
Corbin High School	See attached.	See attached.	Signature Page
Corbin Educational Center	See attached.	See attached.	Signature Page
Corbin School of Innovation	See attached.	See attached.	Signature Page
District Created School	**Innovation Strategies/Models**	**Goals for Improved Student Outcomes**	
n/a	n/a	n/a	
n/a	n/a	n/a	

*Note to applicant: Add more rows as needed.

*Please complete this section for each school participating in the application. Additional school applications are in the Appendix.

School Information

School Name: **See attachments.**

Rationale/Needs Assessment

- What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?
- Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.
- Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

Summary/Overview of School Plan Development

- Use the following table as a *reference* to describe the program innovation component(s) specific to this school.

Program Component	Guided Questions/Design Considerations
Competency Based Credit	▪ Description of how students demonstrate mastery of content and competencies ▪ Description of how learning objectives will be measured ▪ Description of how personalized learning will be utilized or student voice will be encouraged ▪ Description of how support will be differentiated to support individual learning needs ▪ Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness
Expanded Learning Opportunities	▪ Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement *beyond* a traditional school day or setting ▪ Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives
Multiple assessments/pathways to graduation	▪ Description of how alternate assessment options will be utilized *to measure student performance outcomes* in non-traditional settings with particular focus on non-traditional educational opportunities such as: ▪ Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options
Innovative Learning Environment	▪ Description of how the learning environment will be created or changed *specifically* with student learning in mind
Alternate forms of governance	▪ Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345 ▪ Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community
Job classifications	▪ Description of how job classifications move beyond the current definition of teacher/instructional assistant, or may provide for an alternative means of compensation other than a single salary schedule.
Other:	▪ Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students ▪ Description of how the proposed innovation will better prepare students for college- and career-readiness

Student Service Plan

Proposed Strategy	Expected Outcomes	Sources of Data	Total Number of Students Targeted by Grade level	Total Number of Students in Special Populations/Underrepresented Group
See attached.	See attached.	See attached.	Elem: See attached. Middle: See attached. High: See attached.	SES: See attached. Race/Ethnicity: See attached. Gender: See attached. Disability: See attached.

District of Innovation Support Plan

*Please describe how the district will provide the appropriate support for the School(s) of Innovation. Please answer the following (*Please use charts, tables and graphs, if necessary):*

PROFESSIONAL DEVELOPMENT PLAN:

- Outline and describe specific professional development plan/strategies that will be used to prepare faculty and staff for the proposed innovation.
- Please communicate the total numbers of teachers who will be receiving professional development--as well as a breakdown of the grade level the teachers serve (elementary, middle, and high school level).
- Explain how the professional development will increase the level of success in student learning and innovation.
- Describe how the proposed professional development will lead to greater district-wide reform *beyond* the participating schools.

RESOURCES:

- Describe how district level human and fiscal resources are utilized for implementation of the innovation plan.
- Specifically outline how the innovation plan will affect district personnel, such as roles, work time, compensation, assignments, for those directly connected to the plan.

COMMUNICATION PLAN:

- Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.
- Describe what has been completed to date to communicate the innovation plan to all stakeholders.

MONITORING PLAN:

Data Source	Rationale for selection of data source	How the data source will be used in relation to proposed plan	How the data source will be reviewed over 5 years to gauge implementation success
See attached.	See attached.	See attached.	See attached.

*Note to applicant: Add more rows as needed.

District's Vision/Mission

Describe the district's vision and mission statement or educational philosophy. Explain how the goals and performance standards in your plan help to reinvent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college and career readiness?

"STRIVING TO BE THE BEST" is our district mission statement and a belief that we hold dearly. Corbin Independent is recognized as one of the highest performing districts in the state, being ranked in the top 5 districts for the past five years. Corbin Independent is home to over 3,000 students in grades P-12. The Corbin district is located primarily in Whitley County, but has a portion of its legal district in Knox County as well. Demographically, approximately 96% of Corbin's students are white, with an overall free/reduced lunch percentage of 48%. All day kindergarten is an integral part of our instructional program. Corbin Independent has a very unique grade configuration in that there is a separate building for grades K-2; 3-4; 5-6; 7-8 and 9-12. All teachers in the Corbin system are highly qualified in their respective fields based on criteria set by the Educational Professional Standards Board.

While we are certainly proud of our accomplishments, we recognize the potential and need for continued growth. Professional development for our teachers is a focus in our district and our school board has authorized an additional day of training above what is mandated by the state. Curriculum alignment with a strong emphasis on ongoing assessment has allowed us to continually monitor student progress at all of our schools and extend learning for advanced and struggling students.

The Corbin Independent School District also prides itself in providing the best educational environment for students, creating innovative but evidence-based methods which provides student-centered learning and maximizing our teachers' strengths. Goals for this proposal involve an emphasis on Personalized Learning with a heavy emphasis on career and college ready pathways. Flexibility of schedules and

implementing instruction beyond the traditional learning paradigm will be key components of the Corbin Independent District of Innovation project.

Describe how the district promotes continuous improvement and rewards risk taking. Provide evidence of advancing student learning and achievement in the last three to five years.

Continuous improvement and willingness to implement programs and services to benefit children and families has been part of the culture with Corbin Independent Schools. From creating one of the first alternative programs in this region, to the recent implementation of the Corbin School of Innovation (which supports new models of instruction and personalized learning), this district has strived to do its very best in reaching all students so they can have the skills to realize their fullest potential.

In relation to the last three to five years, the development of the Corbin School of Innovation has been a major project. Consisting of the pillars of Personalized Learning, Project-Based Learning, Blended Learning and the Flipped Classroom, the teachers working in this environment take pride in implementing the latest trends in education to help students in learning how to learn best.

One of the major projects taking place with this district is in the development of courses for students with the "anytime/anywhere" model in place. Using Blackboard, our school district's learning management system (LMS), teachers are building their own courses (some very specialized) to accommodate and meet individualized student needs. And unlike "seat time," all courses are designed around performance or project-based experiences.

We use the following question in relation to the development of our courses and instruction:

Why do grades and completion of classes have to be scheduled around nine weeks, twelve weeks or sixteen weeks?

We believe that when a student can master all content required for state and national standards, she/he can move on to something else after demonstrating competency.

We feel our Corbin School of Innovation can serve as a keystone for continuous improvement throughout our district, working with staff to provide greater use of Personalized Learning, Anytime/Anywhere Learning and Project-Based Learning to impact greater student achievement. All of these program elements are incorporated into the program components of the District of Innovation project.

Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation "fits in" with current district-wide reforms.

With practices such as Response to Intervention (RTI), school-based enterprises, 21st Century Community Learning Centers Out-of-School Time program learning, and virtual learning incorporated into the school district, this proposed plan allows the Corbin Independent School District to move into major areas of expanded learning opportunities, career pathways and assessments to measure attainment of acquired learning. We have divided these program components addressed in the District of Innovation application into the following three main areas of development:

Personalized Learning

Through data driven and utilization of individual and continuous monitoring of student progress, instruction will be more personalized in delivery, providing each student the skills to learn and apply standards-based content.

Project-Based and Performance-Based Learning

Putting students in the center of the learning process allows mastery of skills. Through performance-based or project-based learning, students will deepen their understanding of content through obtaining content knowledge, acquiring skills, developing work habits and practicing what they have learned.

Anytime, Anywhere Learning

Learning beyond the classroom and typical school day will provide students with opportunities to remediate or enrich themselves with additional instruction for what they

are studying in the regular classroom. Engagement through the use of technology available at home and with partnerships in the community will provide opportunities for all students to have access to these expanded learning models, regardless of socioeconomic status. The anytime, anywhere learning model levels the playing field for all students wanting to understand and move beyond the typical classroom.

Identify and describe, particularly when focusing on achievement gaps, specific barriers that impact student learning.

The major barrier, particularly when focused upon achievement gaps, seems to relegate itself toward trying to "fit" curriculum and attainment of content for every individual as a "singular" group. We as educators try to individualize as much as possible, but as much as we try to do this, students still are categorized into groups. Most fit the overall schedule, but there are those that always need something different.

The need for expanded flexible schedules and providing different types of assessment to measure achievement through performance is required to move us as educators and students from good to great, as James Collins would state.

This next step involves Personalized Learning to move both students and educators to the next level.

Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all, especially low-achieving students.

Currently, the Corbin School District is involved with the implementation of key initiatives (Personalized Learning, Anytime/Anywhere Learning, and Project-Based Learning) which involves providing multiple methods of reaching students in creative ways, allowing them to learn through differentiated instruction that moves beyond Carnegie units and seat time. Attainment of information and using it effectively so that it becomes part of a student's own pedagogy of learning.

Our district is currently moving into its own anytime/anywhere instruction, with Blackboard as the overall learning management system. Going beyond standard and purchased online educational programs such as Apex, Novel Stars and Odysseyware,

our teachers are developing their own content delivery courses based upon Kentucky and national standards to impact students in our community To us it makes sense, being knowledgeable of the demographics of socioeconomic status, ethnicity and culture.

The innovation status will help the district in creating a system which, in partnership with the Kentucky Department of Education, can provide a unique learning experience for each student, utilizing methods of non-traditional and traditional instruction, combined with flexible learning times and individualized methods of achievement monitoring, all recognized to give each a learner a successful and personalized learning experience.

Professional Development Plan:

Outline and describe specific professional development plan/strategies that will be used to prepare faculty and staff for the proposed innovation.

In utilizing assessment as learning, students will reflect on their own learning and make adjustments so that they achieve deeper understanding. The teachers and their professional development will receive training to effectively implement the following skills:

- Model and teach the skills of self-assessment for learners;
- Guide learners in setting goals, and monitoring their progress toward them;
- Provide exemplars and models of good practice and quality work that reflect curriculum outcomes;
- Work with learners to develop clear criteria of good practice;
- Guide learners in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new;
- Provide regular and challenging opportunities to practice, so that learners can become confident, competent self-assessors;
- Monitor learners' metacognitive processes as well as their learning, and provide descriptive feedback; and
- Create an environment where it is safe for learners to take chances and where support is readily available.

Helping each learner to see that the responsibility of learning must include how to articulate and defend the nature and quality of what she or he has learned, there is a deeper understanding and the ability to communicate it to others. In addition, reflecting

on learning as students actually learn increases their understanding of what they want to learn and intensifies the methods they use.

The teaching and learning component elements that will make up the uniqueness of a Personalized Learning Environment will consist of the following professional development matrix and national collaborators:

COMPONENT	ADDRESSING ELEMENT
Personalize Learning Professional Development	Creating and solidifying a personalized learning environment for all students in the district, assisting teachers and administration with transformational and systemic change.
Project-Based Learning	Working with this model component, this element complements the personalized learning environment for each student and constructively promotes the assessment tool also as a learning tool.
Anytime/Anywhere Learning	Not limiting learning to a mandated six hour instructional day, the Consortium will partner with iNACOL and other virtual organizations to create e-learning content that is aligned with state and national standards and will be available 24 hours a day, 365 days a year.

The Personalized Learning Program will provide the teachers will be provided the following tools to implement a sound personalized learning environment with consistency among all the schools:

- Establishing the foundation, framework, and direction in building personalized learning environments that will transform learning and are sustainable over time;
- Facilitating the process from any stage to the next by establishing a model that can be replicated;
- Informing, training, and coaching teachers how to personalize learning for all learners;
- Providing ways to personalize learning and meet Common Core State and National Standards.

Phase one of Personalize Learning will consist of assessing, creating vision and planning, which includes the following:

- Consulting with administrators and stakeholders;
- Assessing current culture and learning environment;
- Reviewing lessons aligned to Common Core Standards or other benchmarks;
- Reporting results to administration and other stakeholders;
- Facilitating a shared vision with all stakeholders;
- Developing a strategic plan with metrics.

Phase two of Personalize Learning will consist of implementation and coaching, which involves creating the framework of the following:

- Consulting with participating schools, district administration and stakeholders on implementation;
- Identifying and consulting with Personalized Learning Environment (PLE) Teacher Leaders;
- Guiding the design of Personal Learning Plans and Toolkits for each PLE Teacher Leader;
- Setting up a Community of Practice (COP) for the PLE Teacher Leaders;
- Coaching PLE Teacher Leaders to design model lessons and projects;

Phase three will consist of expanding and sustaining the personalized learning for the district, including the following:

- Identifying teachers ready to transform learning as co-teachers and partners in learning;
- Coach the PLE Teacher Leaders to set up their own Communities of Practice or PLCs to support other teachers;
- Design ongoing coaching programs that support teachers and learners;
- Encourage assessment as learning with ongoing reflection and videos of process;
- Coordinate a showcase and online area to demonstrate evidence of learning;
- Conduct a post-assessment to measure transformation of learning; and
- Deliver progress reports with recommendations and action plans for expanding and sustaining the personalized learning environment.

To complement and enhance the personal learning environment, utilization of Project-Based Learning will be another component which will intensify students' learning processes, allowing an extended area of inquiry in response to topics. While allowing for student voice and choice, self-developed projects will help students learn key academic content, practice 21st century skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products and presentations.

Project based learning allows students to address community issues, explore careers, interact with adult mentors, use technology and present their work to audiences beyond the classroom. In addition, project based learning has also proven to motivate students that might otherwise find the traditional method of "sit and get" meaningless. As a culminating activity tied to the personal learning environment, project based learning is a powerful instructional method that significantly deepens and personalizes the learning experience for each learner, along with using the assessment as the learning tool.

Another major component of professional development with the teachers and administration will include the implementation of the anytime/anywhere design for educational attainment. By allowing students to be engaged in multiple and very diverse learning opportunities, students will be able to direct and own their own individual learning styles. While attainment of academic knowledge is standardized, the instructional pathway as to how a student learns can be as varied as needed in order to have a masterful impact. One of the most vital elements to engaging students on an anytime/anywhere design is through the use of technology and online learning capacity.

Partnering with the International Association for K-12 Online Learning (iNACOL), teachers will be able to develop core standard curricula that will ensure that all participating students will have access to a world-class education and quality anytime/anywhere learning opportunities that prepare them for a lifetime of success.

Consultation and teacher networking will be provided through iNACOL, giving guidance and support for teachers and administration in the following methods:

- Providing Virtual School Symposiums--networking leading practitioners with online or e-learning programs in the United States and abroad.
- Participating in iNACOL Leadership Webinars—an interactive monthly professional development series where experts share their knowledge with best practice teaching methods with online learning.
- Involvement with Teacher Talk Webinars—This webinar series provides valuable professional development and time for online teachers to discuss a variety of topics specifically related to teaching virtually in order to support one another.

- Participating with School and Students Needs Assessment Program (SNAP)—This professional development opportunity provides schools with the data on online courses and program needs to make informed decisions about the courses and services for online program development.
- Development with the Diversity Special Interest Group Initiative—In order to meet every student's individual needs, this development component provides focus for diversity in virtual learning in student populations, with an additional emphasis on understanding demographic and cultural needs.

In order to provide a strong bonding of instructional staff working toward high but achievable goals, Professional Learning Communities will serve as the support mechanism for teachers to communicate and support innovative teaching methods.

Please communicate the total number of teachers who will be receiving professional development—as well as a breakdown of the grade level the teachers serve (elementary, middle, and high school).

The professional development plan will consist of a multi-year rollout providing coaches assigned to buildings, then working in teams at each participating school to build a Professional Learning Community of staff enabled with the targeted strategies (Personalized Learning, Anytime/Anywhere Learning—Blackboard), and Project-Based Learning.

First Full Year of Implementation

School of Innovation (K-12)	Minimum of 3 to 5 Teacher Coaches
Elementary	Minimum of 10 to 15
Middle	Minimum of 10 to 15
High School	Minimum of 10 to 15

In subsequent years, the innovation strategies will be expanded with staff as described in the Professional Development plan.

Explain how the professional development will increase the level of success in student learning and innovation.

The professional development provided to teachers and staff will increase the level of success in student learning and innovation through multiple assessment procedures based upon student performance outcomes beyond traditionalized assessment.

This project will permit students to demonstrate mastery and earn credit based upon their knowledge, not on what is termed "seat time." It is a recognized fact that all students learn and master knowledge in a variety of ways. While some need more time to grasp mastery, some students comprehend earlier and are ready to move on to other content areas.

The development of a credit flex plan will be an effective educational service that provides students opportunities to customize aspects of their learning around their respective needs and interests. The credit flex plan will motivate and increase student learning by allowing access to more resources, customization around individual student needs, and multiple measures of learning. This method of credit attainment will meet increased expectations for high school graduation and the demands of the 21st Century Learning Skills regarding globalization and technology.

Through showing mastery of content by using the assessment as learning concept, which includes project based learning activities, students will be able to earn credit of content and move on to other coursework essential to their college and career readiness pathway. Additional opportunities for those students that need extra time will be provided through a variety of methods that will also not be focused on "seat time" or requiring a minimum number of weeks, an outdated concept that does not meet the needs of individualization for students.

These expanded learning opportunities, such as e-learning (anytime/anywhere learning), will be able to assist students to remediate through self-assessment. In addition, teachers will help develop differentiated learning experiences for students, based upon individual learning plans established with each learner. Each school district currently has developed policies to address and encourage each school to promote the use of individual technology among students.

Students will also be able to demonstrate mastery of standards at multiple times during the year, rather than be limited to semester or end of year regiments. Through having

each course aligned with state and national standards, once students can demonstrate mastery of those standards in each subject area, credit can be achieved, allowing each learner to progress forward.

Describe how the proposed development will lead to greater district-wide reform beyond the participating schools.

Through the peer-coaching method, it has been witnessed that this process creates not only stronger teacher leaders, but also creates a wave of "buy in" from peers, being able to see first-hand how these strategies improve instruction for students of all ages.

How this professional development will lead to greater district-wide reform beyond the participating schools is in the following areas:

- Coordinated policies and leadership using creative strategies beyond traditional instruction and scheduling methods;
- Ongoing and supported sharing of knowledge and professional development;
- Creating various methods of measuring achievement beyond traditional assessments;
- Explicit sustainability planning for future endeavors.

It is believed that this project will create an avenue whereby the successful services provided can be modeled for other school districts to replicate throughout the state.

Resources:

Describe how district level human and fiscal resources are utilized for implementation of the innovation plan.

The Corbin School District, through its development of the Corbin School of Innovation staff and the district's multiple layers of support staff members (including existing programs such as the Family Resource and Youth Services Centers), will help provide district level services for each participating school.

The Corbin Board of Education, superintendent, have been informed of the project, along with individual school staff, and all have embraced the proposed innovation strategies to be implemented.

The program will be staffed by the grant coordinator and teachers and administrators aligned with innovative initiatives in this district. This includes the Director of Pupil Personnel (serving as grant coordinator), four teachers trained in PBIS and personalized learning strategies, along with the Assistant Superintendent who works with alternative programming for the district. Assistance will also be provided from our Family Resource/Youth Services Center Coordinators who are instrumental in providing support mechanisms for all families.

In relation to financial resources, funding is set aside for the professional development model, whereby teacher coaches will provide professional development in each of the participating buildings, building the Professional Learning Communities around Personalized Learning, Anytime/Anywhere Learning and Project-Based Learning.

Our district is very fortunate in being provided extra professional development days (a total of ten) to acquire new skills and training in improving education services for students. Administration supports professional development for staff.

Specifically outline how the innovation plan will affect district personnel, such as roles, work time, compensation, assignments, for those directly connected to the plan.

With the implementation of the Corbin School of Innovation over the past few years, this project is a natural expansion of the efforts already being conducted. The district administrator for that school will serve to implement these strategies at the other participating schools, utilizing existing staff as coaches to provide a professional development rollout of the evidence-based strategies mentioned.

Communication Plan:

Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.

Ongoing communication and engagement with both internal and external stakeholders will be implemented utilizing members representing educators, parents, students, business and community agencies. Involvement with external stakeholders, including national partnerships with professional development and educational organizations, universities/colleges, along with the Kentucky Department of Education and United States Department of Education, will be made possible utilizing monthly reporting and use of technology for instant access to information about the project. Monitoring of data and other measures, including overall continuous progress of the grant project, will be made through the following framework:

MONITORING AND PUBLIC SHARING OF CONTINUOUS IMPROVEMENT PROCESS	TIMELINE
Corbin Advisory Council—a community group consisting of parents, students, school members, and community organizations/business.	Will meet every two months to evaluate progress and performance goals.
Corbin District of Innovation staff meetings	Will meet weekly to review project goals, activities and timelines in accordance with the proposal.
School-Based Decision Making Councils (comprised of teacher and parent representatives, along with the school principal)	Monthly updates will be provided to each participating school.
School Board Meetings (comprised of elected officials comprising parents and community representatives, along with the superintendent)	Monthly updates and reports will be provided to each school district's school board.
Media Outlets (comprising television, newspapers, and radio)	Press releases will be provide continuous updates on program activities and performance.
Dedicated Website	Providing continuous information through this resource will be a major asset toward

	keeping all stakeholders and public informed of all project objectives/goals, strategies, activities, timelines, accomplishment, and meeting minutes. The website will also include a feedback section for students, parents, staff and community members to provide needed information and make suggestions for program improvement.
Printed Materials—Contact Information for Questions	Brochures and printed materials such as semi-annual and annual reports will be made available for the public.

Describe what has been completed to date to communicate the innovation plan to all stakeholders.

This major move toward innovation began with the Race to the Top application process that was prepared a few years ago. Although not funded, the endeavor provided a number of fresh and innovative strategies to incorporate. Meetings were held with administration, teachers, support staff, students, parents/guardians and community members through our Corbin Advisory Council which meets every two months, discussing innovative projects and services to help students and families.

Since that time, the community has been rewarded with numerous grants to support smaller components of the initial Race to the Top application, many targeting Personalized Learning and Anytime/Anywhere Instruction. Among these grants awarded are major federal funds, including the School Climate Transformation Grant, Project AWARE and the Elementary and Secondary School Counseling Grant.

This particular application has been shared at all SBDM meetings, board meeting, and an interview was conducted with the local media about it.

What follows are attachments pertaining to each school's application, along with documentation of teacher signatures for participation and SBDM agendas.

Thank you for your consideration.

Corbin High School/ATC/Corbin Educational Center
Documentation

- School Application Information
- Teacher Signature Page: 100% Approval for Participation
- SBDM Agenda

District of Innovation
School Information

School	Corbin High School (including Corbin Area Technology Center and Corbin Educational Center)
Student Population	860
Grade Levels	9-12
Special Populations/Underrepresented Groups	SES: 47.3% Free and Reduced Lunch Eligible Race/Ethnicity: 95% Caucasian/.4% African/1.6% Hispanic/1.4% Asian American/.1% American Indian/.6% Two or More Races Gender: 49.9% Male/50.1% Female Disability: 6.4%
Address	1901 Snyder Street, Corbin, KY 40701
Phone Number	606-528-3902
Goals Identified for Improved Student Outcomes	• Academic Achievement; • Career Focus/Internships; and • Postsecondary Connections.
Proposed Innovation Strategies/Models	• Competency Based Credit • Expanded Learning Opportunities • Multiple Assessments/Pathways to Graduation • Innovative Learning Environment • Job Classifications
Sources of Data	• State Assessments; • MAP; • ACT; • Transition to Adult Life; and • Surveys.

Rationale/Needs Assessment

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?

Our mission statement was designed by all stakeholders of our school and through council, committee, and staff meetings. Corbin High School Council and staff believe that all students can learn and will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender.

We believe our school's purpose is to educate all students to high levels of academic performance while fostering growth in social-emotional behavior and attitudes, thus enabling all students to achieve mastery of skills necessary to become effective members of society.

District of Innovation
School Information

Corbin High School, which also includes the Corbin Area Technology Center and Corbin Educational Center (an A5 day treatment program) is most proud of the academic success we have had for several years. We are currently ranked 11th out of 228 high schools in the state. Each year, we strive for our students to be the best and obtain the skills necessary to achieve at high levels in their future. In the next years, our focus will continue to be on college and career readiness. We will strive for these students to gain knowledge and the skills necessary through personalized learning, expanded instructional opportunities, mentoring and increased community/family involvement to become proficient learners.

Corbin High School is a school with an emphasis on mentoring, performance-based assessment, expanding internships and career pathways. Our AIM program (Advise, Instruct, and Mentor) is a key component to the high school concept. In AIM, students are assigned an advisor who acts as their advocate and engages them in guidance activities which include goal setting, career guidance, anti-bullying, tolerance lessons, and community service projects. AIM directs students toward career pathways and becoming college ready by meeting ACT benchmarks.

Innovation status will provide Corbin High School with the ability to create unique career pathways with competency-based credit attainment, allowing students to pursue interests that may not "fit" into the standard curricula that currently exists. Within this plan, expanded learning opportunities will be occur, whereby educational services will be provided beyond the traditional six-hour day through Blackboard and other virtual learning models.

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

Corbin High School's design team members include the principal, assistant principals, assistant superintendent, director of pupil personnel, school climate/PBIS coordinators, youth services center coordinator, teachers, and student/parent representatives.

Corbin High School has always strived to be on the cutting edge in what it feels is best for student learning, so the innovation school process has existed for many years. Evidence of this goes back several years when Corbin was one of the first communities to introduce Project Lead the Way with both engineering and biomedical programs. This last year, Corbin High School was recognized as a new partner with the National Academy Foundation, helping to pioneer new and expanded academic pathways for students.

This particular opportunity is a perfect timing for our high school when we are pursuing greater expansion of career pathways for students that will motivate them in their future postsecondary endeavors.

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

A major barrier that is currently impacting student achievement is in the limited number of career pathways that have to be connected to conformed traditional assessment standards.

Innovation status will permit the high school to work with multiple assessments that can document proficiency in college and career ready fields, hopefully bridging proficiency that can be recognized for individual student achievement, while also not creating a situation where the school would be penalized in state accountability.

The innovation status would permit Corbin High School, Corbin Area Technology Center, and Corbin Educational Center to pursue evidence-based credit attainment, emphasizing performance-based criteria, while also targeting learning time beyond the traditional 170, six hour minimum day. In addition, job classifications will be examined through this innovation status, helping to redefine instructors beyond the current definitions (i.e., internship programs in various occupations with an instructor leader). Personalized learning will also be emphasized through the Blackboard Learning Management System, providing multiple teacher made and led courses in a variety of career targeted interests for students.

Teacher Support
for
The Corbin District of Innovation Project

As a teacher at this school building, I support the initiatives set forth in the Corbin District of Innovation Project, providing the implementation of state-of-the-art instruction, including Expanded Learning Opportunities and other Innovative Learning Environments, including Personalized Learning Environments for every student and Anytime/Anywhere Learning to continuously improve educational attainment and close achievement gaps.

Signatures

[illegible]	Tammy Sewell
Bethani Carmichael	Jaime Grubb
Missy Farmer	Kim [illegible]
Stephan Lundy	Thom Smith
Gary Tewalla	Candy [illegible]
D. Mit Fa[illegible]	Nicole Brock
[illegible]	Michelle McDonald
[illegible]	Nancy Wyatt
[illegible]	Toni Carlatti
[illegible]	Ashley Hart
Elana Richards	[illegible]
Jacob C. [illegible]	[illegible]
Christi [illegible]	Rebecca [illegible] Hibbard
Brenda Daniel	[illegible]
[illegible]	Vonna Hutson
[illegible]	Trisha Perry

Teacher Support
for
The Corbin District of Innovation Project

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Signatures

E Campbell
Terry Hanin
Gleene Evans
James R. Dunbarger
[illegible]
Beth Wilson
Teri Green
Amber Wells
A Hale
Kristy Thomas
[illegible]
[illegible]
[illegible]
Sarah Hartman
[illegible]
Cheryl A. Tinsley
Kim Moore
Kim Hamlin

Teacher Support
for
The Corbin District of Innovation Project

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Signatures

Patty Crawford	Principal, Corbin Area Tech
Julia Robbins	Teacher
Josh Kingrey	Josh Kingrey Teacher
Mark Nantz	Teacher
Lesha Powell	Teacher - EMT
Tackett Wilson	TEACHER - CRIMINAL JUSTICE
[illegible]	Teacher - Electricity
[illegible]	Pow Engineering / Aviation Teacher

Teacher Support
for
The Corbin District of Innovation Project

As a teacher at this school building, I support the initiatives set forth in the Corbin District of Innovation Project, providing the implementation of state-of-the-art instruction, including Expanded Learning Opportunities and other Innovative Learning Environments, including Personalized Learning Environments for every student and Anytime/Anywhere Learning to continuously improve educational attainment and close achievement gaps.

Signatures

Greg Duncum	Greg Duncan
Bonnie Watkins	Bonnie Watkins
Teri Cornelius	[signature]
Lisa Hinkle	Lisa Hinkle
James martin	James martin

[signature]
Principal

Corbin High School

SBDM Council Meeting

October 8, 2015

3:30 PM

I. Opening
   A. Call to Order
   B. Roll Call:
      Crawford, Brock, Tinsley, Skeen, Farley, Barnes, Shackleford
II. Approval of Agenda
III. Recognitions
IV. Open Comments
V. Discussions and Actions
   CHS Student Assignment Policy
VI. Comments from Council
VII. Executive Session
VIII. Adjourn

Corbin School of Innovation Documentation

- School Application Information
- Teacher Signature Page: 100% Approval for Participation
- Please note that this is a new school just approved—SBDM is being formed.

District of Innovation
School Information

School	Corbin School of Innovation
Student Population	109
Grade Levels	K-12
Special Populations/Underrepresented Groups	SES: 63% Free and Reduced Lunch Eligible Race/Ethnicity: 98% Caucasian/1% African American/1% American Indian Gender: 64 Female/45 Male Disability: 23%
Address	222 Corbin Center Drive, Corbin, KY 40701
Phone Number	606-215-2186
Goals Identified for Improved Student Outcomes	• Academic Improvement; • Personalized Instruction; and • Interest Level in Education
Proposed Innovation Strategies/Models	• Competency Based Credit; • Expanded Learning Opportunities; • Multiple Assessments/Pathways to Graduation; and • Innovative Learning Environment
Sources of Data	• State Assessments; • MAP; • ACT; • Transition to Adult Life; and • Surveys.

Rationale/Needs Assessment

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?

The Corbin School of Innovation's vision statement is providing education for every student to reach the fullest potential.

The Corbin School of Innovation's mission is to enhance each student's educational success by providing unique and personalized learning strategies to meet individual needs and situations.

The school is built on the following pillars:

1. Personalized Learning;
2. Blended Learning;
3. Project-Based Learning; and
4. Flipped Classroom Strategies.

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

District of Innovation
School Information

The Corbin School of Innovation is one of the first A1 schools designed around innovative strategies in Kentucky. It was designed through a Race to the Top application where Personalized Learning was identified as a process that could benefit students in academic achievement, goal setting and career focus. While relatively small at this point with five teachers employed, this school has the potential to grow in leaps and bounds over the next few years.

The program was designed around each student's specific learning goals. Our school embraces early graduation and "fine tuning" each student's schedule so that she/he can move toward graduation and ultimate career goals.

The Corbin School of Innovation is a member of the National Academy Foundation (NAF), designed around industry-specific curricula and work-based learning experiences, including internships.

All staff (five teachers and one principal/director) share responsibilities as design team members for this application.

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

What might be considered a specific barrier that currently impacts student achievement revolves around the "newness" of this school. We strive to implement the latest techniques which will assist students from various backgrounds to succeed, but also want to have the support of the Kentucky Department of Education and its Division of Innovation to implement these types of plans.

Through being recognized as part of the District of Innovation project for Corbin, this school will be able to expand on its creativity with approval, support and partnership with the Kentucky Department of Education.

The Corbin School of Innovation has career pathways in fields such as filmmaking and business, allowing students to utilize a creative schedule of coursework, including a combination of internships, virtual learning and traditional courses to fulfill their requirements. In addition, these requirements will be based upon performance and competency, not "seat time."

Timeframes of education will be scheduled based upon what works best for the student, not directly related to the traditional six-hour instructional day. In fact, it is estimated that through Personalized Learning, students will actually attain much more quality time involved with content.

THE CORBIN SCHOOL OF INNOVATION

Teacher Support
for
The Corbin District of Innovation Project

As a teacher at this school building, I support the initiatives set forth in the Corbin District of Innovation Project, providing the implementation of state-of-the-art instruction, including Expanded Learning Opportunities and other Innovative Learning Environments, including Personalized Learning Environments for every student and Anytime/Anywhere Learning to continuously improve educational attainment and close achievement gaps.

Signatures

Rachel Cima

Kayla Chadwell

Bethany Carmichael

Kelly Mash

Corbin Middle School
Documentation

- School Application Information
- Teacher Signature Page: 100% Approval for Participation
- SBDM Agenda

District of Innovation
School Information

School	Corbin Middle School
Student Population	475
Grade Levels	7-8
Special Populations/Underrepresented Groups	SES: 53.4% Free and Reduced Lunch Eligible Race/Ethnicity: 95.6% Caucasian/1.5% Hispanic/ 1.9% Asian American/0.4% American Indian/0.6% Two or More Races Gender: 49.9% Male/50.1% Female Disability: 6.5%
Address	706 Kentucky Ave., Corbin, KY 40701
Phone Number	606-523-3619
Website	www.corbinschools.org
Goals Identified for Improved Student Outcomes	• Individualized Learning • Interest Level in Education • Career Focus/Job Shadowing
Proposed Innovation Strategies/Models	• Expanded Learning Opportunities • Competency Based Credit • Multiple Assessments/Pathways to Graduation • Innovative Learning Environment
Sources of Data	• State Assessments • MAP • Transition to Adult Life and • Surveys

Rationale/Needs Assessment

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?

Corbin Middle School staff, council, and stakeholders of our school believe that all students can learn and will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender.

Additionally, we believe our school's purpose is to educate all students to high levels of academic performance while fostering growth in social-emotional behavior and attitudes, thus enabling all students to achieve mastery of skills necessary to become effective members of society.

Corbin Middle School ranks 9th out of 327 middle schools in the state of Kentucky. Each year, we strive for our students to be the best possible and obtain the skills necessary while here at the middle school to achieve at high levels in their future. CMS is a true middle school with an emphasis on teaming. Teaming allows for our staff to meet daily

in Professional Learning Communities to focus on grade and /or behavior concerns of our students. We have over 30 offerings for students in Arts/Humanities, Practical Living/Career Studies and Exploratory Classes. Innovation status will help us continue to expand opportunities for student achievement via Personalized Learning. This will be accomplished by way of Project Based Learning.

Corbin Middle School is a school with an emphasis on mentoring, performance-based assessment, and an exploration of arts, humanities, and careers. Our A/A program (Advisor/Advisee) is a key component to the middle school concept. In A/A, students are assigned an advisor who acts as their advocate and engages them in guidance activities which include goal setting, career guidance, anti-bullying, tolerance lessons, and grade transition lessons.

Job classifications will be examined through innovation status, and thus can redefine instructors as more than their current position/title (i.e. development of a mentoring program under direction of an instructor leader). Innovation status will also allow Corbin Middle School a jump start with competency-based credit opportunities. These unique opportunities will allow students to pursue interests, as well as avoid advanced students to become stagnant. Instead, this flexibility will provide more challenging and enriching coursework that otherwise might not be possible.

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

The design team at Corbin Middle School is comprised of the principal, assistant principal, assistant superintendent, director of pupil personnel, school climate/PBIS coordinators, youth services center coordinator, teachers, as well as student and parent representatives.

Corbin Middle School has upheld a high academic standing, and that in itself indicates an innovative staff/school system, in order to maintain that position; however, it is important that we continue to remain ahead of the curve. This particular opportunity comes at a perfect time for our middle school when we are pursuing greater expansion of pathways that will motivate them in their future and aid in college and career readiness.

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

One major barrier affecting student achievement is limited number of competency based credit opportunities. There are many students who could benefit from taking high school classes and receive high school credit. Corbin Middle is interested in Expanded Learning Opportunities such as moving past the traditional school day and moving

towards a four day work week, or using a before-school program. Innovation status will keep these students moving forward to becoming college and career ready.

Innovation status will provide Corbin Middle School the opportunity to expand our exploration of arts, humanities, and careers. Innovation status allows our students to pursue interest in high school curricula that might not "fit" into their high school schedules. Within this plan, expanded learning opportunities will occur, whereby educational services will be provided beyond the traditional six-hour day through Learning Management Systems, specifically Blackboard, and other virtual learning models. We want to create an "anytime, anywhere learning" environment for students, and innovation status will help us achieve that opportunity.

Teacher Support
for
The Corbin District of Innovation Project

As a teacher at this school building, I support the initiatives set forth in the Corbin District of Innovation Project, providing the implementation of state-of-the-art instruction, including Expanded Learning Opportunities and other Innovative Learning Environments, including Personalized Learning Environments for every student and Anytime/Anywhere Learning to continuously improve educational attainment and close achievement gaps.

Signatures

Michele Anderson
Desirae Stephens
Caren Rougeux
Tyler Faulkner
Rhonda Jones
McLeis Humphlet
Niki Weil
[illegible]
[illegible]
Michelle Payne
Jenni Lou Jackson
Dawn Sevier
Brent Jackson
Morgan L. Pa[illegible]
[illegible]
[illegible]
Lesia Wynn
Patti [illegible]

[illegible]
Lisa Weil
Marjorie Rose
Penny Hammons
Stephen [illegible]
Cynthia Davis
Teneal Rice
Katherine F. Pyles
Joey Abner
Teri L. Bussiere
Victor Bramlett
Natalie Dixon
Dorenda Faulkner
Carolyn Garr
Jeni Garner
Linda Hood
[illegible]
Brandise Grimes
Gary Sacker

16

Corbin Middle School Agenda
School Based Council Meeting
November 9, 2015

1. SBDM Roll Call

2. Opening Business
    a. Agenda Approval
    b. Approval of October Minutes
    c. Good News Report
    d. Public Comment

3. Financial
    a. Budget Report
    b. Budget Reallocation of Funds

4. Student Achievement Report/Data
    a. Assessing Student Achievement

5. School Improvement Planning
    a. Monthly Review

6. Standing/Program Review/Ad Hoc Committee Reports
    a. Writing Ad Hoc Committee Report

7. Bylaw or Policy Review/Readings /Adoption
    a. Writing Policy

8. Old Business
    a. Attendance Updates from Sean Disney

9. New Business
    a. The Pritchard Committee Student Voice Team Survey

b. Approval to Participate in Corbin District of Innovation Application

10. On-Going Learning

a. Growth Mindset

11. Member Comments

12. Adjournment

Corbin Intermediate School Documentation

- School Application Information
- Teacher Signature Page: 100% Approval for Participation
- SBDM Agenda

District of Innovation
School Information

School	Corbin Intermediate School
Student Population	458
Grade Levels	5-6
Special Populations/Underrepresented Groups	SES: 56.1% Free and Reduced Lunch Eligible Race/Ethnicity: 95.9% Caucasian/0.4% African American/1.1% Asian American/2% Hispanic/0.4% American Indian/0.2% Two or More Races Gender: 49.3% Male/ 50.7% Female Disability: 7.5%
Address	404 West 17th St., Corbin, KY 40701
Phone Number	606-528-1651
Website	www.corbinschools.org
Goals Identified for Improved Student Outcomes	• Individualized Learning • Interest Level in Education • Career Focus/Job Shadowing
Proposed Innovation Strategies/Models	• Expanded Learning Opportunities • Multiple Assessments/Pathways to Graduation • Innovative Learning Environments
Sources of Data	• State Assessments • MAP • Transition to Adult Life • Surveys

Rationale/Needs Assessment

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?

Corbin Intermediate School staff, council, and stakeholders of our school believe that all students can learn and will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender.

In addition to this, we believe our school's purpose is to educate all students to high levels of academic performance while fostering growth in social-emotional behavior and attitudes, thus enabling all students to achieve mastery of skills necessary to become effective members of society.

Corbin Intermediate School was ranked 33rd of Kentucky Middle Schools. We are classified as a distinguished school and are in the 95th percentile in the 2014-2015 school year. Each year, we strive for our students to be the best possible and obtain the skills necessary while here at the intermediate school to achieve at high levels in their future. CIS students also have the ability to participate in programs including but not limited to: Student Technology Leadership Program (STLP), several Arts and Practical

Living Specialty Programs, Student Council, etc. Innovation status will help us continue to grow in development of programs available to our students. The quality of student learning will improve with access to Innovative Learning Environments as well via the use of learning management systems such as Blackboard.

Job classifications will be examined through innovation status, and thus can redefine instructors as more than their current position/title (i.e. development of a mentoring program under direction of an instructor leader). Innovation status will also allow Corbin Intermediate School a jump start with competency-based credit opportunities. These unique opportunities will allow students to pursue interests, as well as avoid advanced students to become stagnant. Instead, this flexibility will provide more challenging and enriching coursework that otherwise might not be possible.

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

The idea began with a conversation among district level staff and school level administrators. The conversation continued at the school level among our school administrators and our grade level teams. Our team leaders, along with school administrators, introduced the concept to content area teachers. Corbin Intermediate School teachers will be instrumental in the development and implementation phases as we progress further in this initiative.

Innovation status would create the ability for Expanded Learning Opportunities, such as extended/earlier scheduled hours for students who might need to take advantage of a non-traditional class schedule. The traditional school day also hampers potential shadowing opportunities for students as well. Innovation status would allow unique options with flexible scheduling. These design team members will collaborate and together they will decide what Personalized Learning opportunities would be most advantageous for our students.

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

One of our barriers is the need to address the discrepancy in achievement that exists among our gap population of students as compared to the non-gap student population.

Our innovation status could aid us with increasing the percentage of students who are reaching proficiency benchmarks, as well as reducing our number of novice students with the gap population and overall student population.

Our teachers will develop a more specific plan utilizing expanded learning opportunities to increase instructional time, implement effective differentiation strategies, and take advantage of smaller student/teacher ratios to increase student achievement.

The Faculty of Corbin Intermediate School give their approval to participate in the Corbin District of Innovation.

Name	Signature	Date
Bill Jones	Bill Jones	11-9-2015
Tammy Lacefield	Tammy Lacefield	11-9-2015
Ellie Caddell	Ellie Caddell	11-9-2015
Chelsea Cloud	Chelsea Cloud	11-9-15
Katie Earnest	Katie Earnest	11-9-15
Brad Harris	Brad Harris	11/9/15
Jimmy Hendrickson	Jimmy Hendrickson	11/9/15
Angela Kilburn	Angela Kilburn	11/09/2015
Tonya Proffitt	Tonya Proffitt	11/9/15
Karen Smith	Karen Smith	11/9/15
Angela Whitus	Angela Whitus	11/9/15
Kamille Ball	Kamille Ball	11/9/15
Nerissa Calhoun	Nerissa Calhoun	11/09/15
Joy Couch	Joy Couch	11/9/15
Nickie Dixon	Nickie Dixon	11/9/15
Hollie Howard	Hollie Howard	11/9/15
Randy Johnson	Randy Johnson	11/9/15
Shawn Siler	Shawn Siler	11-9-15
Kim Stewart	Kim Stewart	11/9/15
Jennie Watkins	Jennie S. Watkins	11/09/2015
Mollie Creech	Mollie Creech	11/9/15
Dawn Allen	Dawn Allen	11/9/15
Rebecca Hash	Rebecca Hash	11-9-15
Lisa Hill	Lisa Hill	11/10/15
Erin Wells	Erin Wells	11-9-15
Chasity Faulkner	Chasity Faulkner	11-9-15

This will allow our school the flexibility to do the following:

- Create Expanded Learning Opportunities
- Create Multiple Assessments/Career Pathways to Graduation
- Create Innovative Learning Environments
- Create different types of job classifications
- Create other types of innovative educational systems that could benefit students (with the blessing of KDE)

SBDM Council Agenda
Corbin Intermediate School
November 9, 2015

- Welcome
- Approve Agenda
- Financial Update
- Approval to participate in the Corbin District of Innovation application
- Old Business
- New Business
- Adjournment

The SBDM Council of Corbin Intermediate School give their approval to participate in the Corbin District of Innovation.

Name	Signature	Date
Missy Farmer	Missy Farmer	11/9/15
Drew Mahan	Drew Mahan	11/9/15
Joy Couch	Joy Couch	11/9/15
Nickie Dixon	Nickie Dixon	11/9/15
Tonya Proffitt	Tonya Proffitt	11/9/15
Bill Jones	Bill Jones	11/9/15

This will allow our school the flexibility to do the following:

- Create Expanded Learning Opportunities
- Create Multiple Assessments/Career Pathways to Graduation
- Create Innovative Learning Environments
- Create different types of job classifications
- Create other types of innovative educational systems that could benefit students (with the blessing of KDE)

Corbin Elementary School Documentation

- School Application Information
- Teacher Signature Page: 100% Approval for Participation
- SBDM Agenda

District of Innovation
School Information

School	Corbin Elementary School
Student Population	411
Grade Levels	3-4
Special Populations/Underrepresented Groups	SES: 61% Free and Reduced Lunch Eligible Race/Ethnicity: 95.4% Caucasian/2.7% Hispanic/0.2% Asian American/0.2% Native Hawaiian or Other Pacific Islander/1.5% Two Or More Races Gender: 45.3%Female/54.7%Male Disability: 10%
Address	710 West 8th St., Corbin, KY 40701
Phone Number	606-528-4367
Website	www.corbinschools.org
Goals Identified for Improved Student Outcomes	• Individualized Learning • Interest Level in Education
Proposed Innovation Strategies/Models	• Expanded Learning Opportunities • Innovative Learning Environments • Job Classifications • Competency Based Systems of Credit
Sources of Data	• State Assessments • MAP • Surveys

Rationale/Needs Assessment

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?

Corbin Elementary School staff, council, and stakeholders of our school believe that all students can learn and will learn. We believe that all students can achieve mastery of basic level skills regardless of family background, socio-economic status, race and/or gender.

Additionally, we believe our school's purpose is to educate all students to high levels of academic performance while fostering growth in social-emotional behavior and attitudes, thus enabling all students to achieve mastery of skills necessary to become effective members of society.

Corbin Elementary is part of the 21st Century Community Learning Centers and has a unique afterschool program, Redhound Enrichment. This program serves as a familiar center for students to receive homework help, enriching opportunities by way of class time (such as Culture, Technology, Creative Writing, etc.), and energy release via play time in the gymnasium/outdoors. Innovation status would allow us to expand horizons with 21st Century, such as development of a "second shift school." This would be another method for "anytime, anywhere learning," and encompasses our goal of

personalized learning. Project Based Learning curriculum could be incorporated here as well.

Project Lead the Way (PLTW) could expand into the "second shift" school. The common core classroom in the traditional setting may be a challenge for some students. Innovation status would allow more hands-on opportunities for students in a career-oriented setting. This hands-on form of learning would allow for individualized instruction. This would foster gap students to thrive where, without innovation status, that opportunity may not be possible. This approach would not benefit gap students, as well as Gifted and Talented students.

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

The design team at Corbin Elementary School is comprised of the principal, assistant principal, assistant superintendent, director of pupil personnel, school climate/PBIS coordinators, youth services center coordinator, teachers, as well as student and parent representatives. The District of Innovation application was approved by Corbin Elementary SBDM members on November 12, 2015.

Corbin Elementary School is not new to innovative methods and approaches. Faculty and Staff at CES are dedicated to stay cutting edge. Innovation status will allow for job classifications to be examined and thus can redefine instructors as more than their current position/title (i.e. development of a mentoring program under direction of an instructor leader).

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

One of the biggest barriers at Corbin Elementary is providing more prospects for students. With innovation status, more opportunities will become available with flexible scheduling outside of the traditional school day in which students can learn more in relation to many subject areas that can't be provided during a more traditional schedule.

The innovation status would permit Corbin Elementary School to pursue unique opportunities, emphasizing performance-based criteria, while also targeting learning time beyond the traditional 170, six hour minimum day. Individualized learning will also be emphasized through the Blackboard Learning Management System, providing multiple teacher made and led courses in order to target career interests for our students.

Teacher Support
for
The Corbin District of Innovation Project

As a teacher at this school building, I support the initiatives set forth in the Corbin District of Innovation Project, providing the implementation of state-of-the-art instruction, including Expanded Learning Opportunities and other Innovative Learning Environments, including Personalized Learning Environments for every student and Anytime/Anywhere Learning to continuously improve educational attainment and close achievement gaps.

Signatures

Jeremy Hunt	Teresa House
Misty Dozier	Shaina Thomas
Jeana Myers	Morgan Taylor
Whitty Bruce	Lora Jones
Patty Day	Andrea Robinson
Debbie Lipton	Liberty Robert
Jackie Davies	Melanie Howard
Nickie E. Killion	Sara Jones
Jennifer Faulkner	
Melissa Lundy	
Lori B[illegible]	
Chris Wehl	
Brittany Queens	
[illegible]	
Jeremy Hale	
Wendy Phelpot	

CORBIN ELEMENTARY SBDM COUNCIL
Special Called Meeting
November 12, 2015

1. New Business

Approval to participate in the Corbin District of Innovation application.

This will allow each school the flexibility to do the following:

- Create Expanded Learning Opportunities;
- Create Multiple Assessments/Career Pathways to Graduation;
- Create Innovative Learning Environments;
- Create different types of job classifications; and
- Create other types of innovative educational systems that could benefit students (with the blessing of KDE).

NOTE: Chelsea Moberly (Presenter)
21st Century Program Coordinator

2. Adjournment

Corbin Primary School/Corbin Preschool Documentation

- School Application Information
- Teacher Signature Page: 100% Approval for Participation
- SBDM Agenda

District of Innovation
School Information

School	Corbin Primary/Corbin Preschool
Student Population	752
Grade Levels	Pre-K - 2
Special Populations/Underrepresented Groups	SES: 61% Free and Reduced Lunch Eligible Race/Ethnicity: 96.7% Caucasian/ 0% African American/1.8% Hispanic/ 1.5% Asian Gender: 48% Female/52% Male Disability: 14%
Address	3551 Fifth Street RD, Corbin, KY 40701
Phone Number	606-523-3638
Website	www.corbinprimary.org
Goals Identified for Improved Student Outcomes	Academic Improvement Personalized Instruction Adaptation for Family Needs
Proposed Innovation Strategies/Models	Competency Based Credit Job classifications Expanded Learning Opportunities
Sources of Data	State Assessments MAP Brigance Screener Surveys

Rationale/Needs Assessment

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?

The mission statement of Corbin Primary is as follows:

We, the staff of Corbin Primary School, will meet the instructional needs of all our students in a safe, nurturing environment and will increase student achievement by providing our students with a quality, preparatory, and foundational education.

Our vision is that all students will reach their full potential through being provided opportunities for personalized learning.

Innovation status will improve the quality of our students' learning by allowing us to have flexibility in creating blended classrooms across multiple grade levels and opening the potential for alternative schedules personalized to the needs of individual families.

District of Innovation
School Information

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

We began the innovation school process with open conversations between district and school administration in examining the needs of our school and the options that could be offered through innovation status. We stepped outside the box and began discussion of the limitations that, if removed, could further opportunities for our students and families to grow. From there, we moved toward developing a specific plan by narrowing our focus toward the strategies and models that would have the greatest impact on our students.

We then took this plan to our teachers and SBDM council to gain input, insight, support, and approval. The SBDM granted approval on November 5, 2015 – supporting teaching signatures are attached. The core design team members include the principal, the district administrator for preschool, and the district administrator responsible for innovation. All share responsibilities for implementation and oversight. This is further expanded to include faculty and staff who will be specifically involved in project components.

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

The current structure of the school is that the Pre-K program is housed in a separate building from the K-2 school. As such, there is clear delineation between programs with little opportunity to use an ungraded primary approach that is inclusive of pre-k age students. In addition, the district operates both a state-funded preschool program and a tuition-based Montessori program. Each of these elements presents barriers to student achievement in that different types of certifications are required for each program. Innovation status would allow us to explore the option of using true blending between the state-funded and tuition-based programs while also using an ungraded-primary approach of integrating both pre-k and kindergarten students.

In addition, we are exploring options to create a schedule that expands the parameters of a traditional school day structure. Traditional school hours present difficulty for families who work alternate schedules – as such, we have seen an increase in the number who desire a blended schedule of online and traditional classroom approaches. Designation of an innovative status would allow us to consider the feasibility of such a program, including the option of offering course options during current afterschool hours and programs.

Both options will serve to increase student achievement through creation of a personalized learning model that promotes kindergarten readiness, further success in schools, and closes achievement gaps for special and unique populations.

Teacher Support
for
The Corbin District of Innovation Project

As a teacher at this school building, I support the initiatives set forth in the Corbin District of Innovation Project, providing the implementation of state-of-the-art instruction, including Expanded Learning Opportunities and other Innovative Learning Environments, including Personalized Learning Environments for every student and Anytime/Anywhere Learning to continuously improve educational attainment and close achievement gaps.

Signatures

Chrissy Cannon	Tamra S. Sams
Ann Jewell	Jennifer Powell
Suzanne Vallis	J Cass
Tiffany Jordan	Susan White
Erika McHargue	Kristi Bolner
Carla Lawson	Kim Sutton
Rachael Jenkins	Mistie Wilson
Joseph Gray	Angela Lisa
Morgan Freeman	Crystal Stidham
Robyn Bingham	Tracee Partin
Kristie Lanham	Judy Lavalle
Lorie Webb	Elizabeth G. McDaniel
Wendy Petrowski	Carla Lawson
Samantha Burton	Dee Pack
Whitney Charles	Eydie Mills
Rena Carnes	Jenny Foley

Teacher Support
for
The Corbin District of Innovation Project

As a teacher at this school building, I support the initiatives set forth in the Corbin District of Innovation Project, providing the implementation of state-of-the-art instruction, including Expanded Learning Opportunities and other Innovative Learning Environments, including Personalized Learning Environments for every student and Anytime/Anywhere Learning to continuously improve educational attainment and close achievement gaps.

Signatures

Karen West	Glenda Clouse
Kim Walker	
Jessica L. Padilla	
Jalisa Day	
Debbie Day	
Elizabeth Donnelly	
Amber Bowling	
Megan Moses	
Kayla Halder	
Lisa Herd	
Amy Prewitt	
Amber Case	
Shaunel Goley	
Samantha Adkins	
[illegible]	
Angela Disney	

TIME: 3:15 PM
PLACE: CPS Media Center
DATE: November 5th 2015

AGENDA: CORBIN PRIMARY SCHOOL SBDM COUNCIL

1. OPENING/ROLL CALL

2. ACTION ITEMS:
   - Approve Agenda
   - Approve Minutes from October Meeting
   - Approve September Instructional and Activity Budget Reports
   - Approve revised master schedule to reflect addition of dance/music and art/drama.
   - Approve submitted fundraiser requests
   - Approve Time Construct 2.1 Plan
   - Approval to participate in the Corbin District of Innovation application.

     <u>This will allow each school the flexibility to do the following</u>:

     - Create Expanded Learning Opportunities;
     - Create Multiple Assessments/Career Pathways to Graduation;
     - Create Innovative Learning Environments;
     - Create different types of job classifications; and
     - Create other types of innovative educational systems that could benefit students (with the blessing of KDE).

3. DISCUSSION ITEMS:
   - MAP testing window opens Nov 9th.
   - In School ESS-Math
   - PBIS Counseling Position-Welcome Beth McDaniel
   - PTO Update

4. Open Discussion-Limited to Action/Agenda Items

5. ADJOURNMENT

Corbin Board of Education Documentation

Corbin Board Agenda and Minutes for Approval of the Corbin District of Innovation Application

Special Board Meeting
Corbin Board of Education

Corbin Center
222 Corbin Center Drive
Corbin, Kentucky 40701

Thursday, November 5, 2015
6:00 pm

Agenda

I. Opening

Call to order
Roll call

II. Agenda approval

Recommendation: ***It is recommended the Board approve the November 5, 2015 agenda.***

III. Recognitions and reports

- **School Updates for Corbin Intermediate and Corbin Middle School** - Principals Bill Jones and Cindy Davis
- **District reports:**
  - **Professional Development** - Assistant Superintendent Dave Cox
  - **Titles I & II** - Assistant Superintendent Ramona Davis
  - **Annual Performance Written Report on PBIS School Climate Transformation Grant** - Director Mark Daniels
  - **End-of-Year Annual Performance Written Report on Project AWARE Grant** - Director Mark Daniels
- **Open Comments**

IV. Minutes and financial management

Recommendation: ***It is recommended the Board approve minutes and financial management items.***

1. Approve Minutes for Special Board Meetings on October 7, 2015 and October 29, 2015 Work Session Minutes
2. Treasurer's Report for October 2015
3. Bills payable:
   Fund 1 General Fund

Fund 2	Special Revenue
Fund 51	Food Service
Fund 52	Day Care Operations
Fund 310	Building Fund
Fund 320	Capital Outlay
Fund 360	Construction Fund
Fund 400	Debt Service

V. Personnel

Recommendation: ***The Board verifies receiving notification on personnel actions taken by superintendent.***

Employments:

480-Heather Burnette	substitute teacher, district, 10/19/05
480-Joshua Giles	substitute teacher, district, 10/19/15
480-Ashley Lawson	substitute teacher, district, 10/26/15
480-Patricia Morgan	substitute teacher, district, 10/20/15
480-Ashlee Sorke	substitute teacher, district, 10/20/15
480-Pamela Taylor	substitute teacher, district, 10/20/15
544B-Elizabeth McDaniel	social worker/counselor, district, 10/26/15
566-Basil R. Hodge	maintenance worker, district, 10/14/15
569-June Boswell	substitute cook/baker, district, 9/28/15
569-Jessica Wynn	substitute cook/baker, district, 9/25/15
572-Erica Hardesty	substitute instructional monitor, district, 10/27/15
574-Jessica Keith	media production assistant, CHS, 10/19/15
576-Jeffery Meadows	custodian, CHS, 10/20/15
903-Shawn Taylor	assistant cheer coach, CMS, 7/21, 2015
927A-Doris Moore	In-schoolESS teacher, CPS, 10/22/15
932-Teresa House	Saturday detention monitor, CES, 10/19/15
933-Jody Mouser	substitute Saturday detention monitor, CES, 10/19/15
934-Ashley Lawson	In-school ESS teacher, CES, 10/19/15
935-Jason Mathews	In-school ESS, CES, 10/19/15
936-Dana White	head softball coach, CHS, 10/22/15
937-Jody Mouser	softball complex manager, CHS, 10/22/15
980-Chasity Faulkner	student technology leadership sponsor (STLP), CIS, 10/19/15

Resignations:

Gary Akins	softball coach, CMS, 10/23/15
Katie Bales	assistant softball coach, CHS, 10/29/15
Broderick Herd	substitute teacher, district, 10/25/15
Deidre Higgins	Odyssey of the Mind coach, CHS, 8/20/15
Jason McDaniel	head softball coach, CHS, 10/06/15
Jason McDaniel	softball complex manager, CHS, 10/06/15
Crystal Stidham	assistant softball coach, CHS, 10/22/15

Family and Medical Leave of Absence Requests:

Hope Rogers	teacher/CHS, 11/03/15-1/08/15

Family and Medical Leaves of Absence Request Extensions:

Hope Rogers	teacher/CHS, 10/20/15-10/30/15

VI. Operations

Recommendation: ***It is recommended the Board approve operation items.***

1. Approve the following change orders on the Corbin Area Technology Center Phase 1 Renovation Project:
   a. Roth Electrical, LLC, change order 002, an increase of $1,611.00, due to outside lights
   b. Hacker Brothers, change order 002, an increase of $6,691.00, due to handrail and handicap egress
2. Accept the FY-2016 technology {KETS} offer of assistance from the School Facilities Construction Commission (SFCC) in the amount of $24,081 with equal match by district
3. Approve field trip requests for:
   a. Corbin High School Band to travel to Atlanta, Georgia, March 17-19, 2016 [James Comn, sponsor]
   b. Corbin High School Senior Science to travel to Florida Keys, March 19-26, 2016 [Steve Jewell sponsor]
   c. Corbin High School Thespians to travel to Western Kentucky University, Bowling Green, Kentucky, November 13-14, 2015 [Rebecca Liford-Hibbard, sponsor]
4. Approve the following Fund Raiser Requests:
   a. Corbin Primary PTO (Box Tops), October 9, 2015 through June 1, 2016
   b. Corbin Primary PTO (Redhound Run), November 5, 2015
   c. Corbin Primary PTO (T-shirt Sales), October, November, December 2015
   d. Corbin Primary PTO (School Mall Magazine Sales), January 2016
   e. Corbin Primary PTO (Winter Festival), February 2016
5. Approve Memorandum of Agreement between Lincoln Memorial University (LMU) Caylor School of Nursing and Corbin Preschool
6. Acknowledge revised Annual Financial Report and Audit Report to reflect Kentucky Department of Education required changes with on-behalf recording, based on October 16, 2015, notification
7. Renew banking services with Whitaker Bank for the 2016 calendar year
8. Approve to purchase from state contract Dell computer storage equipment from Pomeroy in the amount of $30,150.00, needed to meet state requirement to store camera footage data for 30 days
9. Approve extra-service position as principal for Corbin School of Innovation with supplemental pay in the amount of $2,500, effective for 2015-2016 school year
10. Approve agreement with Kentucky Kids Recovery Grant to participate with the Family Resource/Youth Service Program that adds the state funded GAIN Screener for referring students, as needed, to appropriate mental health counseling
11. Approve invitation to participate with the Center for Innovation in Education and the Kentucky Department of Education at the iNACOL (International Association for K-12 Online Learning) Blended Learning Symposium in November, with cost to be covered by the Center of Innovation in Education and grant funds
12. Approve for the Corbin Independent School District to make application to the Kentucky Department of Education as a ***Kentucky School District of Innovation***
13. Approve for the food service department to purchase a 2016 Chevrolet Express Cargo Van at the state contract price of $21,858.00
14. Approve to increase Earlene Hicks, cook/baker at Corbin Middle School contract from 6 to 7 hours per day
15. Amend the job description for the assistant director of 21st Century Programs position from a combination certified/classified position to a classified position at salary schedule 109, effective 2015-2016 school year

VII. Discussion/action items

1. **2016-2017 School Calendar**
2. **Set Special Board Meeting Date to consider Bids on new Corbin Middle School**

3. **VoIP Phone System for District**
4. **KSBA Legislative Contact** - Select Board member to represent Corbin
5. **Recognition Program**
6. **KSBA Winter Symposium, December 4-5, 2015 at Marriott Louisville East Hotel** - Board members attending
7. **Comments from superintendent**

VIII. Comments from Board Members

IX. Executive Session - Per KRS 61.810 [1]: [b] acquisition or sale of real property; [c] proposed or pending litigation; and/or [f] personnel issue[s]

X. Adjourn

Next Regular Board Meeting scheduled for 6:00 pm, on Thursday, December 10, 2015 at the Corbin Center

Record of Board Proceedings
(Minutes)

Corbin, Kentucky, November 5, 2015

The Corbin Board of Education met at the Corbin Center located at 222 Corbin Center Drive at 6:00 P.M. on the 5th day of November, 2015, with the following members present:

1. Kim Croley 2. Todd Childers 3. Angela Morris 4. Stephen Mulberry 5. Carcille Burchette

I. Opening

Call to order - Board Chair Kim Croley called the Board meeting to order.
Roll call - All members present: Carcille Burchette, Stephen Mulberry, Todd Childers, Angela Morris, and Kim Croley

Persons signing the register – Bill Jones, Mark Daniels, Janie Keith, Alicia Logan, Ramona Davis, Rhonda Gabbard, David Cox, Chris Webb, Annie Jewell, Karen West, Patty Crawford, Cynthia Davis, John Crawford - Media Representatives Present: Dean Manning/News Journal, Timothy Wyatt/Times Tribune

II. Agenda approval

Recommendation: ***It is recommended the Board approve the November 5, 2015, agenda, with discussion/action item 3, VoIP, removed from the agenda.***

Motion by Carcille Burchette and seconded by Stephen Mulberry to approve the recommendation. Motion carried by a 5-0 vote.

III. Recognitions and reports:

- **School Updates for Corbin Intermediate and Corbin Middle School** - Principals Bill Jones and Cindy Davis used technology to present reports on their school. Mr. Jones shared Corbin Intermediate information using the school's Twitter, Face Book and Instagram accounts and Ms. Davis shared Corbin Middle information through a Power Point presentation. Both presentations were outstanding and very well received. It was voiced that the huge involvement of students in meaningful activities make the two schools inviting environments for learning. The recent state test results place both schools among the BEST middle schools in Kentucky!
- **District reports:** Each administrator provided a brief update on their report along with the written report.
    - **Professional Development** - Assistant Superintendent Dave Cox
    - **Titles I & II** - Assistant Superintendent Ramona Davis
    - **Annual Performance Written Report on PBIS School Climate Transformation Grant** - Director Mark Daniels
    - **End-of-Year Annual Performance Written Report on Project AWARE Grant** - Director Mark Daniels
- **Open Comments** - none

IV. Minutes and financial management

Recommendation: *It is recommended the Board approve minutes and financial management items.*

Motion by Todd Childers and seconded by Angela Morris to approve the recommendation. Motion carried by a 5-0 vote.

1. Approve Board minutes for October 7, 2015 Special Board Meeting and October 29, 2015 Work Session Minutes
2. Treasurer's report for October 2015
3. Bills payable:

Fund 1	General Fund
Fund 2	Special Revenue
Fund 51	Food-service
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Fund 320	Capital Outlay
Fund 360	Construction Fund
Fund 400	Debt Service

V. Personnel

Recommendation: *The Board verifies receiving notification on personnel actions taken by Superintendent.*

Motion by Angela Morris and seconded by Stephen Mulberry to approve the recommendation. Motion carried by a 5-0 vote.

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Hope Rogers teacher/CHS, 11/03/15-1/08/15

Family and Medical Leaves of Absence Request Extensions:

Hope Rogers teacher/CHS, 10/20/15-10/30/15

VI. Operations

Recommendation: ***It is recommended the Board approve operation items.***

Motion by Todd Childers and seconded by Carcille Burchette to approve the recommendation on Operations. Motion carried by a 5-0 vote.

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13. Approve for the food service department to purchase a 2016 Chevrolet Express Cargo Van at the state contract price of $21,858.00
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15. Amend the job description for Assistant Director of 21st Century Programs to a 100% classified position at salary schedule 109

VII. Discussion/action items

1. **2016-2017 School Calendar -** Board members received the results from the staff and community survey on next year's proposed calendar, including all comments. Karen West was thanked for her assistance. The data provided significant agreement with the proposed calendar. Chair Croley asked the principals in attendance and they did not have any recommended changes. **Motion by Todd Childers and seconded by Stephen Mulberry to approve the 2016-2017 School Calendar with no changes. Motion carried by a 5-0 vote.** *{A copy of the approved 2017-2018 School Calendar is enclosed in the Board minutes.}*
2. **Set Special Board Meeting Date to consider Bids on new Corbin Middle School -** Superintendent McNeel announced that a Special Board Meeting will be held on Monday, November 23, 2015, at the Corbin Center, 6:00 pm, to consider awarding of bids for the new Corbin Middle School.
3. ~~**VoIP Phone System for District**~~ *{Item deleted from the agenda.}*
4. **KSBA Legislative Contact -** Board Chair Kim Croley volunteered to serve as the legislative contact for KSBA.
5. **Recognition Program -** Following open discussion, it was determined that the student and staff recognition program will be held in January 2016. Administration will come up with potential dates.
6. **KSBA Winter Symposium, December 4-5, 2015 at Marriott Louisville East Hotel -** Board members attending will notify Rhonda to assist with travel plans.
7. **Comments from superintendent -** none

VIII. Comments from Board Members – Clarification was made on the PEAK Award presented by KSBA.

IX. Executive Session – Per KRS 61.810 [1]: [b] acquisition or sale of real property; [c] proposed or pending litigation; and /or [f] personnel issue(s) - Board Attorney Bob Hammons announced that the Corbin Board of Education has a need to go into executive session per KRS 61.810 [1] section [b] acquisition or sale of real property, section [c] proposed or pending litigation, and section [f] personnel issue.

At 7:00 pm, motion by Todd Childers and seconded by Angela Morris to go into executive session per KRS 61.810 [1]. Motion carried by a 5-0 vote.

At 8:33 pm, the Corbin Board of Education reconvened the meeting with all five Board members present. Board Member Todd Childers announced that during the executive session discussion was limited to the reasons announced under KRS 61.810 [1] and that no action was taken.

X. Adjourn – Motion by Todd Childers and seconded by Stephen Mulberry to adjourn the Board meeting. Motion carried by a 5-0 vote.

Signed,

_____

CHAIR, CORBIN BOARD OF EDUCATION

_____

SECRETARY, CORBIN BOARD OF EDUCATION