



CISD 2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Districts

Corbin Independent
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Description of the District

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

The Corbin Independent School system is a K-12 district which houses 2890 students, located in the southeastern corner of Kentucky, near the Tennessee border. The Corbin community is unique in that it is located in three different counties (Whitley, Knox, and Laurel). The majority of the school district is in Whitley County, with a small percentage in Knox. While a portion of the city limits is in Laurel, no part of the school system resides in this county. Our school district has one 9-12 high school with 857 students, one 6-8 middle school with 647 students, one 4-5 elementary with 382 students, one K-primary school with 780 students, one preschool with 59 students, one K-12 school of innovation with 188 students and one educational school with 21 students. On average we maintain 25 to 40 students in our homebound program. The gender breakdown is approximately 52/48 (male to female) and has a free/reduced lunch percentage of 59% district-wide. The student population is approximately 93% Caucasian, 4% Hispanic/Latino, African-American, and 3% Indian, Asian, and two or more races. The community demographics are very similar to the school district in that over 90% of the community residents are Caucasian, with a variety of other ethnicities being represented. The Corbin community faces many of the same challenges being experienced throughout Southeastern Kentucky. Issues such as loss of jobs due to the decimation of the coal industry, a changing economic development climate, and illegal drug related problems, are among the most prevalent societal problems that filter down to the individual school district level. However, even with these factors to contend with, our school system continues to flourish. Our student achievement is continuing to grow, and our district is consistently a top performing district in the state. Obviously, there is a strong need to continue to utilize the school community to educate stakeholders as the opportunity arises in reference to these shared challenges in this region of the state.

District's Purpose

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

The district mission statement "Striving To Be Our Best", is not a self-serving slogan for our stationery. It is our belief statement. We are very competitive with high performing districts throughout the state as well as, and more importantly, ourselves. We are constantly trying to improve and regularly visit schools/districts who are doing certain things better than us. This effort is driven by our Board of Education, who developed our Mission Statement, as well as our six board goals. Those board goals are: 1. All students and staff will reach their highest potential. 2.

All students will be equipped with the skills for success beyond high school. 3. All students and staff will use technology to enhance learning. 4. All students and staff will enhance partnerships among parents, community, and business. 5. All students and staff will have safe, inviting, clean and drug free schools. 6. All students and staff will embrace diversity and treat others with respect. The goal for students exiting our district is to be College/Career ready and emotionally/academically ready for the next phase of their future. Corbin Independent Schools employs a variety of strategies to ensure students are meeting satisfactory achievement benchmarks and the use of data is integral to this endeavor. Common Assessments/Exit Exams are developed and used throughout the district and the use of analytical processes during PLC's (Professional Learning Communities) such as the PDSA (Plan, Do, Study, Act) model helps identify student and staff areas of need. Our district has employed a Chief Academic Officer and a 6-12 grade Supervisor of Instruction in order to facilitate curriculum and instructional growth K-12, along with a Special Education Supervisor of Instruction. MAP (Measures of Academic Progress) is utilized in grades K-10 to measure student achievement longitudinally, and prescribe appropriate intervention strategies. Additionally, our school district has realigned our Multi-Tiered System of Supports (MTSS) to provide a continuum of instruction, intervention and supports designed to address the needs of the whole child. Our current emphasis is on strong Tier I instruction aligned with grade-level academic standards, positive behavioral expectations, and core social-emotional competences for all students.

Notable Achievements and Areas of Improvement

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

District Notable Achievements: Corbin Elementary School (CES) had shown an increase in the number of students scoring proficient/distinguished (p/d) over the past two years in reading and math. During the 20-21 virtual COVID school year, they were able to maintain their current scores p/d scores in reading and math showing a minimal decrease. CES has shown a decrease in the number of students scoring novice in math from 19.4% in the 2017-2018 school year to 12.6% for the 2020-2021 virtual COVID school year. CES has also shown a decrease in the number of students scoring novice in science from 14.4% in the 2017-2018 school year to 10.1% for the 2020-2021 virtual COVID school year. Additionally, students with disabilities showed a 20.9% increase in the percent of students scoring proficient from the 2018-2019 school year to the virtual COVID 2020-2021 school year.

Corbin Middle School (CMS) showed an impressive increase in writing scores for the 2020-2021 virtual COVID school year. The percent of student scoring p/d increased from 69% for the 2018-2019 school year to 83.6% for the 2020-2021 school year. As always, CMS consistently scores high in p/d scores and single digit novice scores for Social Studies. CMS economically disadvantaged students have impressively maintained single digit novice percent's for the past three years and showed a

drastic increase of 16.7% in the number of students scoring p/d from 61.9% in the 2018-2019 school year to 78.6% for the virtual COVID school year.

Corbin High School (CHS) showed a decrease in the percent of students scoring novice in writing from 11.1% on the ACT test for the 2018-2019 school year to 9% on the KSA test for the virtual COVID 2020-2021 school year. Additionally, CHS has stayed consistent with the number of students scoring p/d in writing.

Corbin Independent School District (CISD) has also shown improvement in curriculum, instruction, professional development and other district programs. CISD implemented a new CKLA/Amplify reading curriculum for all students K-8th grades with the intentions to strengthen Tier I instruction by offering high quality resources, common assessments, and standards based instruction. This reading program corresponds to the already implemented Eureka/Zearn math curriculum being used in the K-4th grades. CISD added two new positions, a Chief Academic Officer and a Supervisor of instruction, in the past three years specifically targeting curriculum, instruction, and professional development. With this addition, all of our schools are now receiving direct services to assist with curriculum development, mentored instruction, and personalized professional development that is specific to the needs of the school. CISD has additionally realigned the Multi-tiered System of Support to address the academic, behavior, and social emotional learning of students. This newly aligned system focuses on the needs of the whole child by providing an emphasis on strong Tier I instruction aligned with grade-level academic standards, positive behavioral expectations, and core social-emotional competences.

Finally, we implemented a new MTSS curriculum for K-5th grade for all students needing Tier II, Tier III and special education supports. Additionally, our teachers and staff provided a very solid virtual instruction year for the 2020-2021 school year due to COVID. Our teacher and staff learned new ways to teach virtual, implemented new programs and skills, and worked diligently providing supports to help students succeed with school from home.

Areas of Improvement: All of our schools have common areas of improvement for the 2021-2022 school year due to the drastic impact COVID had on the 2020-2021 school year. For the most part, all of the schools showed increases in the percent of students scoring novice in reading and math and decreases in the percent of students scoring p/d from the 2018-2019 school year to the 2020-2021 virtual COVID school year. CES, CMS and CHS all need to show improvement in the area of Science by showing an increase in p/d scores and a decrease in novice. Additional review of science curriculum, instruction, and standards needs to happen through professional development opportunities and professional learning community meetings at each school level. Historically, students with disabilities have continually

shown high percent of students scoring novice and low percent of students scoring p/d. We will continue to include special education teachers in professional development sessions offered for all teachers and then provide additional professional development relevant to their specific school needs . We will monitor the MTSS curriculum being used in the resource rooms by classroom observations and review of the student progression data. Finally, CHS has shown a decrease in ACT composite scores from 21.7 in the 2016-2017 school year to 18.4 in the virtual COVID 2020-2021 school year, and went up to an 18.6 in the 2021-2022 school year. We will implement an ACT review schedule starting in September to help increase ACT scores, and the curriculum used/teacher training will be from TorchPrep.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

We have no CSI/TSI schools in our district.

Additional Information

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

There are several components of a successful school district that are not readily apparent to the general public, listed below are some of these integral factors: (1) Collaboration between staff (in particular principals between schools) (2) Use of daily learning targets that are aligned with the standards and formatively assessed daily. (3) Use of professional learning communities (to analyze and critique teacher work as well as student assessments) (4) Utilization of Master schedule (building 12 professional days into teacher calendar -- 5 PD days; 7 teacher work days) (5) Integration of grant money into our programs (21st Century, School Climate)

Attachment Summary

Attachment Name	Description	Associated Item(s)
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