



CES 2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Schools

Corbin Elementary
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Table of Contents

| | |
|---|---|
| <u>2022-23 Phase One: Executive Summary for Schools</u> | 3 |
|---|---|

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Description of the School

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

Corbin Elementary School has approximately 395 students enrolled and serves students in grades 4 and 5 in the The Corbin Independent School system. Corbin Independent is a K-12 district which houses 2900 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 the county. Our school district has one 9-12 high school with 875 students, one 6-8 middle school with 630 students, one 4-5 elementary with 390 students, one K-Primary school with 730 students, one preschool with 110 students, one K-12 school of innovation with 325 students and one educational school with 30 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 62% district-wide. The student population is approximately 94% Caucasian, 4% Hispanic/Latino, African-American, and 2% 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 ethnicity being represented. The Corbin community faces many of the same challenges being economic development climate, and illegally 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.

School's Purpose

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

Corbin Elementary School Council and Staff believe that all students can learn and that all students will learn. We believe that all students can achieve mastery regardless of family background, socioeconomic status, race and/or gender. We believe our school's purpose is to educate all students to high level of academic performance while fostering growth in social-emotional behavior and dispositions, thus enabling all students to achieve mastery of skills necessary to become life-long learners and good citizens. At Corbin Elementary School we strive to educate the

whole child not just academically. We celebrate the individual differences of our students and empower them to reach their highest potential. By providing common planning time for our teachers and through our Professional Learning Communities we are able to give teachers the opportunities to plan lessons, plan interdisciplinary instruction, and analyze student data. Teachers and administrators utilized the PDSA cycle for systematic improvements. The common planning also allows parents time to meet with teachers as a group. How We Ensure Educational Equity: All children are unique and teachers at Corbin Elementary work to meet the needs of these students through differentiation in all classes. Teachers receive professional development on programs that are utilized within the school and specific teaching strategies to help students reach their highest potential. Common Assessments are given four times throughout the year to monitor student progress and mastery of the standards. Assessments such as MAP, IXL, Accelerated Reading tests, SPIRE reading screeners, and BRIDGES diagnostics. Assessments help determine each child's strengths and weaknesses. Once the data has been analyzed, teachers meet during common planning time and develop a plan of action. Teachers discuss deficiencies they identify as common throughout and then decide on what needs to be done to help meet all students' needs and help ensure students are successful. Corbin Elementary recognizes the importance of relationships and connections with parents and the community. We try to accomplish this through our team building process with staff and by making our parents have more of an active role in the learning process with our students.

Corbin Elementary has taken steps to get more parental and community involvement through such programs as, Parental Advisory Committee, School Based Decision Making Council, School Improvement Communities, Save the Children Program, 21st Century Redhound Enrichment and through in-school programs like Career Day, Veterans Day Program, Student Data Night, and guest speakers that focus on various careers. Our Family Resource Center has an active volunteer program with local businesses which helps in providing additional human and financial resources.

Notable Achievements and Areas of Improvement

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

Corbin 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 21-21 virtual COVID school year, we were able to maintain our 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.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Not a TSI school

Additional Information

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

There are several components of a successful school 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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