



Executive Summary

Middlesboro Independent

220 N 20th St
Middlesboro, KY 40965

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Introduction

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

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

Description of the School System

Describe the school system'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 system serves?

Middlesboro Independent School District recently met the requirements of AdvancED and the Board of Trustees of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The overall and domain scores for MISD were above the AdvancEd Network Average. Therefore the External Review Team recommended to the AdvancEd Accreditation Commission that Middlesboro Independent School District earn the distinction of accreditation for a five year term. Accreditation is a voluntary method of quality assurance designed to distinguish schools following a set of educational standards. It is recognized for its ability to effectively drive student performance and continuous improvement in education. The Middlesboro Independent School District plans to use the findings from this review to guide the continuous improvement process. Our vision "Where Everyone Matters" and the mission "A Relentless Dedication to Motivate and Inspire Student Success" will serve as the foundation to future initiatives and support identified district goals.

Middlesboro Independent School District was established in 1896 and is located on the Kentucky side of Cumberland Gap near Cumberland Gap National Historic Park in the city of Middlesboro. Geologists think it is the only city built inside a meteorite crater. There are several challenges facing our community and school system. The current population of Middlesboro is 9,933, which is a decrease of over 600 residents since the 2010 Census. The coal industry has declined over the past few years and the unemployment rate is 10.6%. Most of the jobs here are in the areas of manufacturing 21.6%, retail 19%, and construction 11%. The average weekly wage is \$595, which is below the state average of \$778. Only 50% (3,687) of the working residents of Bell County work in the county. The other 50% of the working residents (3,688) commute to work outside of the county. Bell County does have a significant number of workers that commute (3,883) into the county. The total population of Bell County is 27,885.

With the decline of the coal industry Middlesboro has been hoping for a growth in tourism, primarily from nearby Cumberland Gap National Park. The opening of the Cumberland Gap Tunnel has helped the city prepare for the future and ways to prosper. Not only is Middlesboro one of the few cities in the world to be built completely inside a crater but is also where ragtime music originated in the early 1890's. Middlesboro claims to be home to the oldest, continuously played golf courses in the world, Middlesboro Country Club.

Our district is made up of three A1 schools with a total of 1,333 students in our school system. Middlesboro Elementary grades K-4 has 455 students, Middlesboro Middle School grades 5-8 with 350 students, and Middlesboro High School grades 9-12 has 397 students. We also have an alternative school called New Horizons that serves 41 students through on-line and direct instruction. Our school system also collaborates with the Bell/Whitley Community Action Agency to provide a birth to preschool program that is housed in our school district which serves 98 children. Approximately 60% of our kindergarten students attended the Bell/Whitley Preschool Program.

Our district employs 79 full time classroom teachers with 68.4% being female and 31.6% male. The average years of teaching experience is 14.9 and 94.1% of our teachers hold a masters or higher. We have two National Board Certified Teachers and one with a specialist degree. Our student teacher ratio is approximately 16:1 and our per pupil spending is \$10,304 per student which is slightly above the state average of \$10,217 per pupil. Our average teacher salary is \$48,895 which is below the state average of \$51,143.

According to the 2015 TELL Ky survey 90.1% of MISD teachers reported that they had sufficient instructional time to meet the needs of all students and 89% felt protected from duties that interfere with teaching. Also teachers reported they had adequate work space (90.9%) and

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access to reliable communication technology (96.7%), and other equipment and supplies (85.7%). Only (67.8%) of teachers felt they had an appropriate level of influence on decision making in the schools. Professional Development feedback (79.1%) was another area of concern. In the area of Community Support and Involvement the survey showed that only (73.3%) of teachers felt that parents/guardians are influential decision makers in the schools. However, they did feel that teachers provided parents/guardians with useful information about student learning (94.4%). The overall score for MISD teachers was that (83.7%) felt their school was a good place to work and learn.

Males make up 51.6 percent of our student population with females being 48.4%. Most of our students (86.5%) are white and the other groups make up 13.5% of the student population. We have 209 students with disabilities and 224 students participate in our gifted program. The district graduation rate for 2015 was 81%, which is lower than the state average 89%. However the percentage of students College and Career Ready was below the state average at 79%. The district's attendance rate is 92.5% and we have a retention rate of 2.5% which is slightly above the state average of 1.8%. Our dropout rate is 3% as compared to the state rate of 1.5%. Another concern is the high percentage of students who do not successfully transition to adult life after graduation. 27.2% Attend College, 13.6% Work and Part-Time College, 5.8% Vocation Technical Training, 1.9% Military, 25.2% Work Only, and 26.2% Not Successful.

Most of our students who attend college do so at our local community college or one of the state universities. We do have several students who attend Lincoln Memorial University in Claiborne County, Tennessee which borders Bell County, Kentucky. Approximately 27.2% of our students attend college after graduation.

All schools in our district participate in the "Community Eligibility Option" feeding program, which allows all students to eat free. If this option were not available to our students more than 80% would qualify for free or reduced lunch meals.

Last year all schools and the district worked with a parent advisory group to update Title I Parent Involvement Policies. Parents and guardians were also given the opportunity to complete a Parent/Community Survey at the beginning of the school year with over 300 parents completing a survey. According to the survey 209 parents agreed that the school system valued continuous improvement. Over 250 parents reported that increasing opportunities for students to take dual credit classes would increase the number of students who would successfully attend college. Only 94 parents felt that we had adequate resources to educate every child but 286 parents felt we were committed to discovering new and better ways to educate and engage students. Over 250 parents reported that our teachers constantly work to improve their teaching strategies. Resources that would help their students' education were listed as Homework Hotline, Technology Training, Mentoring, Math and Writing at Home, and College and Career Readiness Workshops.

Our district is also the beneficiary of several grants and programs that support our students, staff, and parents. Middlesboro Elementary has the following programs. Leader in Me is based on the work of Steven Covey. Born Learning, is a program that works with parents of children from birth to age five. Ready for Kindergarten, which supports children from ages 3-5. Mentoring Programs- with students in the medical school and school of education at Lincoln Memorial University also with Vets serving Vets. Lincoln Memorial University also offers parenting classes for MES as well as placing student teachers in the school.

Middlesboro Middle school is part of a Gear-Up grant that provides an Academic Specialist and Family Engagement Specialist to work with a target group of students and parents to engage them in activities that will address college/career readiness success. MMS is also a Leader in Me school. Project Lead the Way is another initiative in our district at all three schools including the elementary school. The first class, Gateway to Technology, is taught at the middle school level in eighth grade. The other classes are offered at Middlesboro High School where students take the next class, Intro to Engineering. Our goal is to offer three PLTW pathways. Also involved with this grant is the Youth Career Counselor who identifies students who are at risk of dropping out but may have potential for college success. MHS is participating in an Early College program called the Boro School with Southeast and Community College where students have the opportunity to earn an associate's degree as they complete high school. KIAE (Kentucky Institute for Aerospace Education) is also a program offered at the high

school.

Our district is part of a federal grant called the Appalachian Renaissance Initiative through the Kentucky Valley Education Cooperative. The purpose of the ARI is to provide educators with the tools and resources to be highly effective, and the creation of personalized learning environments. The three major components are; Next Generation Classrooms, Personalized Learning, and Educator Effectiveness.

System's Purpose

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

The mission of the Middlesboro Board of Education; A relentless dedication to motivate and inspire student success.

The vision of the Middlesboro Board of Education; Where Everyone Matters

The District Planning Team met several times during the months of November and December to develop the CDIP. The team was made up of teachers, principals, district office administrators, and Family Resource and Youth Service Center Coordinators. Academic and demographic data was analyzed from all schools in order to write the goals and objectives in the plan. The purpose of the plan is to support the schools as they implement the activities in the CSIP's. We found that we need to improve in all areas but the area of most concern district wide is math. As we develop the plan our main focus is our dedication to students, staff and administrators to commit to the vision that Everyone Matters. The following goals and plans will help us reach our goal of becoming a proficient district.

Our district wide goals and targets are as follows:

- * To increase our Graduation Rate to 98% by 2019 and to 91.0 by 2016
- * Have a College and Career Readiness Score of 67% based on ACT and State Benchmarks by 2017 and to 61.5% by 2016.
- * To improve the District Attendance Rate to 94% by 2017
- * Increase the Percentage of Effective Teachers by using the Professional Growth and Effectiveness System for the Next Generation Professionals
- * To achieve proficient ratings in our program reviews for writing, arts/humanities, practical living, and K-3.
- * To reduce the percentage of students scoring novice in reading and math by 50% by 2020.
- * To meet the Proficiency Targets set by the Kentucky Department of Education on the Next Generation of Learners Assessment.
Proficiency Target Combined Reading/Math Percent Proficient/Distinguished

District Delivery Targets (2015-16)

The average district combined reading and math K-Prep scores for elementary students is 37.5 and the target was 37.6. (The 2014 score was 30.6.) The target for 2015-16 is 44.5.

The average district combined reading and math K-Prep scores for middle students is 37.9 the target was 38.6 (The 2014 score was 31.8) The target for 2015-16 is 45.4.

The average district combined reading and math EOC scores for high school students is 44.3 and the target was 47 (The 2014 score was

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41.1). The 2015-16 target is 52.9

The district graduation rate delivery target was 89.9 and the actual score was 81. The target for 2015-16 is 91.0.

The district percentage of students who graduate college and career ready was 65.1 and our target was 61.1 (The 2014 score was 61.2)

The target for 2016 is 61.5.

Notable Achievements and Areas of Improvement

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

Notable Achievements and Areas of Improvement

The middle and high school met their Annual Measurable Objective for 2014-15 as well as the district. Our high school is a proficient school with our middle school is classified as a high progress school because of their 6.6 gain. The middle school moved from the 23% to the 52%, the high school from the 77% to the 83% and the district from 39% to the 58%. The graduation rate at the high school is 94.4% but the district rate fell to 81%. The high school percentage exceeds the state average due in part to the credit recovery program offered at our alternative school and at the high school.

Our strongest academic areas district wide are science and writing at the high school, social studies and reading at the middle school and reading at the elementary.. Science and writing scores at the high schools exceeded the state average in the percent proficient and distinguished. The high school also met their Gap Delivery GAP Target in Writing and their target in College and Career Readiness. Writing and reading exceeded the state average at grades ten and eleven. Middle school reading and social studies met the GAP Delivery Target a well exceeding the state proficiency percentage in 8th grade reading, social studies and writing. Reading at the elementary met their GAP Delivery Target with the proficiency score for grade three reading above state average. Our weakest area was math with all grade levels scoring below the state average and math also had our lowest GAP scores.

Our district provides more than adequate resources to our students with a per pupil expenditure of \$10,304 that exceeds the state average. All of our teachers are highly qualified and almost ninety-two percent of them hold a masters degree or higher. We also have two National Board Certified Teachers and one with a specialty degree . Our teacher to student ratio is 16:1. Technology is another strength we have with the number of computers per student in our district being one computer for every 1.3 students. All classrooms are equipped with SMART Boards and we have multiple mobile and stationary computer labs throughout our schools.

All schools have a Next Generation classroom equipped with a Mondo pad, high definition conferencing camera, document camera, and mobile ipad lab. The use of various technology devices is evident throughout our district especially to support the challenges of our special needs students. Teachers integrate programs such as Edmodo, Success Maker Pro, Plato, Odyssey, iXL, Moby Max, STAR 360, MAP, Lexia Learning, Dream Box, IQWST, and Study Island through the use of technology. Students at our elementary school as well as students (birth to 5) living in our district also participate in Imagination Library sponsored by Dolly Parton.

Our major goal for the next three years is to increase the number of students who are college and career ready when they graduate from high school. We would also like for all our district and the middle and elementary schools move into the proficient classification and to improve our GAP scores for students with disabilities and our free/reduced lunch students. One of the first steps in achieving this is to address the reading and math deficiencies in all schools. We are presently working with consultants from the Kentucky Department of Education, Southeast South Central CO-OP, Kentucky Association of School Councils, Kentucky Educational Development CO-OP, and the Kentucky Valley Educational Cooperative to support our teachers at all levels. It is our belief that the success of students at the elementary level will lead to success for students in the middle and high 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.

The staff, students, parents and community of the Middlesboro Independent School District face many challenges. We live in an impoverished area with high unemployment, decreasing population and a drastic change to the family structure. We are also negatively impacted by substance abuse. According to census data over 70% of grandparents in Bell County reported that they are responsible for their grandchildren. Only 65.1% of persons age 25+ have a high school diploma, which is below the state average of 81.7%. Adults holding a bachelor's degree is 11.2% as opposed to the state average of 20.6%. The number of people in Bell County living below the poverty rate is 32.5% ,the state average is 18.1%, and the national average is 15.1%.

In the recent Kentucky Child Well-Being Rankings Bell County ranked 110th out of 120 counties. It is the 19th poorest county in Kentucky and located in the Promise Zone. The rankings were based on education, health, economic security, and family/community. Bell County had the following rankings; economic security - 87% of the children live in poverty, education - 57% of kindergartners not ready to learn, 54% of fourth graders below proficient in reading, 69% of eighth graders below proficiency in math, health - 37% of women smoke during pregnancy, and family/community - 29.9% of births are to mothers without a high school degree. According to the report "The cornerstone of how kids do is economic well-being," "You can cut it anyway you want, but the economic security that kids enjoy, or fail to enjoy, has a direct impact on education achievement, on health outcomes, on the stability of family and communities."

Even though we face many challenges daily we accept the responsibility of educating our students and preparing them to become college and career ready. With support and intervention we feel that we will be able to help our students overcome the many barriers to learning and become successful and productive citizens.