

2018/2019 BCHS Phase Three: Executive Summary for Schools_11192018_14:53

Phase Three: Executive Summary for Schools

Bell County High School

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Last Modified: 11/19/2018

Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

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?

Bell County High School, with an enrollment of 705 ninth through twelfth grade students and 42 teachers, is situated atop of Log Mountain, two miles south of Pineville in a rural Appalachian community of Southeast Kentucky. Our students, predominately Caucasian (less than 1 percent minority), are found throughout Bell County, traveling to school by way of curvy, mountainous roads including Frakes, Blackmont, Arjay and Right Fork. The roads themselves often present a challenge on icy winter days. We have a large population of socioeconomically disadvantaged students (80% free and reduced lunch). We also have several other unique challenges, one being that several of our students are being raised by grandparents or other relatives instead of their natural parents due to several environmental causes including drug abuse, teen pregnancy and poverty. The community is one that developed through the wealth of our natural resource, coal. As the reserves and the industry of this resource dwindle, so does our population and income base. Now our main employment opportunities are found in the hospitals, schools and prisons. We have an urgent need to kindle economic growth so our students will have better opportunities than the generation before. Within the last few years both Middlesboro and Pineville City have had a wet/dry vote and both communities have went wet; both cities lie in Bell County. The wet/dry vote has helped to increase the economic opportunity and attractiveness in the area for businesses and employers. With being named a Promise Zone through the Obama Administration, technology may be our greatest tool to meet students' needs, overcome limitations, and equip them for success.

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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.

his is our purpose and mission: We believe our voice is central in bringing the highest scholarly and artistic contributions to the world. We at Bell County High School strive to provide an education which broadens the intellect, builds character, and leads students to lifelong learning and service. As faculty members, administrators, and staff, we pledge to help our students explore a variety of academic, fine arts, career, and 21st Century experiences within the context of a broad liberal arts education. To further enable students to be college and career ready, we will infuse the lives of students with scholarly and creative experiences. This statement is a conglomeration of the beliefs and ideas of the committee that wrote it. They represent the administration, the teachers from differing departments, the family resource staff as well as the parents. Each of the departments listed have a member on the CSIP committee. The school has high expectations for every student. We have embraced the philosophy of open enrollment for challenging and rigorous AP classes. Our ninth and tenth grade teachers have been trained in Laying the Foundation and are incorporating its pre-AP curriculum designed to scaffold instruction so all students can be successful in rigorous and higher level thinking tasks. Our district has also partnered with Gear Up whose goals include College and Career Readiness and dropout prevention. We have continued to

offer as many academically challenging, art-focused and career-oriented (CTE) classes as feasible in order to meet the diverse needs of our students. We have access to the Area Technical Center which is housed next to our building and connected by a walkway. This allows us to provide a variety of options in scheduling technical classes. We try to focus our students on a career path through their ILP's and further enable them through our focus on 21st Century skills in the classroom. This year, through SEKTC and The University of the Cumberlands, dual credit classes are being offered to all students. The classes range from College Algebra to Religion classes. By offering the dual credit classes, students are given more opportunities to graduate with college credit at the end of their senior year. This year due to an incentive by the BOE, we have teachers completing college courses in their field in order to offer more dual credit course within our building.

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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.

We have had steady growth in our graduation rate over the past three years. Last year we graduated 97% which is well above the state average. Our graduates are also leaving BCHS college and career ready. Over the past three years we have increased and exceeded the state Delivery Targets in CCR from 56.3 in 2015 to 65.1 in 2017. In the area of assessment, one of our greatest areas of growth came in On-Demand Writing. We have increased our Proficient/Distinguished scores for all students from 46.3 in 2015 school year to 73.4 in 2017. In 2016/17 our main focus was Closing the Achievement Gap. We targeted students who fell in the GAP group and began really focusing on how we were going to help those students. All areas saw a great jump in scores and students responses with our new focus. In English II our GAP students rose from a 54.4 in 2016 to 60.9 in 2017. Algebra II saw an increase from 36.9 to 44.4 in 2017. US History also saw improvement from 52.2 to 59.3. Science experienced tremendous growth from 30.4 in 2016 to 45.0 in 2017. The greatest increase came in On-Demand Writing which seen an increase from 50.3 in 2016 to 73.4 in 2017. Of course the On-Demand scores in 2017 were based only on juniors. With the increase across all areas, Bell County High School became a Top 10 GAP scores, Achievement in all areas for 2017. This helped BCHS become the Most Improved school in the Southeast Southcentral area among high schools. With these great advancements in assessment, CCR, and Graduation rate, Bell County High School remained a high performing school for the 2017/18 school year. For the 2017/2018 school year, BCHS graduation rate did not change, remaining well above state average at 97%. Our ACT scores saw a .3 increase from the previous year, and we established baseline goals for math and reading with the new accountability system. With the new scoring of high schools, we were labeled an "Other" school which means that we are not under any state guidelines or mandates. This year will be one of growth as we focus on the new standards for College and Career Ready and preparing our students for the new science test. One of our greatest areas of strengths, On-demand writing took a terrible hit dropping 13%, so this year we will refocus on the writing curriculum and figure out where our deficiency is in a subject that was our greatest achievement for the past two years.

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Additional Information

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

With more demand being placed in schools to involve community, BCHS has started a COOP program to place students in the workforce in high demand community jobs. This will be our first year for such a program and we are looking forward to the community partnerships. We are also excited with our new partnership with the University of the Cumberland in the teaching of dual credit classes. The university is providing mentorships with college professors with our teachers and opening lines of communication with our students.

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Attachment Name	Description	Item(s)
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