2020-21 Phase Three: Executive Summary for Schools_10072020_15:57

2020-21 Phase Three: Executive Summary for Schools

Bell County High School
Paul Crawford
9824 US Highway 25 E
Pineville, Kentucky, 40977
United States of America

©Cognia, Inc.

Table of Contents

2020-21 Phase Three: Executive Summary for Schools 3

2020-21 Phase Three: Executive Summary for Schools

. 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 738 ninth through twelfth grade students and 38 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 (74% 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.

. 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.

This 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, EKU, Murray State, 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. 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.

. 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 96.4% which is well above the state average. Our graduates are also leaving BCHS college and career ready. With the only data we still have available, we have increased and exceeded the state Delivery Targets in CCR from 56.3 in 2015, 65.1 in 2017 and last year we were at 67.7. As a testament to the increase in our college and career ready students, we had two students graduate with their Associate of Science degree from SEKCTCS in May. With the only assessment data we have from the 2019/2020 school year, our juniors increased the ACT composite from 18.1-18.7. In 2016/17 we began to focus on Closing the Achievement Gap. We targeted students who fell in the GAP group and began 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. 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. With the new Reporting and Star Program, we are having to readjust our understanding of accountability so that we may once again achieve to the fullest we are capable of achieving. For the 2019/20 school year, BCHS graduation rate did drop but we remained well above state average at 96.4%. With the new star rating of high schools, we were given a 2 out of 5 stars. We are still labeled "Other" which means that we are not under any state guidelines or mandates. Due to COVID 19 pandemic, our entire testing system and accountability was canceled last year. Instead, teachers and administrators had to focus on how to teach every student and relay messages and information through a virtual world. Over the course of the last six months, administrators, teachers, and students have learned new platforms for instruction and delivery. Students were given the option to come to school in-person or virtually. As COVID has boomed, students have had to adjust to going back and forth between home and school. Teachers have developed courses through Blackboard and Google Classroom to ensure students are able to get the content they need to be successful. Everyone has learned the term flexibility.

. **CSI/TSI Schools (including ATSI) 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.

n/a

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

We are fortunate that for the next five years the partnership with GEARUP through Berea College is back in our building. This partnership offers an opportunity for our students to get opportunities in tutoring, mentoring, and learning. GEARUP also brings much needed resources for programs to help our students especially those identified in our GAP groups.

Attachment Summary

Attachment Name	Description	Associated Item(s)