



2021-22 Phase Three: Executive Summary for Schools_11192021_14:47

2021-22 Phase Three: Executive Summary for Schools

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

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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?

Bell County High School, with an enrollment of 726 ninth through twelfth grade students and 46 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.

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.

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, ECU, 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.

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.

Over the last three years, our graduation rate has steadily maintain about the state average with this past year graduating 92%. We have seen a small decline in our graduation rate, but COVID has contributed greatly to that concern. We have new systems in place to address those issues. We are offering a virtual option for students who find the constraints of school to binding. We know our graduation rate will once again climb. . 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 four students graduate with their Associate of Science degree from SEKCTCS in May. Due to COVID 19 pandemic, our entire testing system and accountability was canceled two years ago and was reinstated last year only testing those that wanted to test. We ended up testing 91% of our juniors and 88% of our sophomores. We had one of the highest participation rates for testing in the state. Out of the testing system we had some remarkable numbers emerge from our students success. We increased in Proficient/Distinguished in every subject except science. We met all of our CSIP goals from the previous year. The greatest bragging point came in On-Demand where our juniors scored 71.2% P/D and only 4.3 scored novice. We had put in place new actions for our teachers for On-Demand and the teachers answered the call and our students achieved great things. This past summer we spent a week long PD for Thoughtful Classroom Strategies and received

Toolbooks that are loaded with teaching strategies. We are in the process of eternalizing those strategies and implementing them into the curriculum. The teachers have been very positive about the new strategies and reporting in weekly lesson plans to be incorporating them into the curriculum. Over the course of the last six months, administrators, teachers, and students have learned new platforms for instruction and delivery. Students were once again given the option to come to school in-person or virtually. Most students chose to come in-person. Only 6% of the student body is currently virtual. We have hired teachers to specifically instruct and work with those students, taking that burden off of the shoulders of our regular education teachers. 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. We will all test this year. We will all go through ups and downs of COVID. Hopefully we can all adjust to our new "norms."

Additional Information

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

Additional Information

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. AMERICORP has also become a partnership in our building. With the program, we have gained more in person resources for our students and teachers. We have more in class tutors, help with school functions, and mentors for our students. These are the programs that make a school stronger.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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