



2020-21 Phase Three: MHS Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

Middlesboro High School
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. 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?

Middlesboro High is a 125 year old institution with a population of approximately 360 MHS students. It is located in the southeast corner of Kentucky a few miles from the Tennessee and Virginia borders. We may be the only city in America located in a meteorite crater. There are approximately 54% of our students who are receiving services virtual instruction. For all but 12 days of this school year, 100% of our students have been taught virtually. The population of boys and girls is essentially equal. We continue to have 26 certified educators, 1 principal and assistant principal, 1 counselor, 1 family resource youth service center employee, 6 classified para-professionals, and 3 custodians. Each of the 3 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 approximately 70-75% would qualify for free or reduced lunch. The community is unique and has several challenges that must be considered when providing services to students and families. Over the past decade we have witnessed what has become a major concern for our area: the economic impact of the closing of several area mines, continuing loss of tax based revenue, and local ancillary supporting businesses. The significant decrease of employment opportunities for our students families who rely on mining coal as their family source of income has directly impacted the number of students who attend our school. We slowly continue to lose families due to relocation in order for them to be gainfully employed. The current population of Bell County is 25,899 with a growth rate of -1.28%. Our county has lost over 2,700 residents since 2010. Middlesboro currently has 9,074 residents it is the 44th largest city in Kentucky and the 3295th largest city in the United States. Middlesborough is currently declining at a rate of -1.37% annually and its population has decreased by -12.19% since the most recent census, which recorded a population of 10,334 in 2010. Middlesborough reached it's highest population of 14,482 in 1950. Spanning over 7 miles, Middlesborough has a population density of 1,229 people per square mile. The average household income in Middlesborough is \$34,428 with a poverty rate of 40.58%. The median rental costs in recent years comes to \$514 per month, and the median house value is \$88,000. The median age in Middlesborough is 42.2 years, 41.7 years for males, and 42.9 years for females. For every 100 females there are 91.4 males. According to the <https://worldpopulationreview.com/us-cities/middlesborough-ky-population> website, we are losing approximately 1,000 residents every 10 years. The coal industry has declined to an almost non-existent

state over the past few years and the unemployment rate is high. Most of the jobs here are in the areas of medical services, retail, education, food services, civil support, and manufacturing. With major employers having moved from the area, a declining population continues to be a major concern for our local schools. A sizable portion of our student population resides in apartments managed by the Housing Authority of Middlesboro which manages 13 housing developments in Middlesboro. According to the U.S. Census Bureau, the percentage of number of persons below poverty level in Kentucky is approximately 18.5% compared to 44.7% in Middlesboro. The median household income in Middlesboro is \$22,443 versus the median household income for our state is \$43,740. Middlesboro has more than double the number of people unemployed and living in poverty, while we survive on less than half the median household income. These statistics reveal a significant challenge for our community as well as our school. The continuing struggle with poverty, the community substance abuse culture, and continuing rise in unemployment plagues our school with issues that require our staff to continuously look for strategies that challenge and support our young learners despite their difficult circumstances. The need for outside agency support with behavioral and mental health problems continues to increase. The district has attempted to help with this issue by hiring two additional itinerate counselors as well as a school psychological testing administrator.

. 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.

Vision: Middlesboro High School will be a school of distinction that prepares students for post-secondary life. Mission: All students ready for the next steps in life. Values: Middlesboro High School values relationships between the staff, students, and community. We demonstrate our values through communication with all of our stakeholders and possess a genuine passion for the education process. We establish goals and have high expectations for our staff and students. We are determined to provide the necessary instruction and support to ensure the highest academic achievement. Finally, we take great pride in our school and community. We continue to believe pride is the core value that provides the impetus for success in school and life. We define pride as persistence, respect, integrity, determination, and excellence. We expect students to maintain a positive attitude, perform to their maximum ability, and succeed. School Profile: Middlesboro High School consists of grades 9 through 12. Students have access to the Diploma of Distinction, Advanced Placement Honors courses, Pre-College Diploma, the MHS Early College Academy at KCTCS Southeast Campus, dual credit classes through the Kentucky Southeast Community College (KCTCS), the CTE Diploma with the local ATC Kentucky Technical

and Vocational School, and a Credit Recovery Program called New Horizons. Stakeholders collaborated on the development and continued revision of our vision, mission, and values statement. Our teachers and staff are equally important to the success of our school. The input and buy-in of our staff is imperative to the success of our mission. We are driven to provide a positive culture and climate for our students. We believe that a positive, safe environment will yield the fruits of success for all. MHS offers the following graduation tracks including Vo-Tech with the local County ATC, Air and Space Aviation, Project Lead the Way (PLTW), Pre-College, Diploma of Distinction (AP), and an Early College Academy Program. Early College is a program partnership with Southeast Community College that allows MHS students who have met the Kentucky ACT benchmarks to be college ready to dual enroll as a student at SECC and work toward an Associates Degree. These unique offerings are supported by the administration, faculty, KCTCS - SECC, and a collaborative educational foundation. To date we have 19 students who have earned an Associates Degree. We are on track to have 1 additional new graduate in the Spring of 2021. There are 5 students currently enrolled in our 5th and 6th ECA cohorts. Approximately 35% of our students leave MHS with between 3 and 24 college hours that were achieved via dual-credit. We also offer opportunities to students who are interested in broadcasting via our FM radio station 95.5 WYJR- FM LP. Students may participate in a co-op program and are assessed by the KOSSA. Students may also prepare for a military career by enrolling in the US Army JROTC program. Approximately 20% of our current population are members of the JROTC program. By virtue of a new grant, MHS became a JAG program participant. Our JAG teacher was professionally trained in the summer of 2019. Her continued PD was conducted virtually this past summer. According to the website, JAG Kentucky is an affiliate of Jobs for America's Graduates (JAG), www.jag.org, a national non-profit organization dedicated to reconnecting students academically by helping them overcome barriers to graduation and helping them transition into postsecondary education, the workforce or the military after graduation. Our competency-based curriculum educates students in areas of career development, job attainment and retention, leadership, financial literacy and numerous other life skills, all of which enhance a student's employability and likelihood of success upon graduation. Our second cohort of JAG students were formally welcomed into the program by formal ceremony and an induction of officers was conducted in November 2020 virtually on Zoom. Community representatives included the mayor, city council members, school superintendent and board members, local business owners and families of students. Finally, we teach our students that one's attitude and behavior is everything. We daily share with our students the value of productive struggle. The belief in the philosophy of Growth Mindset is a strength of our faculty and is also shared with our kids during classes and on displays throughout the building. With a

positive attitude, good behavior, and a strong desire to succeed with an equally strong work ethic, a person can reach their maximum potential.

. 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.

The 2019-20 School year was certainly one we will all remember. The Yellow Jacket and Lady Jacket Soccer teams won district titles, the Football team had its best year and first winning season in 5 years. MHS Men's Basketball won a district title and Coach Lewis Morris was the District Coach of the Year. The MHS Academic team won another district title, the Quick Recall team won its 6th Regional title in a row, and MHS Senior Andrew Kelley was recognized as the best QR player in KY high schools. Since graduating last May, Andrew has gone on to be the top QR player at the University of Kentucky. Our Virtual and Performing Arts classes continue to be a support to our school and community. Last November 2019, the Choir and Band performed alongside the JROTC to honor our community veterans in our annual Veterans Day Program. The 2019 Winter concert was exceptionally successful with both groups entertaining MHS, MMS and a large number of the members of our community with seasonal choral music that showcased our talented choir as well as our band. The art classes were also showcased with a display of the many types of art students studied and created over the course of the Fall term. Once again, our choir director continued to model excellence as she led several of her students to selection in All-Festival and All-State honor choirs. Our band also had students selected to All-Festival honors. March 13th, 2020 brought significant change to our school. Everything came to an abrupt halt as the Governor mandated an end to all regular and extracurricular events. Our students received modified NTI instruction the last 6.5 weeks of school and were sent into a tailspin of change that will likely impact them for the remainder of their lives. The year ended with a virtual graduation that took three weeks to create and two days to complete. In the end the Class of 2020 received a professionally made graduation video, a 3x5 foot banner, a distanced parade through town, gifts from the project graduation committee, and gift bags that included earned awards and recognitions. Our teachers, students, and community worked together to show our kids their love and support. August 28, 2020, MHS opened its doors to a school life filled with restrictions and virtual learning. While the Class of 2020 lost 6 weeks of social development and senior life activities, the Class of 2021 has suffered the loss of everything. With an incredible increase in COVID-19 cases in our immediate area and a refusal by many in the community to follow safe guidelines, our seniors have suffered an abrupt end to an extremely promising football and cheer season which is very unfortunate for our kids who have lost so much of their essential social

emotional development over the past 8 months. The novel virus has caused our Arts program to convert to all online events. The choir has and will be hosting online or virtual performances during the 2020-21 school year. Our band will participate in the Winter and Spring Concerts as well. Students in VPA classes continue to practice as individuals and/or in small groups virtually in order to be prepared to continue in person performances once they resume. All VPA classes are still available to the entire student body and classes meet regularly online to ensure students are receiving instruction and materials needed to support continuous learning. Due to COVID-19 band and choir events such as All-Festival, All State and/or other adjudicated events or festivals have been postponed or cancelled. Once these opportunities resume students will continue to participate in these events. Currently, we have seen less than one half of our entire student population for a total of 12 in person days since school began. We are increasingly concerned with a deepening COVID-19 learning slide as well as the long-term ramifications of the social-emotional side effects of irretrievable time that kids typically spend at school growing up together. With a very uncertain future before us, we welcome 2021 with hope that there will be vaccines made available to all and a return to some form of normalcy in the foreseeable future. The volume of social-emotional attention that our staff and students need now and will need when we begin the eventual process to adjusting to being reunited in the building will be enormous. It will be imperative that we design initiatives to address the psychological impact of COVID-19, the critical need for a social-emotional curriculum and counseling, and a realignment of all curriculum to effectively implement an SEL program as part of the general instructional design. Every child and every staff member will need support at every level in order to move forward successfully. Equally concerning is the magnitude of the work that will be necessary to realign the entire curriculum in general. Assessing the impact of COVID-19 on learning will take at least a year. We will have to be prepared to perform and analyze course diagnostics, examine CERT data, and design RTI processes that will support the needs for lost learning and the vast achievement gaps that will more than likely be discovered. While I believe that our dedicated faculty will do their best for our students, it will be a formidable task that will require immense district and building administrative support, training, and patience in order for us to rebound from this pandemic and return to the level of success that MHS has enjoyed over the past 9 years.

. **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.

The MHS staff and faculty, students, families and community faces many challenges. We live in an extremely impoverished area with high unemployment, a

decreasing population and a drastic change to the family structure. Many of our students are being raised by grandparents, other kin, or friends of families. The homeless population continues to grow and many of our families are impacted by the growing substance abuse epidemic.

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

The MHS staff, faculty, students, families and community continues to face many challenges. We live in such an extremely impoverished area with constantly high unemployment, an annually decreasing population and a continuous decline in family structure. Many of our students are being raised by grandparents, other kin, or friends of families. The homeless population continues to exist and many of our families are impacted by the ever present substance abuse epidemic.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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