



2020-21 Phase Three: Executive Summary for
Districts_09292020_10:30

2020-21 Phase Three: Executive Summary for Districts

Christian County
Christopher Bentzel
200 Glass Ave
Hopkinsville, Kentucky, 42240
United States of America

Table of Contents

<u>2020-21 Phase Three: Executive Summary for Districts</u>	3
---	---

2020-21 Phase Three: Executive Summary for Districts

. Describe the district'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 district serves?

Christian County Public Schools is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles. The county is home to the incorporated towns of Crofton, Hopkinsville, LaFayette, Oak Grove and Pembroke. The county comprises several smaller unincorporated communities of Fairview, Fruithill, Fearsville, Fort Campbell North, Gracey, Herndon, Kelly, Lacy and St. Elmo. From modern subdivisions to old historic homes to inner-city neighborhoods to rural farms, the diversity of Christian County is reflected in its population. Christian County Public Schools (CCPS) is one of the largest school districts in Western Kentucky and is the second largest Kentucky district in geographical miles. The P-12 student population of nearly 8,700 students is reflective of the larger diverse Christian County community. Seventy-four percent of the district's students are from economically disadvantaged homes. Thirty-four percent of our students are African American, seven and a half percent of our students are Hispanic, eight percent are classified as other, and fifty percent of our students are Caucasian. Thirteen percent of our students are students with disabilities, nearly 3 percent of our students are English Learners. Within the school district, there are at least 22 different languages represented. The district consists of eight elementary schools, two middle schools, and two high schools. The district also has a Career and Technical Center - The Gateway Academy to Innovation and Technology and the newly added Gateway-Breathitt Medical Pathways Annex, Alternative School, and a Day Treatment Facility. Fort Campbell, Kentucky, United States Army installation, is an integral part of the Christian County community. Many of our students are from military-connected families.

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

A shared Vision, Mission, and Goals was developed and formally adopted by the Board of Education as part of a district strategic plan in 2014. The vision of Christian County Public Schools is to 'Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in high quality, equitable education, and are prepared for community and global

responsibilities. Our mission is to create an educational culture of continuous growth through shared partnerships and responsibilities. As decisions are made, they are evaluated against the Vision that has been adopted. Systems for monitoring have been and continue to be developed and the efficiency of programs and practices are questioned through deliberate conversations among all divisions of the system. There are four goals in the strategic plan. Goal 1 - Ensure academic proficiency and successful transition to life. Goal 2 - Provide internal and external stakeholders with sustainable resources, promoting equitable services to ensure the growth and success of all students. Goal 3 - Maintain operational efficiency and fiscal responsibility to provide a safe and supportive learning environment. Goal 4 - Establish and deepen a culture of community engagement and communication. CCPS believes that every student can and will learn through effective teaching and leadership. This core value drives the fundamental work of the school system. The district works in collaboration with school leadership and in partnership with our community to establish and support rigorous learning standards for all students. A curriculum built upon the Kentucky Core Academic Standards is implemented through varied program offerings. The District is working to expand programs to provide relevant learning opportunities for students within their desired career pathways. Our expectation is that all of our students should have rigorous educations that prepare them for life beyond high school--whether that be college or career or both of those areas. It is through promoting a culture and commitment to continuous improvement that CCPS will effect long-lasting, positive change for the students of our community. Data drives the decision making of the district. Using multiple data points, district and school leaders meet through a collaborative planning process where the needs of individual school sites are addressed and common needs to the district are identified. This process ensures that district and school site allocations are aligned to support student achievement and development. The comprehensive planning process is built to create transparent plans for all stakeholders to support local schools as a community for improving learning environments for all students. The process serves to document and support schools as they strive to meet accountability measures and to fulfill the District's Vision and Mission. The goals assist the district in decisions regarding the allocation of resources, in determining professional development, and in monitoring improvement. The Comprehensive District Improvement Plan (CDIP) is the action plan for implementing the overarching Strategic Plan. The CDIP uses accountability results and district-wide data from a variety of resources to identify goals, construct measurable objectives, identify strategies and define activities for the overall improvement of student achievement and development. The improvement goals and strategies are identified using data from statewide assessment, interim benchmarks from outside vendors, and district created assessments, and through stakeholder surveys. Progress is monitored through

short cycle planning and the use of a scorecard. Schools are also provided with a specific structure for goals and measurable objectives within their local plans and manage goals and monitor progress using consistent measures across the district five times throughout the academic year using similar scorecard

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

Academic: Five CCPS schools improved in Proficiency from 17-18 (Indian Hills, Martin Luther King, Jr., Sinking Fork, South Christian, and Hopkinsville Middle. Four improved in Separate Academic: Pembroke, Sinking Fork, South Christian, and Christian County Middle Elementary: -Overall increase in percent Proficient or Distinguished in writing (4.3%). Middle: -Overall Novice reduction in science (12.2%), with increases in percent Proficient or Distinguished in math (2.9%), science (10.5%). High: -Overall Novice reduction in science (10.4%) while increasing percent Proficient or Distinguished (3.9%).

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

Five CCPS schools improved in Proficiency from 17-18 (Indian Hills, Martin Luther King, Jr., Sinking Fork, South Christian, and Hopkinsville Middle. Four improved in Separate Academic: Pembroke, Sinking Fork, South Christian, and Christian County Middle Elementary: -Overall increase in percent Proficient or Distinguished in writing (4.3%). Middle: -Overall Novice reduction in science (12.2%), with increases in percent Proficient or Distinguished in math (2.9%), science (10.5%). High: -Overall Novice reduction in science (10.4%) while increasing percent Proficient or Distinguished (3.9%). District schools did not have significant achievement gaps and no schools with any federal classifications - Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI). Professional learning will continue to be a priority of the district. The implementation of various grants will allow the district to build the capacity of leaders and teachers as we continue to work to improve proficiency, growth, transition readiness, graduation, and closing the achievement gaps.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------