



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

**Christian County High School**  
**Matthew Boehman**  
220 Glass Ave  
Hopkinsville, Kentucky, 42240  
United States of America

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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?

Christian County High School is located in Hopkinsville, Kentucky and has operated on its original site for over forty years. The school is closely located to a small business plaza as well as several housing complexes. Many of our students live within walking distance and others are bused from the northern half of the county. CCHS is also physically located next to Hopkinsville Community College, and as a result, several of the students take dual credit courses and commute between the two campuses. Christian County High School is comprised of approximately 1,300 students, almost 100 more students than the 2018-19 SY. The student body is made up of approximately 54% Caucasian students with close to 33% African American students. In addition, there is a very small percentage of Latino/Hispanic American and Asian students. Most in-coming freshmen come from Christian County Middle School located across the street. Approximately 72% of the students at CCHS qualify for free or reduced services. Our district enrollment PreK-12 is 8,830 students. The district population breakdown is as follows: thirty-three percent of our students are African American, six percent of our students are Hispanic, and fifty-seven percent of our students are Caucasian. Twelve percent of our students are students with disabilities and the mobility of students within our district is 5.37%. Within the school district, there are at least 18 different languages represented. The CCHS administrative team is dedicated to improving the structures in the building so that all students have access to a quality, rigorous education. In the last several years, there has been a trend of increasing transitional readiness and graduation rate; however, accountability scores in math and reading have seen a slight decline. At the beginning of the 2108-2019 School Year, the Kentucky Department of Education released CCHS as a Priority School. CCHS was deemed a high school in TSI status due to academic achievement gaps in the SpEd and EL populations. In early October 2019, CCHS was identified as a Two-Star School.

. 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.

In collaboration with stakeholders, the school's purpose statement was changed to "CCHS provides a safe learning environment where graduates are prepared academically and socially to be successful in college or a career and as a productive

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citizen." The school motto, "TOGETHER WE'RE BETTER" was retained. The teachers voted on the School Beliefs from a list that was generated by a variety of stakeholders. These beliefs are as follows: - All CCHS students have the potential to be successful and will be challenged to reach that potential. - All CCHS students will gain the confidence and tools needed to be successful as graduates. - All decisions will be based on data and the best interests of our students. - Our school will appreciate, respect and celebrate student diversity. - All CCHS students will have an adult advocate and know someone cares for them. - Instruction is driven by standards-based learning. When all stakeholders: students, teachers, parents and community are involved, "Together, We're Better!" The purpose statement and beliefs are posted in every classroom. They were explained to students during the first week of school. An Advisory period was created to promote the purpose and beliefs of the school. Revised behavior and academic expectations for students are based on the purpose/beliefs. Expectations for teachers are based on the purpose/beliefs as well. Other curricular and master schedule changes for the 2019-20 school year were considered to further ensure the purpose and beliefs and to effect achievement for all students. This school year's school-wide book study is Jim Collin's Good to Great. Administrators and teachers are working together to figure out ways to use data to refine practice so that CCHS can become a "great school". In January 2019, the CCHS Priority Plan was created the focuses on high leverage actions to get desired outcomes (such as an increase in accountability numbers). Each month, stakeholders in each accountability area come together, using the Studer model, to look at the current reality and to determine next steps to getting better. During the 2018-19 SY, the Great Real-Get Ready Initiative was piloted. Each year, the graduation rate at CCHS increases, but what are those students doing after they leave the confines of the halls? This initiative is dedicated to ensuring that all CCHS graduates leave high school with a diploma and a future plan.

. 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.

No accountability scores for 2019-20, so information is based off of 2018-19 data. During the 2017-18 school year, the accountability scores determined that CCHS is no longer in Priority (now CSI) status. In October 2019, CCHS was named a Two-Star School. In the last three years, intentional structures have been executed to increase graduation and transitional readiness rates. While academic achievement and ACT scores have seen a slight decline in the last school year, overall, the school is making progress. Last year, CCHS is piloting the Get Real, Get Ready Initiative that works to ensure that students graduate with a diploma and a specific plan for after high school. Students will self-select one of four pathways to pursue after

graduation. Based on this, students will be given experiences and opportunities to explore, decide and commit that pathway. CCHS plans to continue moving forward in efforts to increase our transitional readiness rate, graduation rate, academic achievement, reducing the number of GAP students, closing the gap between identified groups (especially the SpEd and EL populations), and reducing the number of our students scoring novice.

. **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.

In January 2019, the administrative team met to look at the current reality of the Accountability Scores and how CCHS is servicing students with an equitable, rigorous education. Out of this discussion (and in conjunction with the Studer group guidance), the CCHS Priority Plan was drafted. This is a working document that is strategically referenced and revised each month to ensure that the school is making strides to get better. An updated copy for the 2020-21 SY is attached.

## **ATTACHMENTS**


### **Attachment Name**

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

CCHS will make continuous improvement in order to increase student achievement for all students. CCHS will be a school its students are proud to attend and a school in which its staff is proud to work.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 SY CCHS Priority Plan		.