



## 2025-2026 Phase One: Executive Summary for Schools CCMS

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**Christian County Middle School**  
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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?

Christian County, KY, is located in the southwestern portion of the state, situated on the Tennessee state line. It neighbors Fort Campbell, KY, home to the 101st Airborne Division. It is a rural community with abundant agricultural and industrial interests. Christian County is one of the largest counties in Western Kentucky in population, and the second largest county in Kentucky in terms of geographical miles. Christian County population demographics include: 50% Caucasian, 45% African American, and 5% Hispanic/Latino. Over the past ten years, the greatest increase in Christian County has been in the growth in the Hispanic population. Additionally, 12% of the population of Christian County is disabled, and there is a 5.3% mobility rate. Over half of the population in Christian County rent their homes. Christian

County Middle School (CCMS) is one of two middle schools in the Christian County Public School system. CCMS is located in the city limits of Hopkinsville, with seven government-subsidized housing areas within walking distance of the school. However, the school also services many students who live in rural locations outside of the city limits. CCMS houses grades 6-8 and has a total enrollment of approximately 850 students. In terms of racial demographics, Christian County Middle School reflects the larger community with 35% African American, 50% White, 7% Hispanic, and 8% multiracial. Additionally, 79% of students qualify for free or reduced lunch. Special education students make up 15% of the school enrollment. The special needs population at CCMS has been increasing slightly over the past few years, and currently the school houses two classrooms for students with severe disabilities.

To meet the needs of its 850 students, CCMS employs approximately 52 certified teachers and 9 classified staff who work with students in an educational capacity. One unique feature about CCMS is the facility itself. With a new building which opened in 2012, Christian County Middle School is the newest school in the Christian County Public School District and was designed to meet the needs of 21st Century learners. To increase the learning capacity of students, CCMS became a one-to-one technology school at the start of the 2020-2021 school year, with all students being issued their own device for use in and out of school. In addition, CCMS teachers have received in-depth training in utilizing technology in instruction to ensure that students are prepared for the role technology will play as they transition to high school and beyond.

The greatest challenge facing Christian County Middle is that at least 50% of students are behind in math and reading. The need to catch these students up with their peers while at the same time teaching the middle school-level standards is demanding. With at least 70% of students qualifying for free or reduced lunch,

teaching students who live in poverty also presents significant challenges. Not only do students often lack access to basic resources like food, clothing, and adequate housing, they often lack the parental support and involvement that is crucial to success. In some homes, education is not valued or prioritized because parents may not have had positive educational experiences themselves. In other homes, one or both parents may be working multiple jobs, and students are alone much of the time. For some households, attending parent teacher conferences or Open Houses can be challenging due to lack of transportation and distance. (Some of our students live more than 20 miles from the school.) To meet these challenges, recent professional development at CCMS has focused on recognizing the unique needs of students who live in poverty. We have also implemented two years of cognitive engagement strategies to meet the needs of our students.

### School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Although there are many stakeholders in education, CCMS identifies the primary stakeholders as teachers, students, and parents/guardians. CCMS has built a more intentional Family Involvement Calendar for the school year. We will host events that are fun and hold events that are informative to find a balance for families. Parents have requested more communication, so we are going back to sending home hard-copies of report cards and school newsletters. We have added a weekly "Peek at the Week" which is posted on our school Facebook page and sent through Parent Square to keep parents informed of events for the week. CCMS teachers continue to send home Good New Cards weekly with the goal of every student receiving at least one positive contact within the first semester. Parent Square allows parents and students to receive reminders and updates via text message, email, and/or the Parent Square app. The app also allows for two-way traceable communication between teachers and parents. We continue to plan events such as Grandparent's Day, Lunch and Learn, and evening family events, etc. We will continue to hold end of year award ceremony for each grade and Beta Induction ceremony during the school day.

### School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The revised mission at CCMS is to engage students in a rigorous and relevant education, elevate their potential through innovative learning experiences, and empower them to become confident, compassionate, and contributing members of our global community. Our vision is to create confident, motivated students. To fulfill both the mission and the vision, CCMS is committed to creating a safe, secure, and positive learning environment so students can achieve and excel at their

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highest levels. The school wide PBIS expectations of Respect, Responsibility, and Effort. At the core of The Colonel Way is the recognition that the overall success of the school is determined in large part by the culture within the building itself. The Colonel Way motto prioritizes the three characteristics (Respect, Responsibility, and Effort) necessary to build a school-wide culture in which students and teachers can find success. In order to create more opportunities for success, CCMS offers a variety of courses. In addition to core curriculum subjects of Reading, Writing, Math, Science, and Social Studies, CCMS offers a wide-range of options for students, including: band, choir, piano, health, physical education, art, intro to agriculture, busniess, and intro to health science class called Medical Detectives.

CCMS is focused on revising its RTI processes in order to more intentionally identify and service the students who need academic and/or behavior interventions. High quality instruction plays an integral role in creating a challenging environment for students. To facilitate this, the PLC process at CCMS has begun operating at a higher level to provide more time for data analysis and follow-up discussions to identify action steps for student growth. Through PLC, teachers are also studying their HQR to maximize instruction. All student data is shared in PLC through Google for full transparency. Implementing school-wide literacy through a revised school Writing Plan has also been prioritized in PLC. In addition, administrators are increasing teacher accountability by being in classrooms more often and providing feedback from informal walk-throughs and formal observations. Over the past several years, the leadership team has worked to improve the way students are recognized and rewarded for academic success. Rewards such as free seating at lunch, day time rewards such as a day dance and time at the local park, hat days, etc. are used to reward academic and behavior success. Students leading the beahvior points are also recognized monthly on the hallway bulletin boards.

Clearly-defined student expectations are essential to fulfilling the school Mission. At CCMS, the school-wide expectations of Respect, Responsibility, and Effort are embedded in the motto, "The Colonel Way." The PBIS team has been focused on creating more positive behavior supports and structures to improve student success. Some of the behavior incentives and rewards include: weekly Good News cards from teachers to recognize positive behaviors; Student of the Month for specific character traits; Kona Ice truck; and reward days at the end of each quarter and semester. At the end of the year, students with zero minor or major office referrals for the entire year are rewarded with an end-of-the year reward.

Each year the school discipline plan is reviewed to find ways to protect instruction time in classrooms. PBIS meeting occur monthly and rewards are provided twice per nine weeks. This has reduced the amount of instructional time lost for many of our students. Tier II behavior interventions are also in place for students requiring those.

At CCMS, students have the opportunity to participate in a number of in-school programs and extracurricular activities that help instill the personal integrity referenced in the Mission Statement. For example, The Dream Team is a mentoring program started by a CCMS staff member that supports male students who may be lacking a positive a male role model in their lives. The focus of the group is on making good decisions and taking personal responsibility for one's actions. The

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Special Education Department at CCMS offers a social skills program to reinforce the skills needed to effectively engage in the school and the larger community. Additionally, the school based therapist facilitates weekly sessions for students who may need more individualized support. Participation in extracurricular activities such as various sports, marching band, the Student Technology Leadership Program, Kentucky Youth Assembly, Academic Team, and Jr. Beta Club provides students with opportunities to develop leadership skills outside of the classroom and school.

### Notable Achievements

Describe the school's notable achievements in the last three years.

We had several notable achievements for the 2024-2025 school year. In August 2025, CCMS' band teacher, Andrea Armour, was named the KMEA District 3 Middle School Teacher of the Year. In the Spring of 2024, 8th grade band participated in the KMEA Performance Assessment and brought home a distinguished rating. The previous year, both 7th and 8th grade bands also brought home a distinguished rating. For the first time in school history, CCMS had a band student selected to the KMEA All-State band. In 2024, our choir was invited to perform at the State of Schools Breakfast. Seven choir students participated in Junior Quad State competition at MSU. Our Junior BETA club collectively earned 300 hours of community service including clean up of the Trails of Tears park, volunteering and the local nursing home, collecting items for the Forgotten Angels, lead a shoe drive, volunteering at the Salvation Army, and volunteering at the library. STLP finished 2nd place in Computer Science Programming Challenge at the state competition. In the summer of 2025, one of our Science teachers was one of the few teachers selected nationwide to participate in a week long conservation research program in San Diego. Last year, we continued year two of Profile of a Graduate, which provided students at least one opportunity to showcase success outside the norm. All 8th grade students also presented their defenses to a small panel which will prepare them for presenting their senior year of high school. Our middle school boys basketball team made it to the final 8 in the state basketball championship in the spring of 2025. In the summer, six CCMS students were a part of the 4H Achievement Program for leadership and communication. Our 23-24 KSA data showed a slight increase in 7th grade Science and 8th grade Math.

### Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

According to our 2024 KSA data, areas of improvement continue to be reducing novice and increasing P/D overall in the areas of Math, Reading, 7th grade Science, and 8th grade Social Studies. Our KSA data for special education students continues to fall heavily in the novice area in all subjects, which is keeping CCMS at the TSI level. Our goal is to be out of TSI. In 2023-2024, our Flex schedule for

intervention and enrichment to make it more meaningful for students and intentional for teachers. In 2024-2025, we adding a dedicated 6th grade Reading Intervention period with a certified teacher and specific software and resources. For the 2025 school year, we added Reading and Math intervention periods that will use specific resources and software to meet student needs. We have an interventionist who oversees the two classes, leads RTI meetings, and tracks data. We are providing new teacher support from a dedicated teacher coach plus support from the school leadership team.

#### Additional Information

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)
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