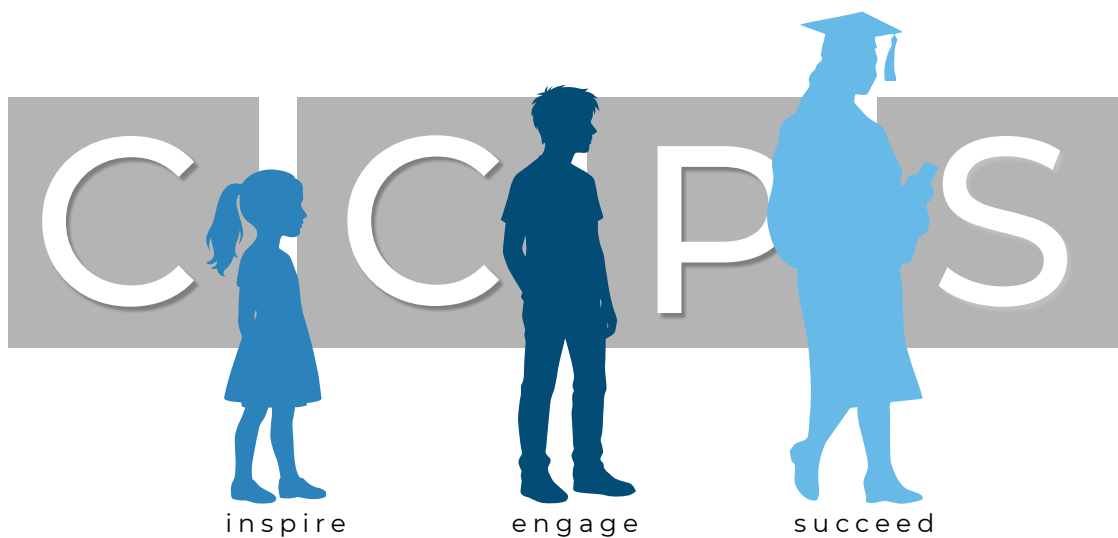


STRATEGIC PLAN

DRAFT
6.3.26

2026–
2031



CHRISTIAN COUNTY
— PUBLIC SCHOOLS —
A Community Committed to Phenomenal Schools

WELCOME TO CHRISTIAN COUNTY PUBLIC SCHOOLS

Over the past six years, I have been privileged to work alongside our students, staff, families, and community as we have focused on building a stronger future for Christian County Public Schools.

As we reflect on the progress made through our previous strategic plan, we are proud of the strong foundation established across our schools and throughout the district. At the same time, we recognize the importance of continuing to grow, adapt, and respond to the evolving needs of our students and community. A central focus of this new strategic plan is accountability. We are committed to developing a local accountability system that reflects meaningful, stakeholder-informed measures of success and promotes shared responsibility for outcomes. Throughout this planning process, we consistently heard the importance of transparency, communication, and clear visibility into our progress. This plan is designed not only to guide our work, but also to ensure our community remains informed, engaged, and connected to the goals we are pursuing together. This strategic plan represents our vision for the future and reaffirms our commitment to providing exceptional opportunities, experiences, and outcomes for every student.



A handwritten signature of Chris Bentzel in black ink.

Chris Bentzel, Superintendent



OUR MISSION

The mission of CCPS is to ensure meaningful learning experiences that empower **ALL** students **IN** reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs.

OUR VISION

A Community Committed to Phenomenal Schools, where we **inspire** learning, **engage** every student, and ensure all **succeed**.



OUR CORE VALUES

WE VALUE:

- all students.
- our community.
- hard work.
- a learning culture.
- a safe and orderly environment.
- integrity, loyalty, and ethical decision making.

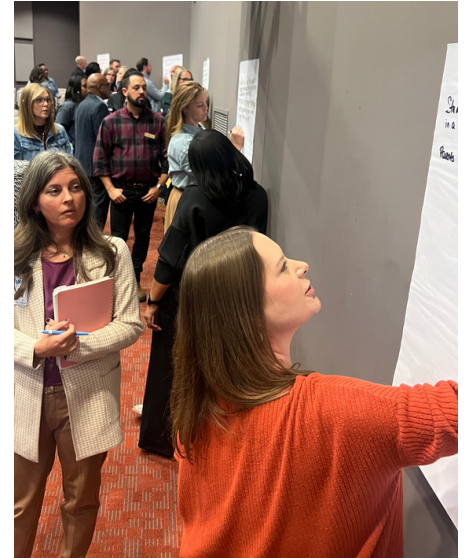


From Foundation to Future: A Community-Driven Vision for 2026–2031

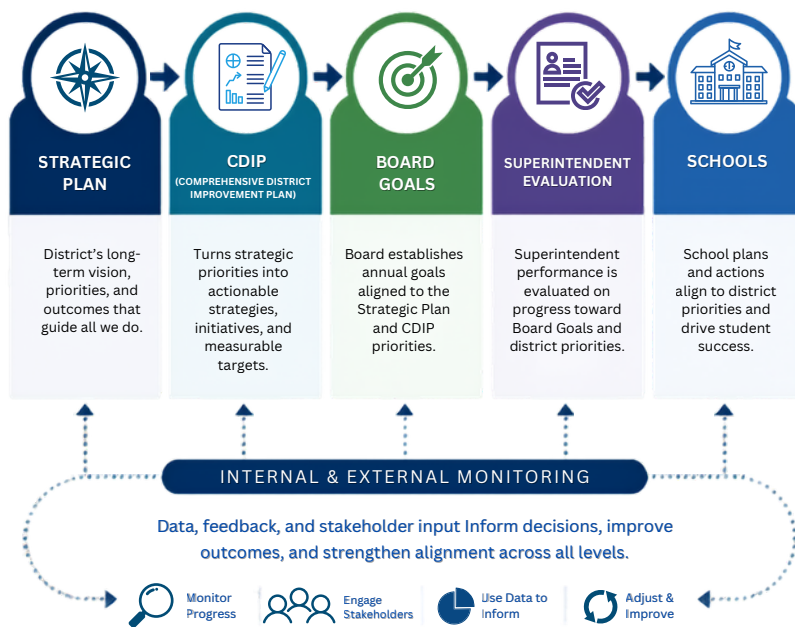
The development of the 2026–2031 Strategic Plan for Christian County Public Schools represents the next phase in the district's commitment to preparing every student for success in school, career, and life. Scheduled for approval by the Board of Education in June 2026, the new five-year strategic plan reflects a collaborative, community-driven process designed to build upon the strong foundation established through the district's previous strategic priorities.

The process to design the new strategic plan began in the fall of 2025 and engaged a broad range of stakeholders across the district and community. Input was gathered through Strategic Leadership Team meetings that included teachers, classified staff, district and school administrators, and community representatives. Additional feedback was collected through Student Advisory meetings conducted at every school, as well as stakeholder surveys that provided opportunities for families, staff, students, and community members to share perspectives on the future direction of the district. The planning process was facilitated in partnership with UK Next Generation Learning, whose support helped guide stakeholder engagement, strategic alignment, and long-term planning efforts.

The 2026–2031 Strategic Plan intentionally builds upon the momentum and accomplishments of the district's prior strategic work. Previous priorities focused heavily on establishing foundational systems and conditions for long-term success, including updated and safe learning facilities, strong teacher and administrator pipelines, expanded early learning opportunities, and the implementation of the district's Profile of a Graduate framework.



A Continuous Cycle of Alignment and Accountability



The new strategic plan extends and deepens that work by emphasizing student-led learning and assessment systems, community-informed accountability structures that strengthen trust and transparency, and a sustained focus on vibrant, high-quality instruction in every classroom. Collectively, these priorities are designed to ensure all students are equipped to successfully transition to their next level of learning and opportunity—from preschool through post-graduation pathways.

In addition, the strategic plan is designed to create strong alignment between district priorities, Board of Education goal setting, and school-level improvement efforts. The plan establishes a cohesive framework that will guide decision-

making and accountability across the system while allowing individual schools to develop goals and strategies that reflect their unique student and community needs.

Through this strategic planning process, Christian County Public Schools reaffirms its commitment to continuous improvement, meaningful stakeholder engagement, and student-centered excellence. The 2026–2031 Strategic Plan serves as both a continuation of the district's progress and a roadmap for the future, ensuring that every student is prepared to thrive in an evolving world.

CCPS Strategic Plan 2026

At the forefront:

Accountability



Community Informed Accountability System: A local accountability system is established to provide a combination of stakeholder-informed metrics that create a shared responsibility for outcomes.



Achievement

Vibrant Learning and Academic Excellence



Alliance

Engagement, & Partnerships with Families and Community



Aptitude

Student Readiness & Life-Work Skills



Appreciation

Professional Culture, Talent, & Compensation



Assets

Operational Efficiency, Resources, & Facilities





ACCOUNTABILITY

Community-Informed Accountability System: A local accountability system is established to provide a combination of stakeholder-informed metrics that create a shared responsibility for outcomes.

We will measure what matters and remain transparent about progress.

Together, we are building a system where:

Every student is known.

Every student is challenged.

Every student is prepared.



Strategic Objectives:

- Create a stakeholder-informed dashboard that is aligned to strategic plan and state-required measures.
- Establish routine reporting cycles for performance metrics.
- Establish a governance structure to sustain the unified accountability system.

Metrics:

- Real-time public dashboard available to all stakeholders
- Publish progress on strategic indicators quarterly
- Show annual improvement on strategic indicators
- A Community and School Accountability Advisory Council provides feedback bi-annually
- Annual stakeholder surveys indicate positive perceptions regarding meaningfulness and relevancy of the accountability dashboard

Why it Matters

Many respondents asked for clear visibility into progress, not just outcomes — indicating a need for effective communication systems and accountability mechanisms that are informed by the community and CCPS stakeholders.



ACHIEVEMENT

Vibrant Learning and Academic Excellence

Learning will be active, engaging, and connected to the real world.



Strategic Objectives:

- Establish a unified, district wide instructional vision that ensures a guaranteed and viable curriculum.
- Strengthen Tier 1 instructional practices across all schools.
- Establish systems for student-led instruction
- Develop and fully implement a cohesive, data-driven Multi-Tiered System of Supports (MTSS)
- Ensure the consistent delivery of high-quality, standards-aligned instruction and individualized support for special education students and other gap groups.

Why it Matters

Academic performance remains the foundational expectation of parents and community members.

Students are an active part of the learning process and deserve opportunities to provide input about the student experience.

Metrics:

- Vibrant learning experiences are monitored through weekly lesson planning, PLCs, and classroom walkthroughs.
- Increase percentage of students meeting/exceeding grade-level standards every year.
- Improve median student growth percentiles in reading and math every year.
- Achieve implementation fidelity of adopted curriculum frameworks (HQIR) with regular coaching and professional learning
- Increase school wide interdisciplinary writing opportunities.
- District and school walkthroughs indicate an increase in student-led instruction and assessment practices
- District MTSS team meets to track and analyze academic and behavioral metrics quarterly (attendance, grades, assessment data, behavior infractions).
- Reduce special education proficiency gaps
- No schools are targeted as Targeted Support and Improvement schools

Desired State:

- CCPS is the region's first and best choice for academic excellence, anchored in early literacy and high achievement at every level.
- **Vibrant, relevant, and joyful learning** exists in every classroom.
- Students participate in a variety of ways that contribute to the decisions that affect their learning.
- **Learning matters to students.**





Student Readiness & Life/Work Skills

Students will be equipped for all levels, including life after graduation.

Strategic Objectives:

- Expand experiential learning, internships, work-based learning, and career-exposure opportunities to all grade levels.
- Integrate meaningful and relevant Profile of a Graduate experiences into curriculum and instruction.
- Establish transition systems between each grade band and post-graduation to prepare students for the next level.
- Expand early learning and pre-k access; increase K readiness.
- Strengthen initiatives tied to emotional well-being and its connection to overall student success.
- Mobilize schools to incentivize and encourage consistent attendance for all students.

PROFILE OF A GRADUATE



Metrics:

- 100% of graduates complete at least one capstone, internship, or work-based learning experience prior to graduation.
- Increase industry certification and end-of-program assessment pass rate every year.
- By SY2027-28, every school has a guaranteed learning experience for every grade level.
- Increase quality of Profile of a Graduate defenses and exhibitions
- All incoming kindergarten, 6th, and 9th students participate in an experiential orientation.
- All seniors complete a documented postsecondary (Day After Graduation) plan
- All seniors complete the FAFSA.
- 8th graders have opportunities to participate in identified high school courses
- Expand pre-k to all 4-year-old students
- By 2030, kindergarten readiness will increase to 75%

Desired State:

- Students demonstrate confidence, independence, and leadership to authentic audiences through the Profile of a Graduate.
- Local industry seeks CCPS students as their workforce pool.
- Students are adaptable learners that navigate current and future technology to enhance life and workforce readiness.
- Students transition between grade bands and into life seamlessly.

Why it Matters

Stakeholders expect students who are equipped for post-secondary success, not just standardized outcomes.

An emphasis on expanding and strengthening early learning opportunities provides foundational learning and skills that support the entire K-12 student experience.





ASSETS

Operational Efficiency, Resources, and Facilities

Systematic processes are in place to ensure maximum use of financial, physical, and organizational resources.



Strategic Objectives:

- Implement rigorous financial oversight to ensure responsible use of resources and determine return on investment.
- Develop and maintain a long-term facilities plan that ensures safe, functional, and efficient learning environments.
- Strengthen communication practices to ensure stakeholders have clear, timely information about progress toward strategic goals.
- Maintain and improve safety infrastructure.
- Develop district structures for safe and responsible use of technology.



Why it Matters

Careful stewardship of funds, long-term planning for facilities, and clear, consistent communication that builds trust with the broader community maintains public confidence.

Beyond academics, safety emerged as a core concern tied to overall student success.

Metrics:

- Align budget and staffing decisions to strategic priorities annually
- Conduct annual external audit of strategic plan progress
- Increase favorable student and parent climate survey responses

Desired State:

District resources - financial, physical, and organizational - are managed responsibly, transparently, and strategically.

Operational systems support the successful functions of schools.

Students and families encounter a safe environment for all school events.

All stakeholders are aware of the information that is pertinent to them.



Engagement & Partnerships with Families and Community

Education is a shared responsibility.



Metrics:

- Increase family participation in engagement events
- Achieve $\geq 85\%$ favorable ratings on family communication surveys
- For every school, increase new formal business/community partnerships annually.
- Increase active community/industry partners
- Increase career-aligned panelists in Profile of a Graduate defenses, as well as community involvement in project-based learning opportunities.
- Increase industry participation in accountability reviews
- Increase parent attendance at student-led conferences/exhibitions

Strategic Objectives:

- Build systems for structured, two-way communication with families and community partners.
- Expand partnerships with local employers, higher education institutions, and community organizations.
- Develop partnership advisory councils at all learning levels
- Increase opportunities for families to engage in student learning through regular school and district showcases, student-led conferences, and exhibitions of learning.

Why it Matters

Learning doesn't happen inside school walls alone — families and community partners must be deeply engaged.



Desired State:

All stakeholders consistently put students first and share responsibility for outcomes.

Trusted external partners actively shape instruction, facilities, accountability, and career pathways, as well as provide feedback on important district and school initiatives.



APPRECIATION

Professional Culture, Talent, and Compensation

When teachers thrive, students thrive.



Strategic Objectives:

- Recruit and maintain staff who are highly trained and who choose to stay and grow in CCPS.
- Establish and maintain competitive pay aligned with neighboring counties and states.
- Provide strong teacher coaching, leadership development, and mentoring structures
- Maintain and strengthen the grow-your-own teacher and administrator pipeline
- Provide teacher certification systems for classified staff
- Recruit and track local students to participate in the Teaching & Learning pathway

Why it Matters:

Teacher coaching, leadership development, and mentoring structures contribute to successful retention of teachers and administrators, which is directly correlated to student success.

Attracting and retaining high-quality staff is partly achieved through competitive pay in the region, including across state lines.

Measurable Goals:

- Retain quality teaching staff by preserving a (less than) 10% turnover every year.
- By 2030, the Christian County salary schedule will be consistent or better than surrounding counties.
- Maintain or increase dedicated staff for teacher and leadership development
- Increase classified staff and Teaching & Learning student for teacher recruitment
- Increase Rotary Impact Teaching & Learning student participation each year.

Desired State:

Highly qualified, competitively compensated professionals choose to stay and grow in Christian County Public Schools.

Key Terms

- **Advisory Councils:** Structured groups of stakeholders—such as parents, students, educators, community members, and business leaders—that provide feedback, recommendations, and guidance to support school or district decision-making and continuous improvement efforts.
- **Chronic absenteeism:** A measure of student attendance indicating a student has missed a significant portion of the school year, typically defined as missing 10% or more of enrolled school days for any reason, including excused and unexcused absences.
- **End-of-Program Assessments (EOPA):** State or industry-aligned assessments administered at the conclusion of a career and technical education (CTE) course or pathway to measure student mastery of technical knowledge and skills connected to workforce readiness.
- **Free Application for Federal Student Aid (FAFSA):** The federal application completed by students and families to determine eligibility for financial aid for postsecondary education, including grants, scholarships, work-study opportunities, and student loans.
- **Guaranteed Learning Experience (GLE):** A defined set of essential learning opportunities, instructional experiences, or competencies that all students are expected to access and complete regardless of school, classroom, or program assignment.
- **High-Quality Instructional Resource (HQIR):** Curriculum materials, instructional tools, and learning resources that are aligned to academic standards, research-based, culturally responsive, and designed to support rigorous, engaging, and effective teaching and learning.
- **Multi-Tiered Systems of Support (MTSS):** A comprehensive framework used by schools to provide academic, behavioral, and social-emotional support through varying levels of intervention based on student needs, using data to guide decision-making and targeted support.
- **Local accountability:** A system of measuring and communicating progress toward goals using indicators and expectations developed collaboratively within a school district and community to reflect local priorities, values, and student outcomes in addition to state accountability measures.
- **Pipeline:** A structured process for developing, recruiting, supporting, and retaining individuals within a profession or pathway, such as teacher, administrator, or workforce pipelines that help ensure long-term organizational sustainability and leadership capacity.
- **Profile of a Graduate:** A district-defined vision outlining the knowledge, skills, dispositions, and competencies students should demonstrate by graduation to be successful in college, career, community, and life.
- **Student-led instruction and assessment:** An approach to teaching and learning in which students take an active role in directing, demonstrating, reflecting on, and assessing their own learning through goal-setting, inquiry, collaboration, self-assessment, performance tasks, and authentic demonstrations of understanding.
- **Vibrant learning:** In partnership with families and communities, students are agents of their own learning, engaged in relevant, authentic, and joyful learning opportunities. Vibrant learning honors students' cultural wealth, gifts, and interests and culminates in the application of knowledge of skills demonstrated through personalized products.