



**CROWN POINT COMMUNITY
SCHOOL CORPORATION**

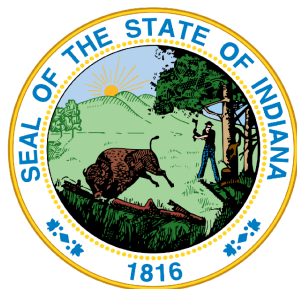
School Improvement Plan

Crown Point High School

Principal

Russell J. Marcinek

October, 2022



INDIANA DEPARTMENT *of* EDUCATION

School Name: Crown Point High School

School Number: 3901

Street Address: 1500 South Main Street

City: Crown Point

Zip Code: 46307

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the years 2022-2023, 2023-2024, 2024-2025.

----- CONTACT INFORMATION -----

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--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI Targeted Support and Improvement – federal government school designation under ESSA

ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI Comprehensive Support and Improvement – federal government school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

(Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI	
This school receives Title IA funding. Yes No	Is the school’s Title I program Schoolwide or Targeted Assistance ? SW TA

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Subcommittee(s)” column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

[Crown Point High School School Improvement Team Members 2022-2023](#)

ALIGNMENT

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district’s vision, mission, and goals.

Assess the school’s alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Mission:	The mission of Crown Point Community School Corporation (a partnership of students, families, staff, and community) compels all students to become lifelong learners through the highest quality educational program.	School Vision:	We believe our responsibility is to our students, our community, and their future. We will constantly pursue forward-thinking, student-centered, engaging learning experiences and connection-driven opportunities for discovery and understanding. We will help every student develop the skills they need to maximize their potential to make both immediate and future positive impacts in the local and global community. We purposefully cultivate a community of connection in which we show our commitment to courage, citizenship, culture, creativity, connection, and college & career readiness.
		School Mission:	Creating Possibilities - Ensuring Success - Inspiring Character Our promise is to help all Crown Point High School students develop the skills needed to maximize their potential.
School Beliefs	<p>Our core beliefs/values are not only hung on our walls, but lived out in the hallways of Crown Point High School and beyond. We call them the “Portrait of a Graduate”. The goal of the “Portrait of a Graduate” is to provide clarity in our purpose and to better inform our vision, goals, and actions.</p> <p>Courage Students and staff learn to face adversity with confidence and display leadership even when under pressure.</p> <p>Citizenship Students and staff advocate, initiate, and engage in self and community improvement.</p>		

	<p>Culture Students and staff appreciate and respect the perspectives and expressions of diverse people, places, and times.</p> <p>College & Career Students and staff pursue academic excellence to ensure students are prepared with knowledge and skills required after graduation.</p> <p>Creativity Students and staff value and pursue Arts and extra curricular activities that provide space for imagination and ingenuity to thrive.</p> <p>Connection Students and staff cultivate relationships in order to create a strong, supportive community that values multiple perspectives, identities, and experiences and in which all people feel seen, heard, and valued.</p>
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Does the school's mission support the district's mission? (*highlight response*) **Yes** No

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
Place link here (if necessary) ->		https://docs.google.com/spreadsheets/d/152OWC5Ngj-bsY-uypnQdxRo8IfSvoPEwOvllE0neOJK/edit?usp=sharing 2022-2023 Course Selection Guide Advanced Placement Course Guide					

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes No	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s):

Indiana Academic Standards <https://www.in.gov/doi/students/indiana-academic-standards/>

Policy – Student Privacy and Parental Access to Information https://drive.google.com/file/d/1RnV5WoCVP8cQXwQ4oeCJyYOrQ92-_Vmp/view?usp=sharing

Form – Request to Inspect Instructional Materials <https://drive.google.com/file/d/1OpbqqQkdILZtPsKYMqpuZGbk4DFWrOUM/view?usp=sharing>

Guidance – Request to review curriculum <https://docs.google.com/document/d/1MruQ0iMaf4UrRnXuL14clJZUrgHqPcaV1E4fu1yCrWA/edit?usp=sharing>

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	<input type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	No	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc.).	Yes	No	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	<input type="checkbox"/>

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
		Benchmark, Com. Form., Summative, Other		Yes No	<input type="checkbox"/>
CPCSC Assessment Type, Purpose, and Schedule https://docs.google.com/spreadsheets/d/12qQNJY9ccAfi5gk1NXHcz0oYVYlxufNzTTglwbbZcL4/edit?usp=sharing					

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	<input type="checkbox"/>

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Educators at Crown Point High School are determined to meet the needs of a broad and diverse group of learners by improving the academic experience by integrating blended learning into the learning process. Blended learning provides support for each student's unique needs. Crown Point High School will continue its growth and development of personalized learning in a blended environment for all students.

Blended-learning includes instruction using face-to-face interactions and digital tools/technology and print resources to

- gather, evaluate, and/or use information for learning;
- present material in differing formats, such as audio, text, visual, animation, simulation;
- conduct research, solves problems, create original works, manipulate digital artifacts, engage in simulations or games; and
- communicate and work collaboratively with other students and instructor(s).

The purpose of blended learning at Crown Point High School is to prepare students for college, careers, and life-long learning in ways that support our mission. A blended learning environment also allows our staff to respond to the needs of all students through personalized learning opportunities and address student needs, including skill deficiencies, re-teaching, enrichment, and accelerated learning opportunities. Crown Point High School uses technology to enhance critical thinking, problem-solving, communication, collaboration, creativity and innovation. The technology also generates data that serves all stakeholder groups and creates flexibility scheduling opportunities for students and teachers.

Crown Point High School teachers still remain at the heart of blend instruction. Successful student outcomes derive from a quality classroom experience – regardless of whether that classroom is a school, online, or a combination of both. All Crown Point High School students have a corporation owned computer for educational use during and outside of the school day.

More information on the personalized blended learning environment can be found at the link below:

[Technology for Learning Spaces](#)

[Personalized Blended Learning](#)

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes No	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes No	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	<input type="checkbox"/>

Core Element 5: Career Awareness and Development [Required for all]

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	<input type="checkbox"/>
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?

At Crown Point High School we believe that connection is essential to a safe environment. We work to build community all year long through resource programming, modeling, and club offerings. Students and staff understand the non-negotiables in the student handbook and review these policies with

students. Our team strives to help students problem-solve when challenges occur and intervene quickly to eliminate unsafe behaviors. Our students must be known and have a trusted staff member. We work on this daily. Crown Point High School is much more than academics, it is about the overall experience and emotional well-being of all stakeholders.

Crown Point High School has eight guidance counselors and two social workers who provide professional development to all staff on at-risk behaviors, peer mediation, suicide awareness and prevention, and create pathways for students to receive both academic and social emotional interventions. Crown Point High School has a head principal, associate principal, four assistant principals, two full-time School Resource Officers and an Attendance Officer who have high expectations for behavior and attendance. The Crown Point High School administration works to develop staff capacity to further develop a positive school culture with established, known rules. **OUR STUDENTS, OUR SCHOOL is our motto.**

To help ensure a safe environment at Crown Point High School the following procedures/practices are in place:

- [Emergency Response Plan](#)
- [Critical Incident Plan](#)
- [Building Safety Teams](#)
- [Multi-tiered Systems of Support](#)
- [High School Student Handbook](#)
- Standard Response Protocol is used
- Anonymous Tip Line
- Classroom Management Plans
- Security Cameras
- Fire Drills and Tornado Drill
- Lockdown Drills
- Dog Searches
- Secure Doors
- Conflict Mediation/Guidance Services
- Student of the Week
- Progressive Discipline System
- Staff IDs
- School Resource Officers
- Director of Security
- Staff is trained in ALICE and other district wide safety protocols
- Crisisgo
- Building-wide Supervision Schedule
- Standard Response Protocol
- Detailed Student Handbook and School Board Policy
- Administrators who are trained School Safety Specialist

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Racial, ethnic, language-minority, and socio-economic groups are identified through self reporting tools completed by families at registration.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school?

Crown Point High School has begun to look at course enrollment and achievement by demographic breakdown of ethnicity, socio-economic and special education status. Increasing opportunities and academic performance for all is an important key to student success at CPHS.

Strategies to increase educational opportunities and performance include:

A focus on building relationships with all students

- The relationships are equitably built.
- Communicated expectations are high for all students.
- The teacher/school creates a learning atmosphere that respects all learners regardless of diversity.
- Students work collaboratively.

A focus on connecting with families

- Teachers work to create genuine partnerships with parents/guardians.

Using assessments to measure growth.

- Formative assessments are used to collect information to impact instruction throughout the learning process.
- Students can demonstrate their learning in various ways.

Focus on rigorous high impact instruction.

- Hands-on student-centered instruction, includes inquiry-based learning.
- Scaffolding student learning.
- Providing structure that promotes academic dialogue.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

- Understanding issues that students in underrepresented groups face.
- An overview on culturally responsive instruction.
- Encouraging family involvement.
- Learning how poverty impacts the classroom/school.
- Developing academic language.
- Discourse in the classroom.
- Creating learning experiences that integrate and provide opportunities for the expression of diverse perspectives.
- Creating opportunities for students who transfer to CPHS to feel connected.

What curriculum materials are used to ensure all students’ cultural differences are recognized and appreciated?

Each CPHS course is reviewed by a team of educators to ensure cultural differences are recognized.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students above 10% or more of the school year. Last year: 261 Two Years Ago: 100 Three Years Ago: 352

Year	%
2019-2020	98%
2020-2021	97.2%
2021-2022	91.5%

What may be contributing to the attendance trend?

Data suggest that the pandemic contributed to chronic absenteeism. CPHS also faced the challenge of bringing reluctant learners who were on a hybrid schedule during the 20-21 school year back into the building full time during the course of the 21-22 school year. A group of students appeared to be comfortable learning from home. CPHS has begun to implement changes to reverse this trend.

What procedures and practices are being implemented to address chronic absenteeism?

Currently, parents are contacted after so many absences by CPHS staff through emails and administrator contact via phone or conference. A team of staff members who include an administrator, guidance counselors, a graduation coach, and a social worker problem solve with the student and family to fix the problem of chronic absenteeism. Supports are put in place and clear expectations are shared. At times, a home visit is recommended.

Chronic absenteeism is addressed through the district Attendance Officer who provides outreach and when necessary involves CPS and/or the courts.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Results are monitored by administrators and attendance staff personnel on a weekly basis. These staff members review attendance on a daily and weekly basis to address chronic absenteeism.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	<input type="checkbox"/>
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	<input type="checkbox"/>

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Family engagement is a vital part of the educational program and process at Crown Point High School. Parents assist, support and encourage students on a daily basis increasing educational outcomes. We believe the school-home connection/collaboration directly impacts our success.

Weekly communication through phone calls, emails, newsletters, and social media keeps families engaged about such topics as scheduling, assessment, college/career opportunities, volunteering opportunities, important academic deadlines, and other guidance topics. New families are invited to attend orientations that provide a comprehensive overview of Crown Point High School, including how technology plays a role in their student’s learning. Freshman families attend a series of orientations to prepare them for this important transition to high school beginning when their student is in 8th grade. Families with students who are interested in Advanced Placement courses are encouraged to attend a parent night to gain more knowledge of the advantages and processes involved in AP course work.

Open House is held annually. It is an opportunity to establish a working relationship between parents and teachers. Parents are invited to come in during the evening and follow their student's schedule visiting each class throughout the night. During this time parents receive information regarding curriculum, expectations, assessment, homework, and other information critical to student success.

Throughout the year, the guidance department facilitates a variety of parent-teacher communication opportunities. Every fall Crown Point High School offers a College/Career Fair which is well attended. Members of Crown Point High School's guidance department often partner up with teachers in our exceptional education department to attend case conferences or provide additional family support as necessary.

The school makes a conscious effort to communicate information about grades. Grades are officially posted electronically every nine-weeks, even though the final semester grade is recorded on student transcripts. Families are given anytime, anyplace technology access so that parents are able to view their student's progress not only at the end of marking period but throughout with real time updates. All teachers utilize the BUZZ learning management system, which allows teachers to communicate key information about their classes to parents and their students at any time. All school personnel have email accounts, as well as telephones with voicemail capabilities. The school office is open from 7:00 a.m. - 3:00 p.m. daily allowing families the opportunity to connect in person when asking questions, sending information or to share a concern. Parent meetings are conducted routinely and encouraged both face to face, via phone, and zoom.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Parents have many opportunities to get involved by expressing ideas, concerns, and/or suggestions.. Crown Point High School Parent Ambassadors program meets once a semester and provides support for a variety of school activities. The Parent Ambassador program also provides meals for staff and provides parent volunteers as necessary. The program gives a direct voice to parents about issues that matter to them and their students with a direct, clear line of communication to the Crown Point High School administration.

Parents and students also have access to an anonymous tip line which is monitored to provide quick intervention when necessary. Student and parent surveys are often distributed through electronic means to gather information about topics important to schooling.

Crown Point High School prides itself on being available to families and hearing their concerns and suggestions. Weekly communication from the principal highlights important contact information and reminds parents that we are here to help or just to listen when necessary. Our school takes a personalized approach to parent partnerships and understands the value of the home-school connection to impact student learning positively.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Attendance expectations are located in the Crown Point High School Handbook. These expectations are reviewed with all students within the first week of school. When a student is absent and there has been no contact from the family indicating that the student would be absent, a member of the attendance team provides outreach to the family. After a period of absences, outreach is provided electronically and from a Crown Point High School administrator. This outreach begins the process of problem solving to explore a student's lack of attendance. Students accumulate absences for various reasons. The family plays an important role in identifying those reasons. Research shows that when the school and home have a strong partnership student attendance increases.

How do teachers and staff bridge cultural differences through effective communication?

Teachers and staff bridge cultural differences through effective communication by establishing genuine partnerships. Teachers and staff reach out in various ways and for various reasons, for example they communicate about positives not only negatives. Teachers intentionally try to learn about cultural differences to support families as necessary.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

Crown Point High School offers a strong and plentiful selection of courses. Students have not only traditional course offerings, but a multitude of honors, AP, and dual credit offerings as well. Earning additional math credits to satisfy the requirement for an Academic Honors Diploma is easily accomplished with 12 course selections in mathematics which not only includes Calculus, but also Statistics and Finite at the upper levels. Four foreign languages are available with all languages offering AP and/or dual credit opportunities. Students have a variety of courses to choose from in the Fine Arts Department to satisfy the requirement as well. Crown Point High School offers twenty-two Advanced Placement Courses and twenty-one dual credit courses. The curriculum has a strong focus on ACT and SAT standards and practices, helping students to be ready for the challenge of these college readiness assessments.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

All students enter Crown Point high School on an Academic Honors Diploma track if they are seeking a diploma. Wrap around services are provided from graduation coaches, RTI staff, peer tutors, guidance staff, and the admin team to assist students and teachers to help maintain that path. The Crown Point High School Guidance Department monitors each member of their cohort to make adjustments as necessary after problem solving with all stakeholders involved in educating a student, including parents. Finding ways for students to be successful in whatever their post secondary goals are is a priority of all staff. Remediation opportunities are offered to help students stay on track. Also clear communication is shared with students and families beginning in a student's 8th grade year about graduation requirements and diploma types.

Graduation rate last year: 98%

Percent of students on track to graduate in each cohort: ____

Cohort	% on Track to Graduate
2023	93%
2024	87%
2025	92%

SECTION D: School Improvement Plan and Professional Development Plan

Possible Funding Sources		
Title II Title III	Title IV McKinney-Vento High Ability	Education funds

School Improvement Plan

[Crown Point High School School Improvement Plan](#)

[Demographic Data/Brief Introduction](#)

[Performance and Progress](#)

Professional Development Plan

[Crown Point High School Professional Development Plan 2022-2023](#)