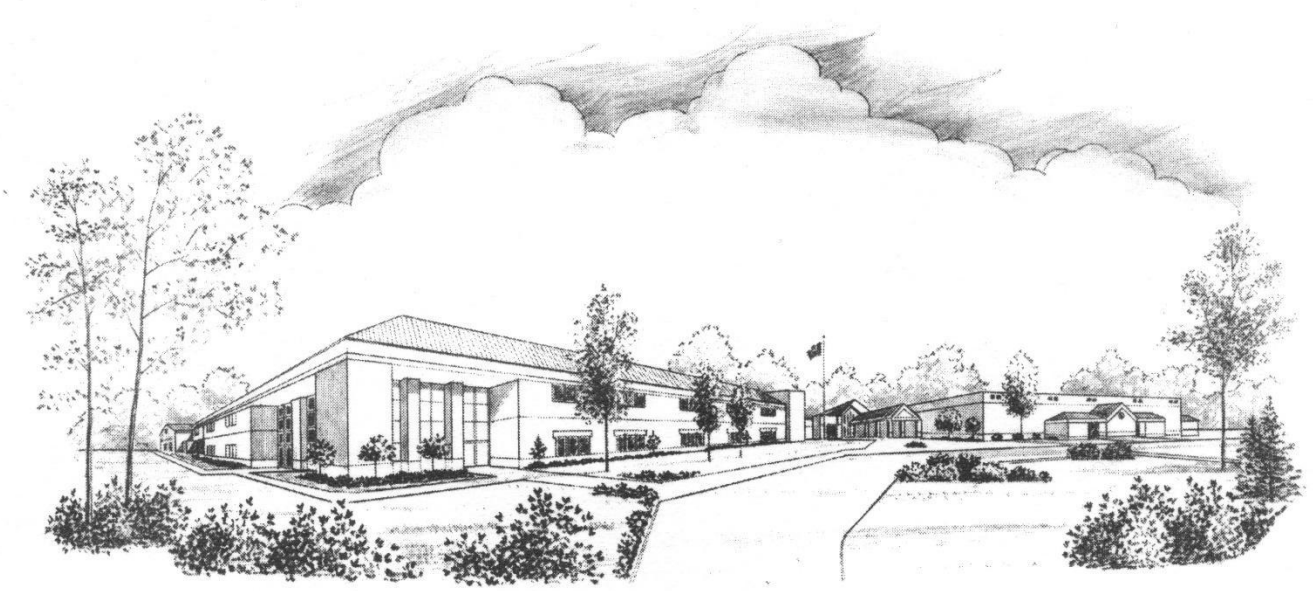
Crawfordsville High School

School Improvement Plan

2024-2025



SCHOOL INFORMATION

School Name	Crawfordsville High School
School Number	6277
Street Address	One Athenian Drive
City	Crawfordsville
Zip Code	47933

SCHOOL and CONTACT INFORMATION

Principal	Jay Strickland
Phone number	765-362-2340
Email	jstrickland@cville.k12.in.us

Superintendent	Rex Ryker
Phone number	765-362-2340
Email	rryker@cville.k12.in.us

Grant contact	Kris Sims
Phone number	765-362-2340
Email	ksims@cville.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2023-26
This is an initial three year plan.	No
This is a review/update of a plan currently in use.	Yes

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No
This school is not identified as CSI, TSI, or ATSI.	Yes

PLANNING COMMITTEE

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Jay Strickland	Admin - Parent	Choose	
Kris Sims	Admin	Choose	
Chloe Carter	Teacher	Choose	
Jenny Veatch	Teacher	Choose	
Matt Reynolds	Teacher	Choose	
Amy Neville	Teacher	Choose	
Kelli Bowling	Teacher-Parent	Choose	
Madison Smith	Counselor	Choose	
Emily Race	Teacher	Choose	
Ryan Hall	Teacher-Parent	Choose	

CORE ELEMENT: CURRICULUM

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). 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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	1-6	*ABC Reading is Fun*	Yes	Choose	*Textbooks and readers are core components of a reading program.*	Yes	
Universal	9-12	APEX	Yes	Tier 2	Students complete courses via online learning platform	Yes	
Universal	9-12	Canvas	Yes	Tier 1	Course management system that supports online learning	Yes	
Universal	9-12	Google Suites	Yes	Tier 1	Cloud computing, productivity and collaboration tools	Yes	
Language Arts	9-12	Khan Academy	Yes	Tier 2	SAT Preparation	Yes	
CTE	9-12	Various programs	Yes	Tier 2		Yes	
Art	9-12	Photoshop	Yes	Tier 1	Editing and graphic design software	Yes	
Math	9-12	Khan Academy	Yes	Tier 1	SAT Preparation	Yes	
English	9-12	StudySync	Yes	Tier 1	Allows teachers to scaffold assignments based on students' reading abilities.		

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

The public may view the school's curriculum in the following location(s)
https://www.cville.k12.in.us/academics/ccsc-curriculum-maps

CORE ELEMENT: INSTRUCTIONAL PROGRAM

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	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	

Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

CORE ELEMENT: ASSESSMENT

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 [CFA], 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
PSAT	9-11	Summative	Preparation for SAT testing	Yes	
SAT	11	Summative	Require state testing	Yes	

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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	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

CORE ELEMENT: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.
Instruction and learning have been enhanced through the staff's use of computers, projectors, mobile presenters, internet research and web quests, Canvas, and live video streaming. CHS students are issued Chromebooks in order to further deepen the school's commitment to a global education.

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

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Job shadowing	Yes
Job-site tours	Yes	Career-related courses	Yes

Guest speakers	Yes	Career day/fair or community day	Yes
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	No
Industry-related project-based learning	Yes	Not currently implementing career exploration activities	Yes
Other:			

CORE ELEMENT: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and 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	
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	

CORE ELEMENT: CULTURAL COMPETENCY

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.

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Crawfordsville High School is 72.5% White, 20.7% Hispanic, 2.2% Black, 1.3% Asian and 0.1% Native American. The greater challenge in dealing with cultural competency is related to socioeconomic barriers rather than race or ethnicity. Groups are identified during registration.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
Multiple strategies have been implemented within Crawfordsville High School to help make all culturally diverse and exceptional learners more successful in both their social and academic experiences. The following strategies are in place: Link Crew, MTSS, Dream Team, Professional Learning Communities, Freshman Focus Groups, Homework Club, IEPs–instructional/classroom modifications, tutoring, increased Honors Classes, Dual Credit Classes – Partnership with Wabash College and Ivy Tech, Valley Oaks/Cummins Services, medicaid, extra-curricular opportunities (clubs / sports), ESL Resource Study Halls, ENL (Opportunity for students to take electives), Basic Skills Class, New Study Hall Guidelines, Mental Health Professional added

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

Valuing diversity, being culturally aware, understanding differences, and building a deeper understanding of student backgrounds.
What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
CHS implements a cultural acceptance club as well as addressing cultural differences within various classrooms. Such as US History, Cultural Diversity, and Language Arts.

CORE ELEMENT: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Evidence shows that the pandemic has negatively affected attendance rates, which, in turn, negatively affects academic performance. Other contributing factors include a disinterest in curriculum resulting in poor academic performance, lack of parental guidance and structure, illness, caring for family members, mental or emotional health issues, and difficulties with housing or food.
What procedures and practices are being implemented to address chronic absenteeism?	CHS implements several policies and procedures to encourage and enforce school attendance, including: attendance is taken every class period throughout the school day, an attendance officer tracks student attendance, the school resource officer makes home visits, attendance contracts, school-based consequences, voice mail is accessible 24 hours a day for parents to report absences, the school attendance policy is available in the student handbook and on the school website, an attendance contract is enacted for students that have excessive absences, formal report given to the Contact Montgomery County Probation, and formal report given to the Contact Department of Child Services.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Results are monitored by an attendance officer, SRO, administrative assistants, and building level administration.
Percentage of students attending at least 94%	51%

Last Year:	53.9	Two Years Ago:	51.0	Three Years Ago:	68.6

Best Practice/Requirements Self-Check	Yes
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

CORE ELEMENT: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?
CHS provides several avenues for parent involvement and communication. Parents have access to school classroom and school calendars. In addition, CHS has made use of School Messenger (an automated parent notification system) to deliver urgent messages to parents via phone. The school's website is interactive and contains teacher contact information. CHS offers an automated gradebook program called Parent Portal through PowerSchool, which allows parental access to grades and attendance via a secured website. Parents who wish to volunteer must have a criminal history check on file in the main office.
In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Phone calls Emails Personal meetings PowerSchool Canvas Parent Portals QR Codes posted around school Parent Surveys
In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
CHS implements the following best parental involvement participation practices: transition program for incoming freshmen, parent conferences/Back to School night in August, after school tutoring opportunities, open door policy, poignant decision making–parents serve on many committees, end of the year freshmen celebration, home visits, Canvas, monthly school newsletter, special education conferences, email, parent surveys, and classroom visits.

How do teachers and staff bridge cultural differences through effective communication?
By building a sense of oneness in the classroom, maintaining high expectations, and ensuring all have an active and heard voice.

CORE ELEMENT: PROVISION FOR SECONDARY SCHOOLS

How do course offerings allow all students to become eligible to receive an academic honors diploma?
The CHS aligns itself with the IDOE guidelines. Course offerings contribute to the honors diploma.
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
Everyone starts on a Core 40 or Honors diploma. They may only opt out during the 2nd semester of their junior year.
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?
Instructors solicit classes Tours Parent meetings Brochures Awards Night Honors Night Guidance suggestions with parental consent

Graduation rate last year:	89.2	Percent of students on track to graduate in each cohort:	93

SCHOOL IMPROVEMENT PLAN - GOALS

GOAL #1			
Goal	CHS will increase their percentage of students attending 94% or higher of school by 5%. Our goal is to reach the state average which is currently 61%		
The strategies we are going to implement are	Parent phone calls Parent emails Automated messages to parents Parent and family meetings Assistance from SRO and Mental Health Professional Parent access to PowerSchool to monitor student attendance Attendance contracts Monitored students at-risk for attendance issues		
How Will We Get There?			
Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Meet and review building attendance broken down by subgroups	22/25	BLT, guidance, building-level admin.	Increase in number of students attending 94% of school or higher
Review individual attendance records via PowerSchool	22/25	BLT, guidance, building-level admin.	Increase in number of students attending 94% of school or higher
MTSS and Dream Team	22/25	BLT, guidance, building-level admin.	Increase in number of students attending 94% of school or higher

Utilize attendance contracts	22/25	BLT, guidance, building-level admin.	Increase in number of students attending 94% of school or higher

GOAL #2			
Goal	CHS will increase our graduation rate to exceed 90%.		
The strategies we are going to implement are	Identify and track at-risk students Implement a better degree planning program Improve course material access Build connections Engage with parents		
How Will We Get There?			
Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Meet and review building graduation rates by subgroups	23/26	SLT, guidance, building-level admin.	CHS will increase our graduation rate to exceed 90%.
Office review senior at-risk individual credits	23/26	SLT, guidance, building-level admin.	CHS will increase our graduation rate to exceed 90%.
MTSS and Dream Team	23/26	SLT, guidance, building-level admin.	CHS will increase our graduation rate to exceed 90%.
Utilize attendance contracts	23/26	SLT, guidance, building-level admin.	CHS will increase our graduation rate to exceed 90%.

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goal(s)	Teachers will participate in the Dream Team and MTSS to analyze and dissect student academic standards and trends.
Is professional development linked to SIP goals?	Yes
Evidence Statement	Dream Team and MTSS will allow teachers to plan for lower performing students and analyze attendance trends. Educators will monitor the progress of at-risk senior students and proactively intervene when needed. Provide intensive, individualized support.
How will effectiveness be sustained over time?	Teachers will have dedicated time set aside to focus on students with poor attendance. SLT leaders will meet to discuss as well. SLT leaders, guidance, and building level administrators will send periodic reminders to review the information discussed in the PLC's.

Professional Development Goal(s)	Educators will carefully dissect at-risk population, academic performance, and other factors that could negatively affect a student's ability to graduate.
Is professional development linked to SIP goals?	Yes
Evidence Statement	Target courses with high rates of non-passing grades, academic advising for all at-risk senior students, expand data sharing, prioritize course availability (APEX included), and support students' basic needs.

How will effectiveness be sustained over time?	Educators will have dedicated time set aside to focus on at-risk senior students with inadequate credits to graduate. SLT leaders will meet to discuss as well. Teachers, guidance, and building level administrators will send periodic reminders to review at-risk seniors.