STRATEGIC PLAN

Prioritizing the educational journey ahead for Crawfordsville Community School Corporation

2024 - 2027



Prepared By:
Flores Consulting Group

Crawfordsville Community School Corporation
765-362-2342
www.cville.k12.in.us



Table of Contents

Purpose	3
Vision & Mission Statement	3
Focal Areas	4
Safe & Supportive Culture	5
Learning-Focused Classrooms	6-8
Foundational Opportunities	9-11

Educational Commitments

PURPOSE

This document aims to clarify the strategic priorities for the Crawfordsville Community SchooCorporation (CCSC) for the next three instructional years, beginning in 2024-2025. The priorities were defined by the corporation leadership team and informed by current initiatives within each building and upcoming work related to Indiana Academic Standards, required curriculum adoptionand new diploma requirements. These priorities do not include all efforts currently underway within the corporation but focus on day-to-day efforts by administrators, educators, students, families, and the community to achieve long-term goals for our students and the school community.

VISION & MISSION STATEMENT

The vision and mission for CCSC were established in 2014. The vision and mission are further reflected in the key priorities established.
The corporation's vision states "…to provide each student with a foundation for building a successful future as a responsible, productive citizen in a global society."

The mission includes these elements of support:

- A variety of paths to academic success and lifelong learning.
- Character education and character development in the school community.
- Appropriate use of fiscal resources to maintain and enhance the community's investment in education.
- Programs to overcome obstacles that interfere with learning.
- Involvement of parents and community as partners in education.

The vision and mission serve as a broader foundation for the corporation, established and followed for some time. The key priorities offer additional insight as focal areas for the next three years, given new legislative curricular and diploma requirements currently being established. The priorities offer a heightened awareness of those day-to-day aspects where urgency and direction are needed for educators, students, and families.

Focal Areas

CCSC's priorities focus on three key aspects of overall success measures: safe and supportive culture, learning-focused classrooms, and foundational opportunities. These three aspects align to the model currently implemented in the corporation, High Reliability Schools (Marzano, Warrick, & Simms, 2014).[1] The following definitions adapted from High Reliability Schools elaborate on the implementation for each aspect and further delineates examples for each aspect to articulate a general understanding of the focal areas.



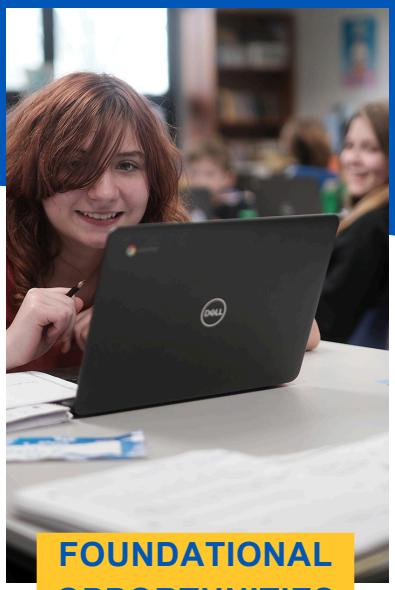
SAFE & SUPPORTIVE CULTURE

Safe and supportive culture reflects the overall well-being of the school allowing educators, students, and families to feel that the school is a safe and collaborative environment.



LEARNING-FOCUSED CLASSROOMS

Learning-focused classrooms reflect the implementation of effective instruction, and corporation and building leadership teams oversee the delivery of a guaranteed and viable curriculum.



FOUNDATIONAL OPPORTUNITIES

Foundational opportunities reflect the transition to competency-based efforts reflective of new Indiana diploma requirements forthcoming.

FOCAL AREA EXAMPLES

- Implement clear guidelines and policies for staff and students
- Engage with families and the community
- Oversee fiscal and operational budgets

- Deploy effective teaching in every classroom
- Implement guaranteed and viable curriculum
- Engage in meaningful conversations related to data

- Meets the individual needs of all students
- Establishes opportunities for post-secondary pathways

[1] Marzano, R. J., Warrick, P., Simms, J. A. (2014). A Handbook for High Reliability Schools. Hawker Brownlow Education.



Safe and Supportive Culture

As a corporation, CCSC strives to create a culture where the school's overall well-being allows educators, students, and families to feel that the school is a safe and collaborative environment. The key priorities in this area highlight the commitment to collaborative team meetings in all buildings within the corporation to support all learners and as continued development for educators.

Key Commitment 1: Collaborative Teams

By 2027, 100% of educators across CCSC engage in productive collaborative team meetings and define specific outcomes. During year one, the corporation leadership team will define a collaborative team framework to be used across schools to ensure alignment with a set of common expectations. The implementation of this framework will be managed by the corporation and school leadership to evaluate the achievement of this priority. Collaborative team time will integrate additional techniques related to data analysis to ensure the needs are clearly defined for all student learners. As applicable, safety and compliance training requirements will be clearly defined for all staff and students.

Information from collaborative team meetings, observations, engagement from administrators, and survey data will inform the measurement of this priority.

Year One 2024-25	Year Two 2025-26	Year Three 2026-27
Develop a collaborative team framework for integration across schools.	Implement and monitor collaborative team framework across schools.	Define continued improvement strategies to sustain engagement in a collaborative team framework.
Complete required safety and compliance training.	Complete required safety and compliance training.	Complete required safety and compliance training.
Establish data analysis professional learning for educators to support the collaborative team and MTSS[2] framework.	Implement and monitor data analysis practices within the collaborative team and MTSS framework.	Implement and monitor data analysis practices within the collaborative team and MTSS framework.

[2]Stoiber, K., Gettinger, M. (2016). Multi-Tiered Systems of Support and Evidence-Based Practices. Jimerson, S., Burns, M., VanDerHeyden, A. (eds) Handbook of Response to Intervention. Springer, Boston, MA.



Learning-Focused Classrooms

As a corporation, CCSC strives to deliver a guaranteed and viable curriculum to each student every day. The key priorities in this area are tailored to the corporation, elementary, and secondary levels to emphasize further that effective instruction in all classrooms of a guaranteed and viable curriculum connects to the overall success of students within the corporation. According to High Reliability Schools (Marzano, Warrick, & Simms, 2014), “Guaranteed means that all teachers are aware of the content they are responsible for teaching and are, in fact, teaching that content…Viable means that the amount of content is teachable in the time available for instruction.” In other words, the content is clearly backward planned and paced according to the time available for instruction. Subsequently, educators implement according to the defined plan.

Key Commitment 2: Guaranteed and Viable Curriculum

By 2027, 100% of ELA and Mathematics classrooms will implement the adopted curriculum (i.e., materials and chronological curriculum maps) with fidelity. Leadership will engage to ensure educators receive support and training regarding integrating chronological maps and the associated application of adopted materials. During year one, a thoughtful and systematic plan for curriculum adoption will be established across grades and content areas to align to Indiana Academic Standards and proposed changes in diploma requirements. During subsequent years, training, implementation, and monitoring will inform continuous improvement efforts to ensure implementation with fidelity. Alongside the adoption of materials, leadership will inform the next steps for creation and dissemination related to mapping and vertical alignment to create a system to ensure Indiana Academic Standards are defined and articulated across all grades and content areas.

Information from collaborative team meetings, observations, administrator engagement, and survey data will inform the measurement of this priority.

Year One 2024-25	Year Two 2025-26	Year Three 2026-27
Create a curriculum adoption plan for upcoming school years, which includes adoption, professional learning, and implementation.	Adopt a guaranteed and viable curriculum as defined in the plan. Offer recurring opportunities for professional learning to support educators and staff.	Oversee implementation and support areas of need to deploy guaranteed and viable curriculum with fidelity.
Develop instructional goals to establish vertical alignment.	Create standards-based mapping to support vertical alignment.	Implement mapping and curriculum to support vertical alignment.



Learning-Focused Classrooms

For the elementary schools within CCSC, content focused on the science of reading will be emphasized to support foundational reading skills. Recent Indiana legislation requires the adoption of the science of reading adapted from the National Reading Panel (2000)[3] highlighting five key pillars: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. The intent of implementing science of reading allows for comprehension and vocabulary to support writing and research in subsequent grade levels. This key priority mirrors the statewide literacy goal of achieving 95% proficiency on IREAD-3 by 2027. Educators will receive targeted support and training through the implementation of instructional coaches at each building to foster growth in the science of reading strategies and leverage the expertise shared as part of the literacy cadre. CCSC believes the implementation of the science of reading to achieve proficiency is paramount to the long-term success for students to achieve post-secondary opportunities in enrollment, employment, or enlistment.

Key Commitment 3: Science of Reading

By 2027, 95% of students achieve proficiency on the annual IREAD-3 assessment.
The success of this priority will be evaluated using information from the Indiana Department of Education's Graduates Prepared to Succeed (GPS) dashboard.

Year One 2024-25	Year Two 2025-26	Year Three 2026-27
Implement the science of reading required components.	Implement the science of reading required components.	Continue best practices associated with the science of reading.
Create an English/Language Arts adoption plan for the 2024-25 school year, including adoption, professional learning, and implementation.	Adopt a guaranteed and viable curriculum and offer recurring opportunities for professional learning.	Oversee and support the delivery of a guaranteed and viable curriculum.
Develop a plan for common assessments to support integration across content areas.	Develop common assessments to support integration across content areas.	Deploy and evaluate common assessments to support integration across content areas.

[3]National Institute of Child Health and Human Development (2000). National reading panel—Teaching children to read: Reports of the subgroups (NIH Pub. No. 00-4754). U.S. Department of Health and Human Services.

Learning-Focused Classrooms

For the secondary schools within CCSC, content focus aligned to achieving success on college and career readiness indicators will be emphasized to support future student enrollment, employment, and enlistment. The Indiana Department of Education highlights the need for postsecondary insights as the graduation pathways requirements initiated for the class of 2023. “With Graduation Pathways, students are able to individualize their graduation requirements to align to their postsecondary goal of Enrollment, Employment, or Enlistment leading to service. No longer must all students fit into the same academic mold, but rather, they can choose the high school options that best meet their postsecondary needs and aspirations” (2024).[4] CCSC believes the considerations related to postsecondary outcomes for secondary students are vital for their future opportunities in enrollment, employment, or enlistment.

Key Commitment 4: Mathematics Growth

By 2027, 35% of students in grades 6-10 will achieve the annual growth target on the college and career-ready assessments (e.g., ILEARN, and PSAT).

The success of this priority will be evaluated using information from the Indiana Department of Education’s GPS dashboard.

Year One 2024-25	Year Two 2025-26	Year Three 2026-27
Develop a plan for common assessments to support integration across content areas.	Develop common assessments to support integration across content areas.	Deploy and evaluate common assessments to support integration across content areas.
Integrate PSAT 8,9, and 10 to support success on SAT.	Use data and support materials from the PSAT to promote success on the SAT.	Use data and support materials from the PSAT to promote success on the SAT.

[4] Indiana Department of Education. (2024). Student Learning and Pathways: Graduation Pathways. Retrieved from https://www.in.gov/doe/students/graduation-pathways/.



Foundational Opportunities

As a corporation, CCSC is committed to creating additional learning opportunities to support all students in achieving graduation pathways, including enrollment, employment, and enlistment, as defined on GPS. These opportunities are defined as early as elementary school to ensure students and families can access and understand the expectations to meet new graduation requirements and engage in rigorous programs that enhance current offerings.

For the elementary schools in CCSC, the first year will be focused on developing a plan to offer additional programming opportunities for students whose families indicate this as a priority for their students. Data collection will begin with registration to further confirm and develop programming to meet the needs of those students' families.

Key Commitment 5: Graduation Plan Management

By 2027, CCSC will create a system to oversee students' engagement in the graduation planning process required by grade 8 and allow engagement in opportunities aligned to the graduation plan established to support the pursuit of rigorous post-secondary pathways (i.e., specific college or career expectations).

Current and future program offerings by current and future student count will be analyzed to confirm the attainment of this priority.

Year One 2024-25	Year Two 2025-26	Year Three 2026-27
Develop a plan to build additional program offerings for students anticipating rigorous post-secondary experiences.	Implement a plan to build additional program offerings for students anticipating rigorous post-secondary experiences.	Evaluate and refine the plan to build additional program offerings for students anticipating rigorous post-secondary experiences.
Create a plan for engagement by college-bound students in at least 5 AP courses.	Deploy a plan for engagement by college-bound students in at least 5 AP courses.	Deploy a plan for engagement by college-bound students in at least 5 AP courses.

Foundational Opportunities

For the secondary schools in CCSC, the first year will be focused on understanding and evaluating current secondary course and competency offerings alongside new diploma requirements. These new requirements may require additional flexibility in both middle and high school grades to meet these requirements. Upon evaluation, the plan will urgently evolve into changes to meet those requirements, contemplating how those offerings may be met across both secondary campuses. Educator and student engagement in current and desired offerings will be important to the evaluation process.

Key Commitment 6: GPS Diploma Achievement

By 2027, 92% of graduates will achieve strong Indiana diplomas (i.e., Core 40, Academic Honors, Technical Honors, Academic and Technical Honors, or International Baccalaureate) based on rigorous course completion in middle and high school.

Information from the Indiana Department of Education's GPS dashboard will be used to evaluate the success of this priority.

Year One 2024-25	Year Two 2025-26	Year Three 2026-27
Evaluate new diploma requirements alongside current course offerings at middle and high school.	Develop conversations with students and families related to diploma requirements and pathways. Deploy new opportunities for course offerings in the middle and high school.	Deploy resources and materials to support students and families with navigating new diploma requirements and pathways. Deploy new opportunities for course offerings in the middle and high school.
Review recent graduation data for types of student opportunities that may be deficient.	Develop a plan to meet deficiencies in current course offerings.	Deploy a plan to address deficiencies in current course offerings.



Foundational Opportunities

Technology and infrastructure continue to support curriculum and course offerings for all students. Most recently, Artificial Intelligence (AI) became a prominent aspect of navigating any technology integration and policy efforts. CCSC will spend the first year implementing key priorities to gain an understanding of the landscape for both educators and students. Over time, a policy for AI will be established, balancing this new tool's efficiencies and content needs in the greater landscape of student success and opportunity.

Key Commitment 7: Technology and Innovation

By 2027, 100% of schools offer exposure to various technologies and platforms to support teacher instruction and student academic growth toward diverse post-secondary pathways.

Information collected by leadership will be used to confirm the success of this priority.

Year One 2024-25	Year Two 2025-26	Year Three 2026-27
Engage in professional learning about the uses of AI to inform the next steps for policy and guidance.	Develop AI strategy and policy for educators and students.	Deploy expectations for thoughtful integration of AI into classrooms by both educators and students.