STRATEGIC PLAN

Prioritizing the educational journey ahead for Crawfordsville Community School Corporation

2026 - 2029



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Educational Commitments

PURPOSE

This document aims to clarify the strategic priorities for the Crawfordsville Community School Corporation (CCSC) for the next three instructional years, beginning in 2026-2027. 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, curriculum adoption, diploma requirements and new accountability calculations. 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 provide additional insight into focal areas for the next three years, given the implementation of new diploma requirements and the establishment of accountability calculations. 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 continue the emphasis 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). The following definitions, adapted from High Reliability Schools, elaborate on the implementation for each aspect and further delineate examples for each aspect to articulate a general understanding of the focal areas.



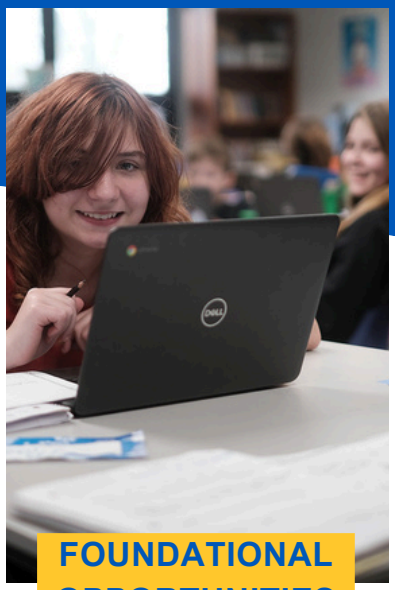
SAFE & SUPPORTIVE CULTURE

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

- Provide 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

CCSC will ensure that 100% of educators actively participate in structured, outcome-driven collaborative team meetings to advance student learning. To achieve this vision, leadership will establish a framework in year one that defines clear expectations for collaboration, data analysis, and decision-making across all schools. Over the subsequent years, the corporation will refine and monitor implementation through defined metrics, strengthening educators' use of data effectively and aligning instructional supports. This work will culminate in the development and implementation of MTSS structures in both mathematics and literacy.

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

Year One 2026-2027	Year Two 2027-2028	Year Three 2028-2029
Establish specific outcomes for collaborative team tracking in conversations.	Develop monitoring criteria for collaborative team framework across schools.	Refine outcomes for collaborative team tracking in conversations.
Determine key data analysis strategies for collaborative teams.	Reevaluate data analysis needs for further support in collaborative teams.	Implement and monitor data analysis practices within the collaborative teams.
Define MTSS structures to support students in math and literacy.[2]	Deploy MTSS structures to support students in math and literacy.	Monitor MTSS structures to support students in math and literacy.

[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 recently established systems to deliver a guaranteed and viable curriculum to each student every day. The next several years continue to build on this foundation. 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

CCSC will ensure that 100% of classrooms implement the adopted curriculum with fidelity, including the consistent use of instructional materials and aligned curriculum maps. In year one, leadership will establish clear expectations for curriculum implementation while considering the limitations of the budget, and refining curriculum maps to strengthen transparency and coherence. In subsequent years, schools will prioritize ongoing implementation, targeted support, and the deployment of guaranteed and viable curriculum practices. Concurrently, efforts to map curriculum and contemplate vertical alignment will be implemented and sustained to ensure the Indiana Academic Standards are clearly articulated across grade levels and content areas.

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

Year One 2026-2027	Year Two 2027-2028	Year Three 2028-2029
Establish expectations for curriculum and resources implemented with fidelity in alignment with the district approved curricular budget.	Oversee implementation and support areas of need to deploy guaranteed and viable curriculum with fidelity.	Oversee implementation and support areas of need to deploy guaranteed and viable curriculum with fidelity.
Review and refine curriculum maps to maintain expectations for curriculum mapping and transparency.	Implement mapping and curriculum to support vertical alignment.	Implement mapping and curriculum to support vertical alignment.



Learning-Focused Classrooms

For the elementary schools within CCSC, content focused on literacy practices aligned to 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) 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 continue to receive targeted support and training from instructional coaches at each building to foster growth in the science of reading strategies and leverage shared expertise. CCSC believes that instruction based on the science of reading to achieve proficiency is paramount to the long-term success of students to achieve post-secondary opportunities in enrollment, employment, or enlistment.[3]

Key Commitment 3: Literacy

CCSC remains focused on the goal of 95% of students achieving proficiency on the IREAD-3 assessment through an evidence-based implementation for literacy grounded in the science of reading. In addition, CCSC will expand its focus to include structured, intentional support for secondary students who require foundational reading skill development, with particular attention to transition points into secondary grades.

Year One 2026-2027	Year Two 2027-2028	Year Three 2028-2029
Continue best practices associated with science of reading and monitor student data for support and interventions.	Continue best practices associated with science of reading and monitor student data for support and interventions.	Continue best practices associated with science of reading and monitor student data for support and interventions.
Determine best practices for supporting secondary students in need of reading support, specficially transitions into secondary grades.	Implement best practices for supporting secondary students in need of reading support.	Monitor implementation and support of secondary students in need of reading support.

[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

CCSC will continue to monitor the percentage of students in grades 6–10 who meet annual growth targets on college- and career-ready assessments reflecting a focused commitment to strengthening mathematics achievement. CCSC will build educator capacity to effectively leverage data and align instructional practices, including the strategic use of PSAT-aligned resources to support student readiness for the SAT.

Year One 2026-2027	Year Two 2027-2028	Year Three 2028-2029
Evaluate current availability for common assessments across grades and content areas.	Deploy plan for common assessments to support integration across content areas.	Deploy and evaluate common assessments to support integration across content areas.
Develop plan for educators to leverage data and support materials from PSAT to promote success on SAT.	Implement and monitor plan to leverage data and support materials from PSAT to promote success on SAT.	Refine plan to leverage data and support materials from PSAT to promote success on 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 within new graduation requirements. These opportunities begin 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.

In earlier grades, intentional conversations will begin to foster an understanding of post-secondary opportunities following enrollment at CCSC.

Key Commitment 5: Graduation Plan Management and Seals Attainment

Over the three-year period, CCSC will design, implement, and refine a comprehensive system of program offerings that expands student access to rigorous postsecondary opportunities, including ICC and Advanced Placement courses, while strengthening pathways for work-based learning and internships aligned to graduation requirements. CCSC will strengthen middle school programming to better support graduation and accountability expectations, ensuring early alignment to high school success indicators.

Year One 2026-2027	Year Two 2027-2028	Year Three 2028-2029
Develop plan to build additional program offerings for students anticipating rigorous post-secondary experiences including ICC and AP.	Implement plan to build additional program offerings for students anticipating rigorous post-secondary experiences including ICC and AP.	Evaluate and refine plan to build additional program offerings for students anticipating rigorous post-secondary experiences including ICC and AP.
Develop and initiate process for students and parents to engage in graduation planning in Grade 7.	Coordinate conversations between middle and high school to communicate graduation plan for students, including specific seals.	Evaluate and refine conversations between middle and high school to communicate graduation plan for students, including specific seals.
Develop plan to build additional program offerings for students fulfilling work-based learning and internships to meet graduation requirements.	Implement plan to build additional program offerings for students fulfilling work-based learning and internships to meet graduation requirements.	Evaluate and refine plan to build additional program offerings for students fulfilling work-based learning and internships to meet graduation requirements.
Evaluate program offerings to support updated graduation and accountability requirements.	Deploy middle school offerings to support graduation and accountability expectations.	Refine middle school offerings to support graduation and accountability expectations.



Foundational Opportunities

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

Key Commitment 6: Technology and Innovation

CCSC will establish a comprehensive, phased approach to the development and implementation of an artificial intelligence (AI) framework that supports both educators and students. In year one, a corporation-wide team will lead the creation of a clear strategy and policy to guide responsible, effective AI integration. This work will transition into full implementation in year two, ensuring alignment across classrooms and schools. By year three, the district will systematically monitor and refine AI practices to ensure sustained impact on teaching, learning, and operational effectiveness.

Year One 2026-2027	Year Two 2027-2028	Year Three 2028-2029
Launch corporation-wide AI team to develop strategy and policy for educators and students.	Implement AI strategy and policy for educators and students.	Monitor AI strategy and policy for educators and students.