

# Crestline Exempted Village Schools

Crestline High School/Middle School  
Crestline Elementary School  
Crestline Preschool

## Ohio Improvement Plan

July 2021 - June 2024

### Goal 1: Curriculum, Instruction, Assessment

By the end of the 2023-2024 school year, 100% of Crestline Teachers will fully implement an evidence-based, district-developed instructional framework for all content areas and grade levels which will include a comprehensive system for measuring student outcomes order to reduce the instructional outcomes data gap for all students including a focus on our students with disabilities.

### Student Measure

1. 80% of Crestline elementary students will attain grade level mastery of all content standards, as measured by locally approved benchmark assessments, classroom-level data, systematic reviews of student work, and Ohio's State Tests.
  - A. By the end of the 2022-2023 school year, we will reduce the number of non-proficient students by 50% in all content areas.
2. 80% of Crestline Middle School and High School students will attain grade level mastery of all content standards, as measured by locally approved benchmark assessments, classroom-level data, systematic reviews of student work, ACT, and Ohio's State Tests.
  - A. By the end of the 2022-2023 school year, we will reduce the number of non-proficient students by 50% in all content areas.

### Adult Measure

100% of teachers will:

- Assess current instructional strategies to determine effectiveness based on evidence. (TBT discussions, Professional Growth Goals)
- Identify the evidence-based strategies needed to promote engagement and mastery of content within the framework.
- Design, select and implement professional development to inspire commitment and ensure clarity.
- Monitor implementation of the strategies within the framework.
- Track the learning of every student on multiple measures, and make the data visible and available.

# Strategies/Action Steps

## Strategy 1.1: Assessment

We will implement a comprehensive assessment system comprising a range of measurement approaches. Multiple measures will be used in the design of this system and will include the requisite training on data analysis and responding to data. These multiple measures will include four broad categories of assessment: formative, diagnostic, interim/benchmark, and summative. Three aspects of assessment will be reviewed when creating the system: assessment purpose, balance, and alignment In all classrooms.

100% of teachers will combine formative assessment and differentiated, standards-based instruction in the core classes in support of a solid Tier 1. All staff will adjust scope and sequence for instruction to tightly align to standards, and then align assessments accordingly. Teachers will use beginning-, middle-, and end-of-class formative checks to quickly determine where students are in relation to mastering standards, and make appropriate adjustments to instruction based on these formative checks.

### Action Step 1.1.1: Professional Development on Assessment Validity, Use, and Purpose

- A. Provide high quality and evidence-based professional development to all staff involved with student assessment.

### Action Step 1.1.2: Writing in All Content Areas

- A. Use a variety of formative and summative writing types as a way to measure student mastery of content in all content areas.

## Strategy 1.2: Multi-Tiered Systems of Support (MTSS)

The district will commit to the development of a Multi-Tiered System of Supports for all students including emphasis on students with unique needs based on need type: academic, behavioral, engagement. Intervention/enrichment opportunities made consistently available to all students in core content areas during the school day and within core content areas.

Critical to this plan is the reinforcement of the role of Adult/Peer learning communities in the design of solid, rigorous Tier 1 as well as supplemental and intensive interventions matched to need: Intensity, Time, Focus, Instructional methodology District -level infrastructure is necessary to support provision of additional learning supports at both the district and the school-level for effective implementation.

The District Leadership Team will be composed of Superintendent, Director of Student Services, Building Principals, teacher leaders representing core content areas, Intervention Specialists, family and community engagement representative, SST Region 7 coach/consultant, and Board of Education members. The District Leadership Team will determine vision and implementation plan in collaboration with key stakeholders and will be responsible for communication of expectations and accountability for provision of additional learning supports within the school day. The Building Leadership Teams will serve as vehicles for continuous improvement and will help determine acceptable models for scheduling of intervention/enrichment time and how staff are used during the day/week. TBTs and BLTs will collaborate with building and district leaders to determine priority in scheduling students in need of additional learning support considering the level of support needed and composition of classes (Groups are fluid and matched to student need).

### Action Step 1.2.1: Increase Content-Specific Literacy

- A. To increase student engagement and achievement, literacy in all subject areas will be reinforced as an academic practice. Literacy will include: Nonfiction, content-determined reading and writing at the appropriate level of difficulty and complexity
- B. Increase student understanding and application of the critical vocabulary from the content and grade level Ohio State Standards.

### Action Step 1.2.2: Explicit Instruction

- A. Provide training and opportunities for practice of explicit instruction practices.
- B. Teachers will learn to follow an explicit approach to explain, demonstrate and model everything.
- C. Explicit instruction teachers provide daily reviews of previously learned knowledge and skills and use formative assessment to make adjustments to instruction.

### Action Step 1.2.3: Professional Development

- A. The district will provide training for all staff on the foundations and fundamentals of a tiered system of interventions. Staff will gain an understanding of best practices for a tiered classroom and will recognize how and when to intervene and monitor. This will include data collection to be utilized in ETR Part 1 and other student-focused improvements such as specially designed instruction, present levels of performance, accommodations, and measurable goals.

## Strategy 1.3: Implement the Instructional Framework

We will implement a district-designed instructional framework which will require students to read, reason, write, think, speak, and participate in all content areas. The framework will be designed to ensure students are interacting with content, allowing them to demonstrate the mastery of content and skills in a variety of ways.

### Action Step 1.3.1: Professional Development

The district will provide training for all staff on the foundations and fundamentals of a tiered system of interventions within the instructional framework. Staff will gain an understanding of best practices for a tiered classroom and will recognize how and when to intervene and monitor. This will include data collection to be utilized in ETR Part 1 and other student-focused improvements such as specially designed instruction, present levels of performance, accommodations, and measurable goals.

Annually provide high quality, evidence-based professional development for all content area teachers on the implementation of a framework for instruction. Annually monitor the impact of professional development in this area on student outcomes and adult learning. Provide in-time support for teams and teachers who require additional assistance with implementation and monitoring of the framework.

## Timeline/Persons Responsible

	Strategy	Action Step(s) District/Building Benchmark Check	Person(s) Responsible
Year 1 2021-2022	1.1 1.3	1.1.1  1.3.1  CHS, CES Oct 2022  Jan 2022 March 2022 June 2022	Internal Facilitator; DLT; BLT
Year 2 2022-2023	1.1 1.2 1.3	1.1.1 1.1.2  1.2.1 1.2.1 1.2.2  1.2.3 1.3.1	Aug. 2022, Nov. 2022, Jan. 2023, Mar. 2023  Internal Facilitator; DLT; BLT
Year 3 2023-2024	TBD	TBD TBD TBD	TBD