

Crestline Exempted Village Schools

Crestline High School/Middle School
Crestline Elementary School
Crestline Preschool

Ohio Improvement Plan

July 2021 - June 2024

Goal 3: Shared Leadership

By the end of the 2023-2024 school year, 100% of Leadership members will have a voice in the allocation of resources (money, human capital, time) to improve student learning.

Student Measure

100% of Crestline EVSD students will have access to necessary resources in support of their learning needs, workforce preparation, career objectives and goals, and post-secondary plans.

Adult Measure

District and Building representatives will utilize resource allocation practices and family engagement practices that reflect an understanding of the imperative to eliminate existing inequities and close the achievement gap.

District and Building representatives will utilize resource allocation practices that reflect an understanding of college, career and military pathways.

Strategies/Action Steps

Strategy 3.1: Leadership, Administration, Governance

Leadership Teams will use data strategically to inform resource allocation decisions and to provide insights about how productivity, efficiency, and equity are impacted by allocated resources.

Action Step 3.1.1: Instruction, Initiative, and Resource Audit

Annually review materials, programs, vendor assessments, classroom technology and resources. Analysis will include a review of relevant student data, implementation data, family surveys, special education data, graduation rates, and any additional data which helps determine the effectiveness and alignment of the various tools used in the instructional program, including a focus on closing the gap for students with disabilities.

Strategy 3.2: MTSS For Family Partnerships

Through our involvement in the National Network of Partnership Schools and the Ohio Statewide Family Engagement Center, the district will develop a multi-tiered approach to family engagement for the purpose of improving student academic achievement and long-term enrollment, enlistment, employment and entrepreneurship outcomes for all students.

Action Step 3.2.1: District Action Team for Partnerships

The district will organize Action Teams for Partnerships (ATP) for each building. The ATP will plan, implement, monitor and evaluate each school's program of partnerships to engage all partners and increase student academic and behavioral success and create a welcoming school environment through:

- A. Focusing on school improvement plan goals
- B. Focusing the six types of family involvement
- C. ATP Meeting Dates 2022-2023:
 - a. August 2022
 - b. November 2022
 - c. February 2023
 - d. April 2023

Action Step 3.2.2: Career Advising

Implement and expand career advising and career exploration practices in all content areas in grades.

Action Step 3.2.3: Early Warning System 6-12

Implement an early warning system for monitoring graduation, career readiness, college readiness, and military enlistment readiness outcomes in grades 6-12.

Strategy 3.3: Monitoring through Cross Functional Team

The Cross Functional Team (CFT) will gather data and evidence and conduct root cause analysis of the data to determine prioritized needs toward the academic and behavioral outcomes for our students with disabilities. The CFT will make recommendations to the District Leadership Team (DLT) for professional development needs and supports. Data will include:

1. Discipline data for Students with a Disability
2. Academic performance checkpoints connected to state assessments

Action Step 3.3.1: Internal Monitoring Schedule

The district will maintain a calendar for the internal monitoring of MTSS/RTI and the special education program. The Internal Monitoring Team will meet no fewer than three times per year.

- A. Dates 2022-2023 - August 29, 2022, January 23, 2023, May 23, 2023
- B. Dates 2023-2024 - TBD

Action Step 3.3.2: Review, Revise, Develop

The internal monitoring team will annually review, revise, and/or develop as applicable the policies, practices, and procedures for the school wide RTI/MTSS process and special education program. The team will report findings of trends found in the data review to the District Leadership Team with recommendations for action and support including professional development and onboarding.

Action Step 3.3.3: Implement the Corrective Action Plan (CAP)

The District Leadership Team will ensure the implementation of the CAP which includes professional development for Indicator 10.

Timeline/Persons Responsible

	Strategy	Action Step(s) District/Building Benchmark Check	Person(s) Responsible
Year 1 2021-2022	3.1 3.2 3.3	3.1.1 District Sep. 2022 3.2.1 Dec. 2022 3.3.1;3.3.2;3.3.3 Feb. 2023 Apr. 2023 June 2023	Superintendent; SPED Director; Internal Monitoring Team; DLT members
Year 2 2022-2023	3.1 3.2 3.3	3.1.1 Sept, 2022; June 2022 3.2.1, 3.2.2, 3.2.3 Aug.2022, Nov. 2022, Feb. 2023, Apr. 2023 3.3.1, 3.3.2, 3.3.3 Aug. 2022, Jan. 2023, May 2023	Superintendent; SPED Director; Internal Monitoring Team; DLT Members; ATP members
Year 3 2023-2024	TBD	TBD TBD TBD	TBD