

**Wooster City School District:  
Implementation Plan Climate & Culture Goal**

**Edgewood Building Plan**

**Annually, Wooster City School students will meet or exceed expected growth in all subgroups.**

**Adult Implementation Indicator:**

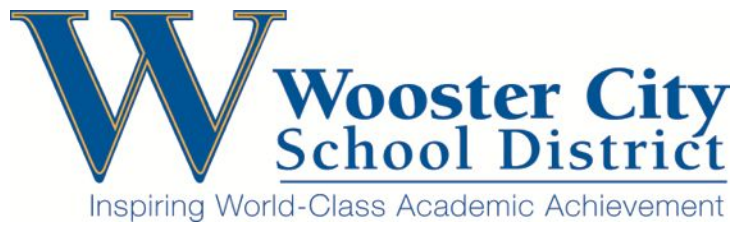
100% of Edgewood Schools staff will uphold the principle that all staff members share the responsibility of creating instruction to support the whole child and to prevent student failure.

**Student Implementation Indicator:**

100% of Edgewood students will achieve a year’s worth of growth academically while learning to advocate for their physical, emotional, and social needs.

Strategy	Evidence	Action Steps	Look-Fors
<p><b>1A. Develop a system in which all staff members share responsibility for the prevention of student failure by planning to meet the physical emotional, social, and academic needs of each student</b></p>	<p>PD Calendar Exit Slips Structuring of Wooster Way  PD Calendar Staff Survey Representing UDL in TBT Form  PD Calendar Staff Survey</p>	<ol style="list-style-type: none"> <li><b>EQUITY:</b> Develop and implement PD for all staff members that addresses the physical, social, and emotional needs of all students.</li> <li><b>UDL:</b> Develop and implement PD for all staff related to Universal Design for Learning</li> <li><b>CO-PLAN TO CO-SERVE:</b> Develop and implement PD for instructional staff related to Co-planning and Co-Serving</li> </ol>	<ol style="list-style-type: none"> <li>Trauma Training in Waiver Day 2</li> <li>Accurate Formative Data to Drive Instruction</li> <li>Explanation to the building about restructuring of Wooster Way</li> <li>Opportunities for Individual Session via individually selected IPDP workshops, meetings, and conferences</li> <li>FAC Climate Culture Survey reviewing needs among staff in management and proactive planning.</li> <li>BLT audit of department TBT plans to achieve student growth</li> <li>Opportunities for Individual Session via individually selected IPDP workshops, meetings, and conferences</li> <li>SPED department review of coteach self reflection (Haas facilitates)</li> </ol>

<p><b>1B. Develop a system in which all staff members share responsibility for the prevention of student failure by implementing supports to meet the physical emotional, social, and academic needs of each student</b></p>	<p>Monitoring</p> <p>Execution of Wooster Way</p> <p>IEP/ Rtl Documentation</p> <p>TBT Progress Monitoring</p> <p>Assessment Performance</p> <p>Student Self Monitoring Performance</p> <p>TBT Progress Monitoring</p> <p>IEP/ Rtl Documentation</p>	<ol style="list-style-type: none"> <li>1. <b>EQUITY:</b> All staff members initiate equitable practice that addresses the physical, social, and emotional needs of all students</li>   <li>2. <b>UDL:</b> All staff members will implement a rigorous core curriculum using a framework of student engagement, representation, and expression for all learners.</li>   <li>3. <b>CO-PLAN TO CO-SERVE:</b> All staff members will co-plan to co-serve using proactive practice by adapting curriculum, assessment, and instruction for all learners the first time the concept is taught.</li> </ol>	<ol style="list-style-type: none"> <li>a. BLT annual review of services provided to students.</li> <li>b. Guidance staff lesson provision</li> <li>c. Mental Health Roster meetings Wednesdays</li>   <li>a. BLT audit of department TBT plans to achieve student growth</li> <li>b. NWEA &amp; AIR Performance trend of student growth</li>   <li>a. Professional Growth Visits to observe peers in co-teaching</li> </ol>
<p><b>TIMELINE</b></p>		<p><b>2016-17 School Year</b></p>	



**Wooster City School District:**

**OIP Implementation Plan**

**Academic Goal**

**Annually, Wooster City School students will meet or exceed expected growth in all subgroups.**

**Adult Implementation Indicator:**

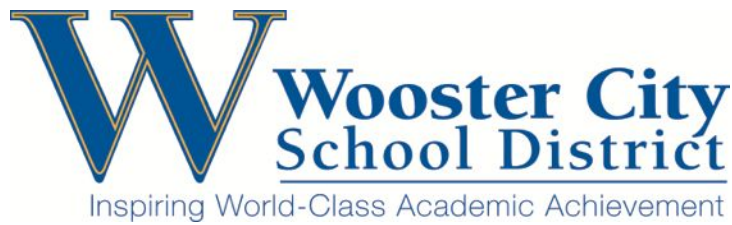
100% of staff will implement Ohio's Learning Standards, utilizing assessment data to inform instructional design and student engagement.

**Student Implementation Indicator:**

100% of 5-7 students will meet or exceed individualized yearly growth.

Strategy	Evidence	Action Steps	Look-Fors
<p><b>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</b></p>	<p>Monitor 5-step Process minutes; Walk Through data; Common Assessment; Mapping; Teacher plans and sequences instruction to include important content, concepts and processes in school, district priorities and State Standards; Teacher explanation clear and accurate; Teacher uses developmentally appropriate strategies and language to actively encourage independent, creative and critical thinking.</p>	<ul style="list-style-type: none"> <li>- The Edgewood Language Arts departments will implement Ohio's Learning Standards.</li> <li>- The Edgewood Language Arts departments will design and use learning activities that focus on increased student engagement (eg: book challenges, book talks, book reports, interactive read alouds)</li> <li>- Conduct book studies to promote student engagement and achieve a cross-curricular balanced literacy model within all classrooms. (eg: Notice and Note: Fiction and Nonfiction, Writing Strategies that Work, Nonfiction Strategies that Work)</li> </ul>	<ul style="list-style-type: none"> <li>- TBT notes</li> <li>- Curriculum Maps</li> <li>- Professional Growth Visits</li> </ul>

<p><b>2. Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices.</b></p>	<p>Teacher uses assessment data to identify students' strengths and needs, modifies and differentiates instruction accordingly.</p> <ul style="list-style-type: none"> <li>- TBT forms</li> <li>- Literacy Coach</li> <li>- Administrator/ Counselor support during team meetings</li> <li>- Professional Growth Visits</li> </ul>	<ul style="list-style-type: none"> <li>- The Edgewood Language Arts departments will continuously utilize data from ongoing formative and summative assessments to plan, revise, and provide specific instructions and interventions.</li> <li>- The Edgewood Language Arts department will research and utilize effective co-teaching/teaming strategies to improve collaboration across all subjects and grade levels to increase differentiation and achieve maximum student growth.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum Maps</li> <li>- Student Growth Measures (NWEA, F and P)</li> <li>- Evidence from: <ul style="list-style-type: none"> <li>- TBT notes</li> <li>- Team meeting notes</li> <li>- Professional Growth Visits</li> </ul> </li> </ul>
<p><b>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-step process, to support student growth.</b></p>	<p>TBT Notes; Walk Through data; The teacher communicates effectively with students, families and colleagues (examine problems of practice, analyze student work, and identify targeted strategies) to improve personal and team practices.</p>	<ul style="list-style-type: none"> <li>- The Edgewood Language Arts departments will collaboratively (vertically) select common strategies that focus on the “how”. (eg: Nonfiction Strategies that Work, Writing Strategies that Work, Signposts)</li> <li>- The Edgewood Language Arts department will implement the five step process throughout the year to determine the effectiveness of the strategies they used to improve growth for all students.</li> </ul>	<ul style="list-style-type: none"> <li>- TBT notes</li> <li>- Curriculum Maps</li> <li>- Professional Growth Visits</li> </ul>
<p>TIMELINE</p>	<p></p>	<p></p>	<p></p>



**Wooster City School District: OIP**

**Implementation Plan**

**Academic Goal**

**Annually, Wooster City School students will meet or exceed expected growth in all subgroups.**

**Adult Implementation Indicator:**

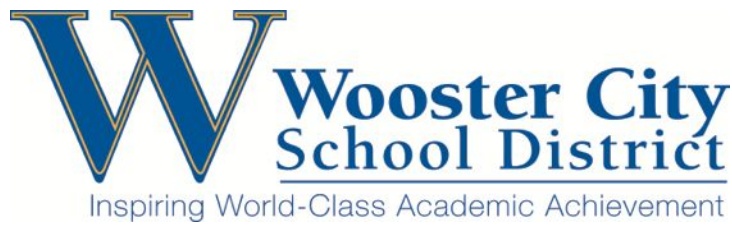
100% of staff will implement Ohio's New Learning Standards, utilizing assessment data to inform instructional design and student engagement.

**Student Implementation Indicator:**

100% of 5-7 students will meet or exceed individualized yearly growth.

Strategy	Evidence	Action Steps	Look-Fors
<p><b>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</b></p>	<p>Monitor 5-step Process minutes; Professional Growth Visits; Book Study; Common Assessment; Mapping; Teacher plans and sequences instruction to include important content, concepts and processes in school, district priorities and State Standards; Teacher explanation clear and accurate; Teacher uses developmentally appropriate strategies and language to actively encourage independent, creative and critical thinking.</p>	<ul style="list-style-type: none"> <li>● The Edgewood mathematics departments will implement Ohio's Learning Standards by creating curriculum maps that include pacing guides by topic and specify depth of coverage.</li> <li>● The Edgewood mathematics departments will continue to use learning activities that focus on increased student engagement.</li> <li>● The Edgewood mathematics departments will analyze Ohio's Learning Standards vocabulary and align to the pacing guides.</li> <li>● Conduct a books study (Mathematical Mindsets) to give teachers research-based strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Pacing guides</li> <li>● TBT department form</li> <li>● TPTs</li> </ul>

<p><b>2. Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices.</b></p>	<p>Teacher uses assessment data to identify students' strengths and needs, modifies and differentiates instruction accordingly.</p> <p>-TBT forms -Professional Growth Visits -Book Study</p>	<ul style="list-style-type: none"> <li>● The Edgewood mathematics departments will continuously utilize data from ongoing formative and summative assessments to plan, revise, and provide specific instructions and interventions.</li> <li>● The Edgewood mathematics departments will continue to utilize effective co-teaching strategies and pursue available mentoring to increase differentiation and achieve maximum student growth.</li> <li>● The Edgewood mathematics departments will conduct a book study, Mathematical Mindsets, to provide rigorous instructional practices in response to formative and summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>●TBT form</li> </ul>
<p><b>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-step process, to support student growth.</b></p>	<p>TBT Notes; Professional Growth Visits; Book Study; The teacher communicates effectively with students, families and colleagues (examine problems of practice, analyze student work, and identify targeted strategies) to improve personal and team practices.</p>	<ul style="list-style-type: none"> <li>● The Edgewood mathematics departments will vertically use selected common research-based strategies to increase student growth.</li> <li>● The Edgewood mathematics departments will implement the 5-step process throughout the year to determine the effectiveness of the common strategies as related to improving student growth.</li> </ul>	<ul style="list-style-type: none"> <li>●TBT vertical form</li> <li>●R.U.MAD implementation</li> </ul>



**Wooster City School District: OIP**

**Implementation Plan**

**Academic Goal Science**

**Annually, Wooster City School students will meet or exceed expected growth in all subgroups.**

**Adult Implementation Indicator:**

100% of staff will implement Ohio's Learning Standards, utilizing assessment data to inform instructional design and student engagement.

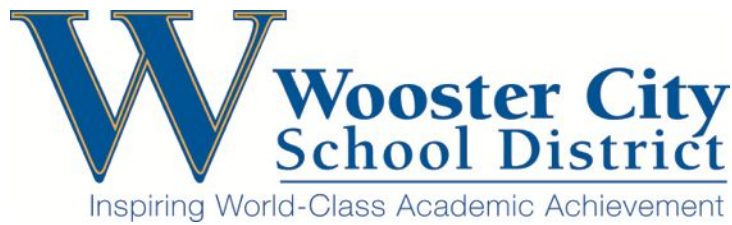
**Student Implementation Indicator:**

100% of 5-7 students will meet or exceed individualized yearly growth.

Strategy	Evidence	Action Steps	Look-Fors
<p><b>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</b></p>	<p>Monitor 5-step Process minutes; Common Assessments; Mapping; Teacher plans and sequences instruction to include important content, concepts and processes in school, district priorities and State Standards; Teacher explanation clear and accurate; Teacher uses developmentally appropriate strategies and language to actively encourage independent, creative and critical thinking.</p>	<ul style="list-style-type: none"> <li>- The Edgewood Science department will continue to implement Ohio's Learning Standards by updating curriculum maps that include pacing guides by topic and specify depth of coverage.</li> <li>- The Edgewood Science department will design and use learning activities that focus on increased student engagement through higher-level thinking and differentiation.</li> <li>- The Edgewood Science department will analyze Ohio's Learning Standards vocabulary and align to the pacing guides.</li> <li>- Conduct a book study (Nonfiction Strategies that Work) to promote cross</li> </ul>	<ul style="list-style-type: none"> <li>- daily objectives posted and made clear</li> <li>- analyze and compare common assessment data</li> <li>- TPTs used in classroom</li> <li>- TBT Forms</li> <li>- professional growth visits</li> <li>- skill based formative and summative assessments</li> </ul>

		curricular engagement and literacy among all students	
<b>2. Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices.</b>	Teacher uses assessment data to identify students' strengths and needs, modifies and differentiates instruction accordingly.	<ul style="list-style-type: none"> <li>- The Edgewood science department will continuously utilize data from ongoing formative and summative assessments to plan, revise and provide specific instructions and interventions.</li> <li>- The science department will meet to compare scores from common assessments to determine topics of strengths and weaknesses</li> <li>- The department will discuss interventions for students who are struggling in certain topic areas</li> </ul>	<ul style="list-style-type: none"> <li>- TBT form</li> <li>- Conduct interventions with students in need of support during exploratory or independent work time</li> </ul>
<b>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-step process, to support student growth.</b>	TBT Notes; Professional Growth Visits' data; The teacher communicates effectively with students, families and colleagues (examine problems of practice, analyze student work, and identify targeted strategies) to improve personal and team practices.	<ul style="list-style-type: none"> <li>- The Edgewood Science department will collaboratively (vertically) select strategies and skills that focus on answering challenging extended response questions.</li> <li>- The Edgewood Science department will continue to focus on connecting historical content to current trends in society.</li> <li>- The Edgewood Science department will implement the 5-step process throughout the year to determine the effectiveness of instructional strategies in relation to improving student growth.</li> </ul>	<ul style="list-style-type: none"> <li>- TBT form</li> <li>- Use questions comparable to AIR Questions on common assessments</li> <li>- Conduct professional growth visits in order to improve understanding of effective best practice strategies</li> <li>- Utilize parent communication outlets such as Remind,</li> </ul>





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**Student Implementation Indicator:**

100% of 5-7 students will meet or exceed individualized yearly growth.

Strategy	Evidence	Action Steps	Look-Fors
<p><b>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</b></p>	<p>Monitor 5-step Process minutes; Walk Through data; Common Assessment; Mapping; Teacher plans and sequences instruction to include important content, concepts and processes in school, district priorities and State Standards; Teacher explanation clear and accurate; Teacher uses developmentally appropriate strategies and language to actively encourage independent, creative and critical thinking.</p>	<ul style="list-style-type: none"> <li>- The Edgewood Social Studies department will continue to implement Ohio's Learning Standards by updating curriculum maps that include pacing guides by topic and specify depth of coverage.</li> <li>- The Edgewood Social Studies department will design and use learning activities that focus on increased student engagement through higher-level thinking and differentiation.</li> <li>- The Edgewood Social Studies department will analyze Ohio's Learning Standards vocabulary and align to the pacing guides.</li> </ul>	<ul style="list-style-type: none"> <li>- objectives posted</li> <li>- TPT's</li> <li>- professional growth visits</li> <li>- skill based formative and summative assessments</li> </ul>

<p><b>2. Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices.</b></p>	<p>Teacher uses assessment data to identify students' strengths and needs, modifies and differentiates instruction accordingly.</p>	<ul style="list-style-type: none"> <li>- The Edgewood Social Studies department will continuously utilize data from ongoing formative and summative assessments to plan, revise and provide specific instructions and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- TBT form</li> </ul>
<p><b>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-step process, to support student growth.</b></p>	<p>TBT Notes; Walk Through data; The teacher communicates effectively with students, families and colleagues (examine problems of practice, analyze student work, and identify targeted strategies) to improve personal and team practices.</p>	<ul style="list-style-type: none"> <li>- The Edgewood Social Studies department will collaboratively (vertically) select strategies that focus on answering extended response questions.</li> <li>- The Edgewood Social Studies department will continue to focus on connecting historical content to current trends in society.</li> <li>- The Edgewood Social Studies department will implement the 5-step process throughout the year to determine the effectiveness of instructional strategies in relation to improving student growth.</li> </ul>	<ul style="list-style-type: none"> <li>- TBT form</li> <li>- lesson plans</li> <li>- TBT form</li> </ul>