

**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:

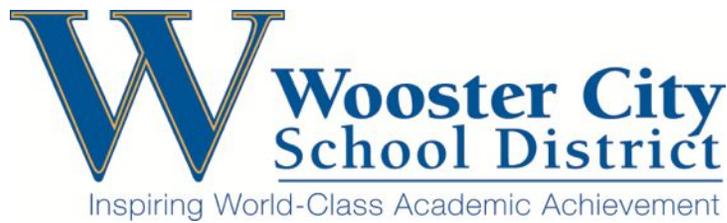
100% of Edgewood Schools staff will uphold the principle that all staff members share the responsibility of creating instruction to support the whole child and to prevent student failure.

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>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</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"> EQUITY: Develop and implement PD for all staff members that addresses the physical, social, and emotional needs of all students. UDL: Develop and implement PD for all staff related to Universal Design for Learning CO-PLAN TO CO-SERVE: Develop and implement PD for instructional staff related to Co-planning and Co-Serving 	<ol style="list-style-type: none"> Trauma Training in Waiver Day 2 Accurate Formative Data to Drive Instruction Explanation to the building about restructuring of Wooster Way Opportunities for Individual Session via individually selected IPDP workshops, meetings, and conferences FAC Climate Culture Survey reviewing needs among staff in management and proactive planning. BLT audit of department TBT plans to achieve student growth Opportunities for Individual Session via individually selected IPDP workshops, meetings, and conferences SPED department review of coteach self reflection (Haas facilitates)

<p>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</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"> 1. EQUITY: All staff members initiate equitable practice that addresses the physical, social, and emotional needs of all students 2. UDL: All staff members will implement a rigorous core curriculum using a framework of student engagement, representation, and expression for all learners. 3. CO-PLAN TO CO-SERVE: 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. 	<ol style="list-style-type: none"> a. BLT annual review of services provided to students. b. Guidance staff lesson provision c. Mental Health Roster meetings Wednesdays a. BLT audit of department TBT plans to achieve student growth b. NWEA & AIR Performance trend of student growth a. Professional Growth Visits to observe peers in co-teaching
<p>TIMELINE</p>		<p>2016-17 School Year</p>	



Wooster City School District:

OIP Implementation Plan

Academic Goal

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

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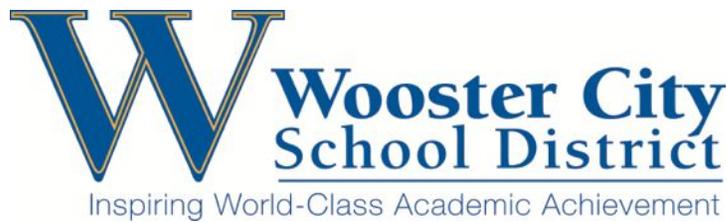
100% of staff will implement Ohio's Learning Standards, utilizing assessment data to inform instructional design and student engagement.

Student Implementation Indicator:

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

Strategy	Evidence	Action Steps	Look-Fors
<p>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</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"> - The Edgewood Language Arts departments will implement Ohio's Learning Standards. - 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) - 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) 	<ul style="list-style-type: none"> - TBT notes - Curriculum Maps - Professional Growth Visits

<p>2. Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices.</p>	<p>Teacher uses assessment data to identify students' strengths and needs, modifies and differentiates instruction accordingly.</p> <ul style="list-style-type: none"> - TBT forms - Literacy Coach - Administrator/ Counselor support during team meetings - Professional Growth Visits 	<ul style="list-style-type: none"> - The Edgewood Language Arts departments will continuously utilize data from ongoing formative and summative assessments to plan, revise, and provide specific instructions and interventions. - 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. 	<ul style="list-style-type: none"> - Curriculum Maps - Student Growth Measures (NWEA, F and P) - Evidence from: <ul style="list-style-type: none"> - TBT notes - Team meeting notes - Professional Growth Visits
<p>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-step process, to support student growth.</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"> - 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) - 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. 	<ul style="list-style-type: none"> - TBT notes - Curriculum Maps - Professional Growth Visits
<p>TIMELINE</p>	<p></p>	<p></p>	<p></p>



Wooster City School District: OIP

Implementation Plan

Academic Goal

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Adult Implementation Indicator:

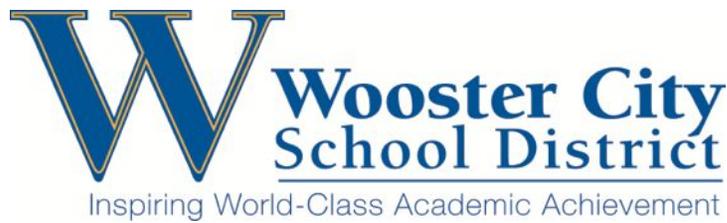
100% of staff will implement Ohio's New Learning Standards, utilizing assessment data to inform instructional design and student engagement.

Student Implementation Indicator:

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

Strategy	Evidence	Action Steps	Look-Fors
<p>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</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"> ● 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. ● The Edgewood mathematics departments will continue to use learning activities that focus on increased student engagement. ● The Edgewood mathematics departments will analyze Ohio's Learning Standards vocabulary and align to the pacing guides. ● Conduct a books study (Mathematical Mindsets) to give teachers research-based strategies 	<ul style="list-style-type: none"> ● Pacing guides ● TBT department form ● TPTs

<p>2. Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices.</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"> • The Edgewood mathematics departments will continuously utilize data from ongoing formative and summative assessments to plan, revise, and provide specific instructions and interventions. • The Edgewood mathematics departments will continue to utilize effective co-teaching strategies and pursue available mentoring to increase differentiation and achieve maximum student growth. • The Edgewood mathematics departments will conduct a book study, Mathematical Mindsets, to provide rigorous instructional practices in response to formative and summative assessments. 	<ul style="list-style-type: none"> •TBT form
<p>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-step process, to support student growth.</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"> • The Edgewood mathematics departments will vertically use selected common research-based strategies to increase student growth. • 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. 	<ul style="list-style-type: none"> •TBT vertical form •R.U.MAD implementation



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:

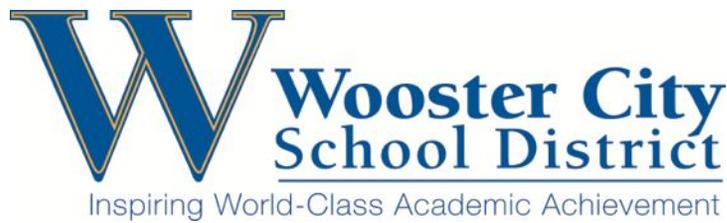
100% of staff will implement Ohio's Learning Standards, utilizing assessment data to inform instructional design and student engagement.

Student Implementation Indicator:

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

Strategy	Evidence	Action Steps	Look-Fors
<p>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</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"> - 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. - The Edgewood Science department will design and use learning activities that focus on increased student engagement through higher-level thinking and differentiation. - The Edgewood Science department will analyze Ohio's Learning Standards vocabulary and align to the pacing guides. - Conduct a book study (Nonfiction Strategies that Work) to promote cross 	<ul style="list-style-type: none"> - daily objectives posted and made clear - analyze and compare common assessment data - TPTs used in classroom - TBT Forms - professional growth visits - skill based formative and summative assessments

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



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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>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</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"> - 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. - The Edgewood Social Studies department will design and use learning activities that focus on increased student engagement through higher-level thinking and differentiation. - The Edgewood Social Studies department will analyze Ohio's Learning Standards vocabulary and align to the pacing guides. 	<ul style="list-style-type: none"> - objectives posted - TPT's - professional growth visits - skill based formative and summative assessments

<p>2. Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices.</p>	<p>Teacher uses assessment data to identify students' strengths and needs, modifies and differentiates instruction accordingly.</p>	<ul style="list-style-type: none"> - The Edgewood Social Studies department will continuously utilize data from ongoing formative and summative assessments to plan, revise and provide specific instructions and interventions. 	<ul style="list-style-type: none"> - TBT form
<p>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-step process, to support student growth.</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"> - The Edgewood Social Studies department will collaboratively (vertically) select strategies that focus on answering extended response questions. - The Edgewood Social Studies department will continue to focus on connecting historical content to current trends in society. - 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. 	<ul style="list-style-type: none"> - TBT form - lesson plans - TBT form