

Wooster High School: OIP Implementation Plan Academic Goal

Adult Implementation Indicator:

100% of staff will share the responsibility to foster the growth of the whole child in order to promote student success.

Student Implementation Indicator:

100% of students will meet or exceed individualized yearly growth for college and career readiness.

Objective	Evidence	Action Steps	Look-Fors
<p>1. To promote student success and prevent student failure, all staff will implement and differentiate Ohio's Learning Standards with rigor for all students.</p>	<ul style="list-style-type: none"> ● Curriculum maps ● Walk-through data ● Skill-based, common assessments ● Student academic growth (SLO data, credit attainment, and State achievement data, graduation rate, etc.) ● Staff surveys and professional development ● Student surveys 	<ul style="list-style-type: none"> ● All staff, grade level teams, and departments align instructional objectives with the most current state or national standards. ● All staff utilize UDL and Gradual Release models. ● All staff use research-based strategies and content-specific language to actively encourage metacognitive, independent, creative, and critical thinking. ● All staff reflect upon teaching practices and communicate and share best practices. 	<ul style="list-style-type: none"> ● Post standards-based learning objectives ● Use of skill-based rubric, skill-based checklist, formative assessments, summative assessments ● Survey/walk-through data ● Students with multiple failures
<p>2. To promote student success and prevent student failure, all staff will plan, formulate, and facilitate high levels of student engagement.</p>	<ul style="list-style-type: none"> ● Formative and summative assessment data ● Common Assessments ● Teacher plans and sequences instruction to include important content, concepts and processes in school and district 	<p>TBTS and/or Cross-Curricular Teams will:</p> <ul style="list-style-type: none"> ● Intentionally embed elements of the UDL and Gradual Release Models into lesson design and instructional practices. ● Design and use learning activities that focus on increased student engagement through higher-level thinking and differentiation. 	<ul style="list-style-type: none"> ● Lesson design <ul style="list-style-type: none"> ○ Considered learning needs of all students ○ Learning objective posted

	<p>priorities and State Standards</p> <ul style="list-style-type: none"> ● Teacher uses clear and accurate explanations ● Teacher uses developmentally appropriate strategies and language to actively encourage independent, creative and critical thinking 	<ul style="list-style-type: none"> ● Add new interventions and use current interventions posted in Google classroom WHS toolbox to help all students succeed. ● Utilize assessment data to guide instruction ● Complete self reflection differentiation survey ● Meet in cross curricular teams to discuss targeted student (failures, limited graduation points, limited credit, by grade level need, student sub groups) 	<p>in student friendly terms</p> <ul style="list-style-type: none"> ● Students with multiple failures ● Instructional strategy <ul style="list-style-type: none"> ○ Multiple best practices ● Increased usage of Google Classroom WHS toolbox ● Student engagement <ul style="list-style-type: none"> ○ Increased level ● Classroom culture (per WHS walkthrough template)
<p>3. To promote student success and prevent student failure, all staff will create and foster a supportive culture.</p>	<ul style="list-style-type: none"> ● Annual Student Survey ● Student Attendance ● Discipline Statistics ● Academic Failures 	<ul style="list-style-type: none"> ● Formation of Student Wooster Way Team. ● Training students and staff on Wooster Way Initiatives ● Monthly student led Academic Assist lessons ● Implement a student cut sheet to monitor students at risk for attendance issues. ● Implementation of Naviance program: goal setting, life mapping, and college admission. 	<ul style="list-style-type: none"> ● Grade level Academic Assist in the future. ● Increased student participation in Academic Assist. ● Higher level of mutual respect (student to student/ student to teacher) observed on survey
<p>TIMELINE</p>			