

## WHS School Improvement Plan 19/20 9.19.19

<b>Annual Objective</b>	Wooster High School is responsible for creating the Ideal Graduate by ensuring the growth of the Whole Child through developing initial core instruction premised on the implementation of best instructional practices and understanding the needs of the whole student.
<b>Measurable Goal 1</b>	Maximizing our TBT and Professional Time to implement high impact instructional strategies by understanding and developing better teaching practices through collaboration in cross-curricular and teacher based teams, done by making the TBT time more efficient and effective by developing more specific guidelines.
<b>Evaluation Criteria</b>	<p>Development of useful and efficient TBT format and guiding questions.</p> <p>Successful completion of TBT and cross-curricular reflection forms.</p> <p>Implementation of highly effective teaching strategies within core instruction.</p> <p>Expanded, meaningful use of Naviance and other programming to best place students in college and/or career path</p> <p>Prepared for Success Data that mirrors student population and college and career path</p>

### What Principles of Practice will guide our approach?

Teacher-Based teams in which teachers co-plan to serve using proactive practices in curriculum, assessment, and instruction for each and every student.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Development of a Framework for Effective TBT work	<p>Understanding of the roles and responsibilities of TBT's.</p> <p>Understanding of the proper and effective use of the reflection form.</p>	<p>BLT/TBT's</p> <p>Administration</p>	<p>Monthly With a new Focus (i.e. collaboration for Sept)</p> <p>TBT form monitoring</p> <p>Regular TBT coaching</p>	<p>Reflection Form Expectations- Sept 10</p> <p>Monthly monitoring</p> <p>BLT review quarterly</p>

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Item Analysis (state, AP, IB testing)	Teachers with multiple tested areas- Capacity	Specific TBT's depending on subject taught	Initial data review September, formative monitoring quarterly	September 10 Oct. 20 Dec. 20 March 20
Development of User-Friendly link with Researched-Based Instructional Practices	Providing the appropriate, specific, and most effective strategies as to not overwhelm educators	BLT subgroups	Building a resource bank specific, informative, and focused	Initially in September, build capacity as focus shifts quarterly.
Continued use of At-Risk Lists/ Development of Student Success Plans	ODE Requirements/Expectations are unknown Naviance training as needed	School Counselors	Counselor TBT (Weekly)  At-risk to Graduate List (Quarterly) Career Center enrollment	Weekly  Quarterly Review of At-Risk March
Continued roll out of Adult Behaviors and Academic Look-Fors	Large document that is technical	BLT/ Dept. Heads/ Admin	Development of Monthly academic focus	Monthly expectation of best adult practices.
TBT Monitoring of critical areas as outlined by red value added and achievement data		Administration	TBT	Weekly
Coaching of Critical TBT's to enhance value-added growth, specifically Geometry, Algebra	Time for new teams and PD for best instructional implementation.	TBT/Admin	TBT and Collaborative time weekly	Weekly TBTs

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<b>Measurable Goal 2</b>	Teaching staff will explicitly identify a researched-based teaching strategy, implement the strategy with fidelity, and evaluate the effect of the teaching strategy on student learning.
<b>Evaluation Criteria</b>	TBT reflection forms, self-assessment data, walkthrough/evaluation

### What Principles of Practice will guide our approach?

Initial core Instruction within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students, premised on rigorous core curriculum across All grade levels and ALL student abilities.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Administer staff survey to determine the explicit knowledge and current application of 4 high-yield instructional strategies( Collaboration, Metacognition, Feedback, Direct Instruction)	some will not complete the survey, assumptions of administrative evaluatory use	Sara Crooks/Troy Worth	one time administration, follow-up mid-year and end of year	September 10th
BLT researches strategies and plans for presentation to the staff meetings	BLT anxiety about not fully understanding strategy before implementation;	BLT Members	plans for presentation are secured by end of Oct 3rd BLT	October 3rd
BLT led groups present strategies at staff meetings (1 strategy/quarter)	staff members absent from staff meetings	BLT Members  Eric Heller	3 Staff Meetings On-going TBT talks	Oct 18th- Feedback Strategy

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		Kristin Broda Bekah Bell Amber Eames Jen Wright Kenny Rogers Troy Worth		Dec 20th-Direct Instruction Strategy March 25th- Metacognition Strategy
Progress Monitor the implementation of the strategies	not enough resources to implement a strategy may lead to frustration to implement;	TBT Form	Each BLT Meeting TBT submitted forms	Oct 3rd November 13th Dec 11th Jan 15th Feb 26th April 1st April 20th May 28th
Administer staff survey to determine the growth of understanding and use of the instructional strategies		Sara Crooks/Troy Worth		January 2020 May 15th
TBT Reflection Forms per quarter to identify building professional development needs around TBT work	multiple TBT	Department Chairs	Quarterly	Nov 13th Jan 15th April 1st May 28th

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Measurable Goal 3	WHS will continue to create an awareness of student needs to best provide the best possible culturally responsive instruction that will prepare all students to be the Ideal Graduate.
Evaluation Criteria	<p>Student reflection/surveys on climate/culture.</p> <p>Discipline and attendance records.</p> <p>Student engagement in school activities- intra and extra curriculums.</p> <p>Increased teacher knowledge and awareness of Trauma Informed Care, Suicide Prevention, and culturally responsive instruction.</p>

What Principles of Practice will guide our approach?
The Wooster Way- Empowers the whole person, creating a culture that embraces diversity and promotes the development of social, emotional and physical well-being of students and staff members.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Develop a deeper understanding of Trauma Informed Care	Continue to develop the train the trainer model to inform all teachers of TIC	BLT	Continual integration of TIC in staff meetings and PD opportunities	Quarterly
Implement social-emotional learning at WHS to best support teachers/parents/students	Consider capacity of any SEL program	Admin, Counselors, BLT for initial rollout	Initial integration late October Follow-up meetings Quarterly	October Quarterly

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Red Flags Training	Continued follow-up	All Teachers	Initially September Continued follow-up as needed	September 10
Continued integration of student voice in school governance and function	Developing a respect of student voice	Admin, BLT, Student Council	Bi-monthly meetings with student leaders, Quarterly meetings with whole Student Council	Monthly