

## WHS School Improvement Plan 18/19 10.5.18

School:	Wooster High School, 2018-19
Annual Objective:	Engage learners through instruction founded on relationships, rigor, and relevance.
Measurable Goal	Teachers will create experiential, instructional opportunities through engagement, representation, and expression for all students to become purposeful, lifelong learners.
Evaluation Criteria	<ol style="list-style-type: none"><li>1) Teacher (non-OTES, rubric, exit slip)<ol style="list-style-type: none"><li>a) Observation/evaluation/evidence<ol style="list-style-type: none"><li>i) principals</li><li>ii) peers/ walk-throughs</li><li>iii) self</li></ol></li></ol></li><li>2) Student<ol style="list-style-type: none"><li>a) student voice survey</li><li>b) student self-measurement goal</li></ol></li><li>3) Alumni<ol style="list-style-type: none"><li>a) charting post-graduate reflections</li><li>b) alumni highlights newsletter</li><li>c) Hall of Fame - young and distinguished alumni</li></ol></li></ol>

### 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.

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Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Develop and pilot self-reflection rubric regarding instruction.	Easily understood language of the rubric Staff buy-in Accountability Training teachers for implementation	BLT Teachers	Once a month	May 2019
Create a student voice survey that measures students' perceived learning experience.	Validity of responses Establish feedback culture Bias-free questions	BLT	Once a semester	May 2019
Develop post-graduate survey with alumni coordinator; send out and collect data.	Contacting alumni of multiple eras Validity of responses	BLT subgroups in conjunction with Alumni Coordinator	BLT meetings	May 2019

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<b>School:</b>	Wooster High School, 2018-19
<b>Annual Objective:</b>	Utilize our TBT and Professional Time to design and implement high impact learning for all students
<b>Measurable Goal</b>	Using our staff's expertise to design rigorous, engaging teaching practices through collaboration and reflection.
<b>Evaluation Criteria</b>	<ol style="list-style-type: none"> <li>1) Regular, productive cross-curricular teaming             <ol style="list-style-type: none"> <li>a) frequency</li> <li>b) sharing highlights to entire staff</li> </ol> </li> <li>2) Goal setting rubrics</li> <li>3) Reflection rubrics</li> </ol>

What Principles of Practice will guide our approach?
TBT, Initial Core Instruction

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Develop a "BLT Goal" design template	Need to develop a design template	BLT Subgroup in conjunction with Instruction Self-Reflection Subgroup	Every BLT	Nov. 2018
TBT's set goals quarterly to share with BLT	Education on of the purpose of TBT goals and reflection	BLT and TBT	Quarterly	Jan 2019
TBT reflect on quarterly goals (descriptive)	Providing a framework of high quality reflection	BLT and TBT	Quarterly	Jan 2019

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Annual Objective:	Empower 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.
Measurable Goal	<p>To implement a multi-faceted program that involves: 1) character education delivery and activities, 2) opportunities for incentives and recognition, 3) collaborative community involvement, and 4) developing and supporting a sense of pride and belonging to WHS; focusing on the embodiment of 3 key qualities/skills (such as: Respectful, Reflective, Responsible) of an ideal WHS graduate.</p> <p>Desired Student Outcome: Increased student participation in the classroom, in extracurricular activities, and in the larger community.</p>
Evaluation Criteria	<ol style="list-style-type: none"> <li>1) A program is developed and assessed through:             <ol style="list-style-type: none"> <li>a) student-voice survey</li> <li>b) chart student involvement</li> <li>c) attendance</li> <li>d) decreased discipline referrals</li> <li>e) calendar of school events</li> <li>f) promoting spirit in the community (DR, FB, information made visible)</li> <li>g) student/organization interaction on social media</li> <li>h) student leadership training</li> </ol> </li> <li>2) Three core beliefs known and understood among staff, students, and community</li> </ol>

What Principles of Practice will guide our approach?

The Wooster Way

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Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Choose the 3 core beliefs for WHS.	Staff survey/input on the core beliefs	BLT	BLT - review staff survey and propose 2 options to staff.  Staff votes on final selection	January 2019
Investigate two to three effective incentive programs at other schools	Send 2-3 teachers/staff to visit BCSC, Leader in Me	Administration  Staff Working Group (voluntary)	Shared with staff each quarter  Continuous, daily basis	Spring 2019
Evaluate the skills needed of WHS students for career and college readiness a. Survey local businesses b. Survey parents c. Survey staff	Connecting with local businesses	Admin and Subgroup from BLT in partnership with Community Partners.	Report findings to BLT and staff meeting	Late Spring 2019
To continue to work with student leaders to provide opportunities for student involvement to increase school pride and an inclusive environment	Student, staff, community buy-in	Team or individual to lead this effort, FAC, AA teachers	Team or individual to lead this effort BLT	Once every quarter