

# **CSIP Update March 2014**

**Woodland Middle School**

**Kenton County School District**

Ms. Tara Sides, Principal  
5399 Old Taylor Mill Road  
Taylor Mill, KY 41015

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## **Overview**

### **Plan Name**

CSIP Update March 2014

### **Plan Description**

This plan includes progress notes for each goal, strategy, and activity.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$0
2	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.	Objectives: 1 Strategies: 5 Activities: 8	Organizational	\$0
3	Gap Goal: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in science among our special education student population.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
4	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in writing.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	Woodland Middle School Tell Survey Goal	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Woodland Middle School Program Review Goal	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
8	Wellness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 55.6% in May 2013 to 64.2% by 10/01/2014 as measured by school report card delivery targets.

### Strategy 1:

Best Practices for Common Core - This strategy will increase teacher proficiency and knowledge of the Common Core standards which will impact student achievement.

Activity - Continued Professional Development on Springboard Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to collaborate with district consultants, professional learning communities at the school and district level, and analysis of student work focused on Common Core alignment.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Principal, assistant principal, grade level cadres, teachers

Activity - Continued Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to monitor classroom instruction through learning walks. Teachers will receive coaching based on the Professional Practices Rubric. Classroom teachers will also have the opportunity to volunteer to participate in learning walks with principal to improve instructional practice as related to their content area. Job embedded grade level collaboration will focus on data and provide strategies for the improving instructional practice. This will include examining learning targets and using formative assessment.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	principal, assistant principal, teachers

### Strategy 2:

Continued implementation of System 44, Read 180, and Expert 21 to increase the proficiency of students at below grade level benchmarks. - The implementation of these research based programs meet the needs of our students struggling in reading by addressing skill deficiencies. System 44, Read 180, and Expert 21 address gaps in reading.

Activity - Monitor fidelity of Implementation of System 44, Read 180, and Expert 21	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the fidelity of implementation of System 44, Read 180, and Expert 21 through classroom walk throughs and data reports from System 44 and Read 180. Coach teachers on the use of data reports and hold bi-monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	principal, assistant principal, and district consultants
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Activity - Progress Monitoring of students in System 44, Read 180, Expert 21, and Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program teachers, administrators, language arts teachers, and special education teachers will collaborate to monitor progress and data from System 44, Read 180, and Expert 21 to develop specific intervention plans for students who are not making growth.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	Principal, assistant principal, teachers

**Strategy 3:**

Progress Monitoring - Teachers will collaborate to use progress monitoring data to make instructional decisions for students.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	Teachers, Principal, Assistant Principal, FRYSC, Guidance Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counslors

**Strategy 4:**

Continue Literacy Design Collaborative Work - Language arts teachers will continue their work in the Literacy Design Collaborative (LDC).

Activity - LDC Module Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to meet with grade level cadres across the district to evaluate effectiveness of LDC modules through the use of student work.	Professional Learning	05/31/2013	05/31/2014	\$0	No Funding Required	Language arts teachers, district consultants, principal, and assistant principal
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## Goal 2: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase proficiency in math among all students from 44.7% in May 2013 to 55.1% on KPREP by 05/31/2014 as measured by School report card delivery targets.

### Strategy 1:

Targeted Interventions During RTI - Students will receive targeted instruction during math RTI based on MAP RIT scores.

Activity - Monitor Implementation of Targeted Instruction During RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor the implementation of targeted instruction for students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	principal, assistant principal

### Strategy 2:

Enrichment Opportunities - Students performing below benchmark will have the opportunity to participate in additional enrichment opportunities.

Activity - Do the Math Now	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below benchmark in math will be provided the opportunity to take Do the Math Now to provide extra enrichment in math.	Academic Support Program	06/01/2013	05/31/2014	\$0	No Funding Required	Do the Math Now teachers, counselors

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to access Compass learning before and afterschool and from home to address skill deficiencies.	Academic Support Program	06/01/2013	05/31/2014	\$0	No Funding Required	Compass administrator, math teachers

**Strategy 3:**

8th Grade Co-Taught Math Class - Based on MAP data, 8th graders performing below benchmark will participate in a math class co-taught by two highly qualified math teachers. The teachers will use data and formative assessment to monitor student progress, address misconceptions, and prepare students for Algebra One.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessment to monitor student progress and flexibly group students for small group instruction on a daily basis. Teachers will use this data with MAP data when goal setting with students and charting progress.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	math teachers, principal, assistant principal, district consultant, guidance counselors

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct meetings for parents to arm parents with resources to help their child increase their math achievement. Teachers also created an Edmodo page for parents with links to class assignments and resources for extra help.	Parent Involvement	06/01/2013	05/31/2014	\$0	No Funding Required	math teachers, principal, assistant principal, FRYSC

**Strategy 4:**

Continue Math Design Collaborative Work - Teachers will continue to collaborate through the Math Design Collaborative.

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet on a monthly basis in course specific groups to analyze student work around formative assessment lessons and adjust instruction based the data from student growth spreadsheet.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	math teachers, district consultants, principal, and assistant principal

**Strategy 5:**

Progress Monitoring - Teachers will collaborate to analyze data related to student progress in math.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from MDC work products.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Teachers, Guidance Counselors, FRYSC, Principal, Assistant Principal, District Consultant
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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in math.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Teachers, Principal, Assistant Principal, District Consultant

### Goal 3: Gap Goal: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in science among our special education student population.

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

collaborate to increase proficiency in science among disabled students from 35.3% in May 2013 to 36.1%. by 10/01/2014 as measured by School report card delivery targets.

**Strategy 1:**

Targeted interventions during RTI - Students with disabilities will receive targeted instruction on science RTI days.

Activity - Collaboration between Science and Special Education teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate with special education teachers to identify the needs of disabled students based on MAP RIT data and use this information to plan targeted interventions for students with disabilities during days designed for science RTI.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	Science teachers, special education teachers

Activity - Monitor Implementation of Targeted Instruction During RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor the implementation of targeted instruction for special education students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	Principal, assistant principal

**Strategy 2:**

Collaboration between Science and Special Education Teachers - Science teachers will collaborate with special education teachers to identify areas of student misconceptions.

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate with special education teachers to ensure the use of instructional strategies which will meet the needs of special education students.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	Science teachers, special education teachers

Activity - Monitoring of Collaboration between Science and Special Education Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor collaboration between science and special education teachers by attending planning sessions and observing lessons.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	Principal, assistant principal

Activity - Identification of Gaps in Core Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and science teachers will collaborate to identify gaps in science core content knowledge using analysis of common assessments. Teachers will work together to develop strategies to close these gaps.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Science teachers, special education teachers

**Goal 4: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in writing.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

collaborate to increase proficiency in writing from 31.2% in May 2013 to 53.9% by 10/01/2014 as measured by School report card delivery targets.

**Strategy 1:**

Development of Schoolwide Writing Non-Negotiables - Language arts teachers will collaborate to develop schoolwide writing non-negotiables.

Activity - Schoolwide Commitment to Writing Non-Negotiables	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Woodland Middle School teachers will commit to holding all students accountable to the writing non-negotiables in every class.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	All Woodland Middle School teachers

**Strategy 2:**

School wide On-Demand Writing - All students will participate in two schoolwide On-Demand writings. All teachers will be trained to score the on-demand writing using the state rubric.

Activity - Professional Development for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to score an on-demand writing using the state rubric. This professional development will increase the awareness of all teachers on state expectations for writing to allow integration of the state rubric expectations in all content areas.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	All Woodland Middle School teachers, administrators, media specialist, guidance counselors

Activity - Identification of Schoolwide Trends in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will score On-Demand writings. These student work samples will be used to identify schoolwide trends in student writing.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	All Woodland Middle School teachers, administrators

Activity - Implementation of Strategies to Address Schoolwide Writing Trends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After using student work samples to identify schoolwide trends in writing, teachers will implement strategies to address deficiencies in student writing.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	All Woodland Middle School teachers, administrators

**Goal 5: Woodland Middle School Tell Survey Goal**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

collaborate to increase the percentage of teachers who feel involved in School Improvement Planning from 62% in May 2013 to 82% by 05/31/2015 as measured by TELL survey data.

**Strategy 1:**

Implementation of Wildcat Council - Woodland will create a Leadership Team. This team will be made of teachers who represent each grade level and content area. They will be involved in the school improvement planning processes.

Activity - Support Implementation of Wildcat Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrative team will collaborate with teacher leaders in the building to facilitate the school improvement planning process.	Other	01/01/2014	10/01/2015	\$0	No Funding Required	Principal, assistant principal, Wildcat Council Members, FRYSC
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Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster teacher leadership within the building by giving teachers opportunity to participate in shared decision making through team meetings, leading professional development, and providing input into the school improvement planning process.	Professional Learning	01/03/2013	05/31/2015	\$0	No Funding Required	Principal, assistant principal, teachers

## Goal 6: Woodland Middle School Program Review Goal

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase the percentage of standards that were Proficient in 2013 from 68% in May 2013 to 72.2% by 05/31/2014 as measured by Program Review scores in all three areas..

### Strategy 1:

Increase Collaboration - Teachers will collaborate to share and collect evidence for program review.

Activity - Teacher Training on Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional learning based on the program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of program review.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Elective teachers, writing cluster leader, principal, and assistant principal

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate writing in all content areas, as well as practical living and humanities skills across all curriculums. Teachers will also collaborate to develop a system to collect evidence and artifacts for program review on a monthly basis.	Policy and Process	06/01/2013	05/31/2014	\$0	No Funding Required	teachers, principal, assistant principal

## Goal 7: Next Generation Professionals: Percentage of Proficient Certified Staff

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX% in May 31, 2015 to YY% by 05/31/2020 as measured by evaluation results..

### Strategy 1:

PGES - Collaborate to ensure both principal and teacher understanding of TPGES components and expectations

Activity - Collaboration between Teachers and Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practice Rubric and expectations.	Professional Learning	01/01/2014	05/31/2015	\$0	No Funding Required	Teachers, Principal, Assistant Principal

### Strategy 2:

Professional Learning and Support - Provide teachers with professional learning and support around TPGES.

Activity - Development of a School Wide Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/01/2014	05/31/2015	\$0	No Funding Required	Principal, Assistant Principal, Teachers

## Goal 8: Wellness

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members by 100% by 08/31/2014 as measured by survey results.

### Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCS D Wellness Policy and school level wellness policy.

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Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	01/07/2014	08/31/2014	\$0	No Funding Required	Principal, Assistant Principal, Wellness Committee Chair

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Teachers will use formative assessment to monitor student progress and flexibly group students for small group instruction on a daily basis. Teachers will use this data with MAP data when goal setting with students and charting progress.	Direct Instruction	06/01/2013	05/31/2014	\$0	math teachers, principal, assistant principal, district consultant, guidance counselors
Progress Monitoring of students in System 44, Read 180, Expert 21, and Do the Math	Program teachers, administrators, language arts teachers, and special education teachers will collaborate to monitor progress and data from System 44, Read 180, and Expert 21 to develop specific intervention plans for students who are not making growth.	Other	06/01/2013	05/31/2014	\$0	Principal, assistant principal, teachers
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	01/07/2014	08/31/2014	\$0	Principal, Assistant Principal, Wellness Committee Chair
Implementation of Strategies to Address Schoolwide Writing Trends	After using student work samples to identify schoolwide trends in writing, teachers will implement strategies to address deficiencies in student writing.	Direct Instruction	06/01/2013	05/31/2014	\$0	All Woodland Middle School teachers, administrators
Data Analysis	Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in math.	Professional Learning	06/01/2013	05/31/2014	\$0	Teachers, Principal, Assistant Principal, District Consultant
Curriculum Alignment	All teachers will incorporate writing in all content areas, as well as practical living and humanities skills across all curriculums. Teachers will also collaborate to develop a system to collect evidence and artifacts for program review on a monthly basis.	Policy and Process	06/01/2013	05/31/2014	\$0	teachers, principal, assistant principal

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LDC Module Work	Teachers will continue to meet with grade level cadres across the district to evaluate effectiveness of LDC modules through the use of student work.	Professional Learning	05/31/2013	05/31/2014	\$0	Language arts teachers, district consultants, principal, and assistant principal
Parental Involvement	Teachers will conduct meetings for parents to arm parents with resources to help their child increase their math achievement. Teachers also created an Edmodo page for parents with links to class assignments and resources for extra help.	Parent Involvement	06/01/2013	05/31/2014	\$0	math teachers, principal, assistant principal, FRYSC
Identification of Schoolwide Trends in Writing	Teachers will score On-Demand writings. These student work samples will be used to identify schoolwide trends in student writing.	Professional Learning	06/01/2013	05/31/2014	\$0	All Woodland Middle School teachers, administrators
Monitoring of Collaboration between Science and Special Education Teachers	The administrative team will monitor collaboration between science and special education teachers by attending planning sessions and observing lessons.	Other	06/01/2013	05/31/2014	\$0	Principal, assistant principal
Teacher Training on Program Review	All teachers will participate in professional learning based on the program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of program review.	Professional Learning	06/01/2013	05/31/2014	\$0	Elective teachers, writing cluster leader, principal, and assistant principal
Collaboration between Teachers and Administrators	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practice Rubric and expectations.	Professional Learning	01/01/2014	05/31/2015	\$0	Teachers, Principal, Assistant Principal
Monitor Implementation of Targeted Instruction During RTI	The administrative team will monitor the implementation of targeted instruction for students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0	principal, assistant principal
Monitor fidelity of Implementation of System 44, Read 180, and Expert 21	Monitor the fidelity of implementation of System 44, Read 180, and Expert 21 through classroom walk throughs and data reports from System 44 and Read 180. Coach teachers on the use of data reports and hold bi-monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	06/01/2013	05/31/2014	\$0	principal, assistant principal, and district consultants
Schoolwide Commitment to Writing Non-Negotiables	All Woodland Middle School teachers will commit to holding all students accountable to the writing non-negotiables in every class.	Direct Instruction	06/01/2013	05/31/2014	\$0	All Woodland Middle School teachers



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Continued Professional Development on Springboard Implementation	Teachers will continue to collaborate with district consultants, professional learning communities at the school and district level, and analysis of student work focused on Common Core alignment.	Professional Learning	06/01/2013	05/31/2014	\$0	Principal, assistant principal, grade level cadres, teachers
Instructional Strategies	Science teachers will collaborate with special education teachers to ensure the use of instructional strategies which will meet the needs of special education students.	Direct Instruction	06/01/2013	05/31/2014	\$0	Science teachers, special education teachers
Teacher Leadership	Foster teacher leadership within the building by giving teachers opportunity to participate in shared decision making through team meetings, leading professional development, and providing input into the school improvement planning process.	Professional Learning	01/03/2013	05/31/2015	\$0	Principal, assistant principal, teachers
Do the Math Now	Students performing below benchmark in math will be provided the opportunity to take Do the Math Now to provide extra enrichment in math.	Academic Support Program	06/01/2013	05/31/2014	\$0	Do the Math Now teachers, counselors
Compass Learning	Students will have the opportunity to access Compass learning before and afterschool and from home to address skill deficiencies.	Academic Support Program	06/01/2013	05/31/2014	\$0	Compass administrator, math teachers
Development of a School Wide Professional Learning Plan	Develop a school wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/01/2014	05/31/2015	\$0	Principal, Assistant Principal, Teachers
Identification of Gaps in Core Content	Special education and science teachers will collaborate to identify gaps in science core content knowledge using analysis of common assessments. Teachers will work together to develop strategies to close these gaps.	Professional Learning	06/01/2013	05/31/2014	\$0	Science teachers, special education teachers
Data Analysis	Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Professional Learning	06/01/2013	05/31/2014	\$0	Teachers, Principal, Assistant Principal, Guidance Counslors
Analysis of Student Work	Teachers meet on a monthly basis in course specific groups to analyze student work around formative assessment lessons and adjust instruction based the data from student growth spreadsheet.	Professional Learning	06/01/2013	05/31/2014	\$0	math teachers, district consultants, principal, and assistant principal

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Support Implementation of Wildcat Council	Administrative team will collaborate with teacher leaders in the building to facilitate the school improvement planning process.	Other	01/01/2014	10/01/2015	\$0	Principal, assistant principal, Wildcat Council Members, FRYSC
Data Meetings	Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from MDC work products.	Professional Learning	06/01/2013	05/31/2014	\$0	Teachers, Guidance Counselors, FRYSC, Principal, Assistant Principal, District Consultant
Monitor Implementation of Targeted Instruction During RTI	The administrative team will monitor the implementation of targeted instruction for special education students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0	Principal, assistant principal
Continued Monitoring of Classroom Instruction	We will continue to monitor classroom instruction through learning walks. Teachers will receive coaching based on the Professional Practices Rubric. Classroom teachers will also have the opportunity to volunteer to participate in learning walks with principal to improve instructional practice as related to their content area. Job embedded grade level collaboration will focus on data and provide strategies for the improving instructional practice. This will include examining learning targets and using formative assessment.	Professional Learning	06/01/2013	05/31/2014	\$0	principal, assistant principal, teachers
Professional Development for Teachers	All teachers will be trained to score an on-demand writing using the state rubric. This professional development will increase the awareness of all teachers on state expectations for writing to allow integration of the state rubric expectations in all content areas.	Professional Learning	06/01/2013	05/31/2014	\$0	All Woodland Middle School teachers, administrators , media specialist, guidance counselors
Collaboration between Science and Special Education teachers	Science teachers will collaborate with special education teachers to identify the needs of disabled students based on MAP RIT data and use this information to plan targeted interventions for students with disabilities during days designed for science RTI.	Direct Instruction	06/01/2013	05/31/2014	\$0	Science teachers, special education teachers
Data Meetings	Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	06/01/2013	05/31/2014	\$0	Teachers, Principal, Assistant Principal, FRYSC, Guidance Counselors
<b>Total</b>					<b>\$0</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.		We are working toward this goal.	March 20, 2014	Ms. Tara Sides
Objective	collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 55.6% in May 2013 to 64.2% by 10/01/2014 as measured by school report card delivery targets.	Not Met	We are continuing to collaborate to increase the number of students scoring Proficient and Distinguished..	March 20, 2014	Ms. Tara Sides
Strategy	Best Practices for Common Core		Teachers are continuing to improve their craft through professional development related to best practices of Common Core instruction.	March 20, 2014	Ms. Tara Sides
Strategy	Continue Literacy Design Collaborative Work		Teachers are still engaging in LDC work.	March 20, 2014	Ms. Tara Sides
Strategy	Progress Monitoring		We are still working toward progress monitoring students.	March 20, 2014	Ms. Tara Sides
Strategy	Continued implementation of System 44, Read 180, and Expert 21 to increase the proficiency of students at below grade level benchmarks.		We are continuing to implement Read 180, System 44, and Expert 21. We are confident these programs will increase our student achievement in reading.	March 20, 2014	Ms. Tara Sides
Activity	Continued Professional Development on Springboard Implementation	In Progress	Teachers continue to participate in professional development related to best practices of the Common Core. Teachers are working with district consultants to analysis student work products and continue to improve their instruction.	March 20, 2014	Ms. Tara Sides
Activity	Data Meetings	In Progress	Teachers are continuing to collaborate and use data to make instructional decisions for students.	March 20, 2014	Ms. Tara Sides
Activity	Monitor fidelity of Implementation of System 44, Read 180, and Expert 21	In Progress	The administrative team is continuing monitoring the fidelity of implementation of the programs through learning walks and conferences with teachers. The district consultant and principal meet regularly with teachers of these programs to analyze data and discuss adjustments to curriculum.	March 20, 2014	Ms. Tara Sides
Activity	Data Analysis	In Progress	Teachers are still participating in job embedded meetings which focus on data analysis and using data to make instructional decisions for students.	March 20, 2014	Ms. Tara Sides

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Activity	Continued Monitoring of Classroom Instruction	In Progress	The administrative them is continuing monitoring implementation of best practices of the Common Core through learning walks on a weekly basis. Teachers receive coaching feedback based on the PPR. We are continuing working on improving teaching and learning.	March 20, 2014	Ms. Tara Sides
Activity	LDC Module Work	In Progress	Teachers are still engaged in grade level cadre work with teachers across the district. Teachers are collaborating and analyzing student work products to measure effectiveness of the LDC modules.	March 20, 2014	Ms. Tara Sides
Activity	Progress Monitoring of students in System 44, Read 180, Expert 21, and Do the Math	In Progress	Teachers and administrators are collaborating to analyze progress monitoring data and support students who are not making progress in the programs.	March 20, 2014	Ms. Tara Sides
Goal	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.		Woodland Middle School is still working toward the goal of increasing the number of students scoring Proficient and Distinguished in math.	March 20, 2014	Ms. Tara Sides
Objective	collaborate to increase proficiency in math among all students from 44.7% in May 2013 to 55.1% on KPREP by 05/31/2014 as measured by School report card delivery targets.		We are still continuing to collaborate to increase math proficiency.	March 20, 2014	Ms. Tara Sides
Strategy	Targeted Interventions During RTI		Teachers are collaborating to develop and deliver targeted math interventions during RTI.	March 20, 2014	Ms. Tara Sides
Strategy	Enrichment Opportunities		Students scoring below benchmark in math are being offered the opportunity for additional enrichment opportunities.	March 20, 2014	Ms. Tara Sides
Strategy	8th Grade Co-Taught Math Class		Students performing below benchmark have the opportunity to participate in a co- taught math class.	March 20, 2014	Ms. Tara Sides
Strategy	Progress Monitoring		Teachers will continue to progress monitor students.	March 20, 2014	Ms. Tara Sides
Strategy	Continue Math Design Collaborative Work		All math teachers are continuing with their MDC work.	March 20, 2014	Ms. Tara Sides
Activity	Parental Involvement	In Progress	Teachers of the co-taught math class continue to share resources to support parents through Edmodo and on-line. Teachers continue to contact and conference with parents to support them as they work with their child at home.	March 20, 2014	Ms. Tara Sides
Activity	Compass Learning	In Progress	Students continue to have the opportunity to complete Compass Learning activities to increase their math proficiency.	March 20, 2014	Ms. Tara Sides
Activity	Analysis of Student Work	In Progress	Teachers continue to meet on a monthly basis to analysis student work as monitored on the student growth sheet.	March 20, 2014	Ms. Tara Sides
Activity	Data Meetings	In Progress	Teachers continue to collaborate to analysis data and use it to make instructional decisions for students.	March 20, 2014	Ms. Tara Sides
Activity	Do the Math Now	In Progress	Students scoring below benchmark are being offered the opportunity to participate in Do the Math Now as an elective class.	March 20, 2014	Ms. Tara Sides

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Activity	Monitor Implementation of Targeted Instruction During RTI	In Progress	The administrative team continues to monitor implementation of targeted math interventions during RTI through learning walks.	March 20, 2014	Ms. Tara Sides
Activity	Data Analysis	In Progress	Teachers continue to collaborate to analyze data.	March 20, 2014	Ms. Tara Sides
Activity	Formative Assessment	In Progress	Teachers of the co-taught math class continue to use formative assessment to flexibly group students for instruction. They continue to use MAP data as a tool for goal setting and charting improvement.	March 20, 2014	Ms. Tara Sides
Goal	Gap Goal: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in science among our special education student population.		We are continuing to work on this goal.	March 20, 2014	Ms. Tara Sides
Objective	collaborate to Increase proficiency in science among disabled students from 35.3% in May 2013 to 36.1% by 10/01/2014 as measured by School report card delivery targets.		We are continuing to work on increasing the number of students scoring Proficient and Distinguished in science.	March 20, 2014	Ms. Tara Sides
Strategy	Targeted interventions during RTI		Teachers are creating targeted interventions during Rtl for science.	March 20, 2014	Ms. Tara Sides
Strategy	Collaboration between Science and Special Education Teachers		Special education teachers and science teachers continue to collaborate.	March 20, 2014	Ms. Tara Sides
Activity	Monitor Implementation of Targeted Instruction During RTI	In Progress	The administrative team continues to monitor implementation of targeted instruction through learning walks and conversations with teachers.	March 20, 2014	Ms. Tara Sides
Activity	Collaboration between Science and Special Education teachers	In Progress	Silence teachers and special education teachers continue to collaborate to identify strategies to improve student achievement.	March 20, 2014	Ms. Tara Sides
Activity	Instructional Strategies	In Progress	Science teachers and special education teachers continue to collaborate to identify instructional strategies to increase student achievement in science.	March 20, 2014	Ms. Tara Sides
Activity	Identification of Gaps in Core Content	In Progress	Teachers continue to analyze common assessments to identify gaps in student knowledge. Teachers continue to collaborate with special education teachers to develop strategies to fill those gaps.	March 20, 2014	Ms. Tara Sides
Activity	Monitoring of Collaboration between Science and Special Education Teachers	In Progress	The administrative team continues to monitor implementation of instructional strategies in silence through learning walks.	March 20, 2014	Ms. Tara Sides
Goal	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in writing.		Woodland Middle School continues to work toward improving our students writing skills.	March 20, 2014	Ms. Tara Sides

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Objective	collaborate to increase proficiency in writing from 31.2% in May 2013 to 53.9% by 10/01/2014 as measured by School report card delivery targets.		Teachers continue to collaborate to increase writing proficiency among Woodland Middle School students.	March 20, 2014	Ms. Tara Sides
Strategy	School wide On-Demand Writing		Students continue to participate in a school wide on-demand writing.	March 20, 2014	Ms. Tara Sides
Strategy	Development of Schoolwide Writing Non-Negotiables		Language arts teachers collaborated to create school wide writing non-negotiables.	March 20, 2014	Ms. Tara Sides
Activity	Professional Development for Teachers	Completed	All Woodland teachers were trained on scoring writing using the state rubric.	March 20, 2014	Ms. Tara Sides
Activity	Identification of Schoolwide Trends in Writing	In Progress	Each teacher scored on-demand writings. Teachers collaborated to identify school wide trends. The first on-demand writing showed the teachers that overall students do not fully address the writing prompt in their essays. The teachers collaborated to develop ways this could be addressed and reinforced in classroom instruction.	March 20, 2014	Ms. Tara Sides
Activity	Schoolwide Commitment to Writing Non-Negotiables	In Progress	Teachers continue to hold students accountable for the school wide writing non-negotiables.	March 20, 2014	Ms. Tara Sides
Activity	Implementation of Strategies to Address Schoolwide Writing Trends	In Progress	Teachers continue to implement strategies to address school wide writing trends.	March 20, 2014	Ms. Tara Sides
Objective	collaborate to increase the percentage of teachers who feel involved in School Improvement Planning from 62% in May 2013 to 82% by 05/31/2015 as measured by TELL survey data.		The administration is collaborating to increase the number of teachers who feel involved at Woodland Middle School.	March 20, 2014	Ms. Tara Sides
Strategy	Implementation of Wildcat Council		Woodland is still in the process of identifying and selecting teachers to serve on the Wildcat Council.	March 20, 2014	Ms. Tara Sides
Activity	Teacher Leadership	In Progress	The administration continues to seek out ways to promote teacher leadership within the school.	March 20, 2014	Ms. Tara Sides
Activity	Support Implementation of Wildcat Council	In Progress	Woodland supports the development and implementation of the Wildcat Council. The first meeting is expected to occur in April.	March 20, 2014	Ms. Tara Sides
Objective	collaborate to increase the percentage of standards that were Proficient in 2013 from 68% in May 2013 to 72.2% by 05/31/2014 as measured by Program Review scores in all three areas..		We are continuing on improving our program review.	March 20, 2014	Ms. Tara Sides
Strategy	Increase Collaboration		Teachers are continuing to collaborate around Program Review and its standards.	March 20, 2014	Ms. Tara Sides
Activity	Teacher Training on Program Review	Completed	All teachers were trained in December on the Program Review standards and their role in Program Review.	March 20, 2014	Ms. Tara Sides

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Activity	Curriculum Alignment	In Progress	Teachers continue to collaborate to align curriculum to Program Review standards.	March 20, 2014	Ms. Tara Sides
Goal	Next Generation Professionals: Percentage of Proficient Certified Staff		We are continuing to increase the number of our teachers who will be proficient under the new evaluation system.	March 20, 2014	Ms. Tara Sides
Objective	collaborate to increase the percentage of proficient certified staff members from XX% in May 31, 2015 to YY% by 05/31/2020 as measured by evaluation results..		We will continue to collaborate to successfully implement the new teacher growth system.	March 20, 2014	Ms. Tara Sides
Strategy	Professional Learning and Support		We will continue to provide introductory activities to support teachers as they learn about the new evaluation system.	March 20, 2014	Ms. Tara Sides
Strategy	PGES		We are continuing to learn about the components of both systems.	March 20, 2014	Ms. Tara Sides
Activity	Development of a School Wide Professional Learning Plan	In Progress	We are continuing to develop a school wide learning plan to support district implementation of the new evaluation system.	March 20, 2014	Ms. Tara Sides
Activity	Collaboration between Teachers and Administrators	In Progress	Teachers and administrators continue to collaborate to learn about the new systems.	March 20, 2014	Ms. Tara Sides
Goal	Wellness		Woodland Middle School continues to increase wellness among our students and staff.	March 20, 2014	Ms. Tara Sides
Objective	collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members by 100% by 08/31/2014 as measured by survey results.		We are continuing to raise awareness of the district wellness plan.	March 20, 2014	Ms. Tara Sides
Strategy	Wellness Policy Awareness Plan		We are continuing to develop a plan to raise awareness among staff about the district wellness policy.	March 20, 2014	Ms. Tara Sides
Activity	Wellness Leadership Development	Completed	Woodland Middle School has established a wellness committee composed of teachers and administrators.	March 20, 2014	Ms. Tara Sides