

CSIP UPDATES MAY 2013

Woodland Middle School

Kenton County School District

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Overview

Plan Name

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Plan Description

Updated progress notes for all activities as of May 1, 2013.

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	All students at Woodland Middle School will increase reading and math proficiency.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
2	Increase student achievement in math among Woodland Middle School's special education student population	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
3	Increase student achievement in science among Woodland Middle School's special education student population	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
4	Increase student achievement in language mechanics among Woodland Middle School's special education student population.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
5	Tell Survey	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Program Review	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All students at Woodland Middle School will increase reading and math proficiency.

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

Measurable Objective 1:

Collaborate to increase the average combined reading and math KPREP proficiency scores from 49.6% to 54.6% by 10/01/2013 as measured by school report card delivery targets.

Strategy 1:

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

Activity - RTI Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI Data Team will meet monthly to review the progress of students performing below benchmark in math and reading and develop interventions based on data.	Other	01/03/2013	06/10/2013	\$0	No Funding Required	RTI Data Team, 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 professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in math and reading.	Professional Learning	01/03/2013	06/10/2013	\$0	No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counslors

Strategy 2:

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	01/03/2013	06/30/2013	\$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.	Professional Learning	01/03/2013	06/30/2013	\$0	No Funding Required	principal, assistant principal, teachers

Strategy 3:

Continued implementation of System 44, Read 180, Expert 21, and Do the Math Now 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 and math by addressing skill deficiencies. Do the Math Now addresses deficiencies in math. System 44, Read 180, and Expert 21 addresses gaaps in reading.

Activity - Monitor fidelity of Implementation of Do the Math Now, System 44, Read 180, and Expert 21	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the fidelity of implementation of System 44, Read 180, Expert 21, and Do the Math Now through classroom walk throughs and data reports from System 44 and Read 180.	Professional Learning	01/03/2013	06/30/2013	\$0	No Funding Required	principal, assistant principal, and Scholastic consultants

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, and the RTI team 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	01/03/2013	06/30/2013	\$0	No Funding Required	Principal, assistant principal, RTI team

Goal 2: Increase student achievement in math among Woodland Middle School's 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 math among our disabled students from 3.8% to 15.1% on KPREP by 10/01/2013 as measured by School report card delivery targets.

Strategy 1:

Enrichment Opportunities - Special education students will have the opportunity to participate in math enrichment activities in addition to the traditional curriculum.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education students will have the opportunity to access Compass learning before and afterschool and from home to address skill deficiencies.	Academic Support Program	01/03/2013	06/10/2013	\$0	No Funding Required	Compass administrator, special education teachers, math teachers
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Activity - Do the Math Now	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be provided the opportunity to take Do the Math Now to address deficiencies in math.	Academic Support Program	01/03/2013	06/10/2013	\$0	No Funding Required	Do the Math Now teachers, special education teachers, counselors

Strategy 2:

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

Activity - Collaboration Between Math and Special Education Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 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 RTI.	Direct Instruction	01/03/2013	05/30/2013	\$0	No Funding Required	math 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	01/03/2013	06/10/2013	\$0	No Funding Required	principal, assistant principal

Goal 3: Increase student achievement in science among Woodland Middle School's 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 14.8% to 23.3%. by 10/01/2013 as measured by School report card delivery targets.

Strategy 1:

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

misconceptions.

Activity - Specially Designed Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate with special education teachers to develop specially designed instruction to meet the needs of special education students.	Direct Instruction	01/03/2013	06/10/2013	\$0	No Funding Required	Science teachers, special education teachers

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	01/03/2013	06/10/2013	\$0	No Funding Required	Science teachers, special education teachers

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	01/03/2013	06/10/2013	\$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 with specially designed instruction.	Other	01/03/2013	06/10/2013	\$0	No Funding Required	Principal, assistant principal

Strategy 2:

Targeted interventions during RTI - Students with disabilities will receive targeted instruction on science RTI days 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 special education students delivered during RTI.	Other	01/03/2013	06/10/2013	\$0	No Funding Required	Principal, assistant principal

Activity - Collaboration between Science and Special Education teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	01/03/2013	06/10/2013	\$0	No Funding Required	Science teachers, special education teachers
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Goal 4: Increase student achievement in language mechanics among Woodland Middle School's 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 language mechanics among our disabled students from 0.0% to 9.6%. by 10/01/2013 as measured by School report card delivery targets.

Strategy 1:

Targeted Interventions During RTI - Students with disabilities will receive targeted instruction during Language Arts 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 special education students delivered during RTI.	Other	01/03/2013	06/10/2013	\$0	No Funding Required	Principal, assistant principal

Activity - Collaboration between Special Education teachers and Language Arts teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts 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 RTI.	Direct Instruction	01/03/2013	06/10/2013	\$0	No Funding Required	Language arts teachers, special education teachers

Strategy 2:

Collaboration between Language Arts teachers and Special Education Teachers - Special Education teachers and language arts teachers will collaborate to identify areas of improvement for students with disabilities in the area of language mechanics.

Activity - Monitoring of Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor collaboration of special education teachers and language arts teachers by facilitating and attending PLC's.	Other	01/03/2013	06/10/2013	\$0	Other	Principal, assistant principal

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts and special education teachers will collaborate to identify instructional strategies which will meet the needs of special education students and implement these strategies in their classroom.	Professional Learning	01/03/2013	06/10/2013	\$0	No Funding Required	Special education teachers, language arts teachers

Activity - Specially Designed Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and special education teachers will collaborate to create specially designed instruction to meet the identified needs of special education students.	Direct Instruction	01/03/2013	06/10/2013	\$0	No Funding Required	Special education teachers, language arts teachers

Activity - Identification of Gaps in Core Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers and special education teachers will collaborate to analyze common assessments and identify gaps in core content knowledge. Teachers will use this information to inform instruction and develop interventions for students with disabilities.	Professional Learning	01/03/2013	06/10/2013	\$0	No Funding Required	Special education teachers, language arts teachers

Goal 5: Tell Survey

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 supported by administration from 40.0% to 75.3% by 10/01/2013 as measured by TELL survey data.

Strategy 1:

Implementation of PBIS - Woodland administration will support implementation of PBIS strategies.

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 and leading professional development.	Professional Learning	01/03/2013	06/10/2013	\$0	No Funding Required	Principal, assistant principal, teachers

Activity - Support Implementation of PBIS Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrative team will work with teachers to support PBIS Committee development and implementation of school wide expectations	Other	01/03/2013	06/10/2013	\$0	No Funding Required	Principal, assistant principal, PBIS Committee members
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Activity - Increase Accessibility and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal will be available to teachers during the school day and visible in classrooms and hallways. Frequent communication will occur with teachers through a weekly memo and emails.	Other	01/03/2013	06/10/2013	\$0	No Funding Required	Principal, assistant principal

Goal 6: Program Review

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 2012 from 69.7% to 72.2% by 10/01/2013 as measured by Program Review scores.

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	01/03/2013	10/01/2013	\$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 bi-monthly basis.	Policy and Process	01/03/2013	10/01/2013	\$0	No Funding Required	teachers, principal, assistant principal

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Woodland will create a Program Review Committee which will be responsible for collecting and evaluating program review evidence, sharing information with faculty, staff, SBDM, and community stakeholders. The committee will be a collaboration between content area teachers and elective teachers.	Other	01/03/2013	10/01/2013	\$0	No Funding Required	Program Review Committee, principal, assistant principal
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring of Collaboration	The administrative team will monitor collaboration of special education teachers and language arts teachers by facilitating and attending PLC's.	Other	01/03/2013	06/10/2013	\$0	Principal, assistant principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor fidelity of Implementation of Do the Math Now, System 44, Read 180, and Expert 21	Monitor the fidelity of implementation of System 44, Read 180, Expert 21, and Do the Math Now through classroom walk throughs and data reports from System 44 and Read 180.	Professional Learning	01/03/2013	06/30/2013	\$0	principal, assistant principal, and Scholastic consultants
Compass Learning	Special education students will have the opportunity to access Compass learning before and afterschool and from home to address skill deficiencies.	Academic Support Program	01/03/2013	06/10/2013	\$0	Compass administrator, special education teachers, math teachers
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	01/03/2013	06/10/2013	\$0	Principal, assistant principal
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	01/03/2013	06/10/2013	\$0	Principal, assistant principal
Specially Designed Instruction	Language arts teachers and special education teachers will collaborate to create specially designed instruction to meet the identified needs of special education students.	Direct Instruction	01/03/2013	06/10/2013	\$0	Special education teachers, language arts teachers

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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	01/03/2013	10/01/2013	\$0	Elective teachers, writing cluster leader, principal, and assistant principal
Increase Accessiblity and Communication	The principal and assistant principal will be available to teachers during the school day and visible in classrooms and hallways. Frequent communication will occur with teachers through a weekly memo and emails.	Other	01/03/2013	06/10/2013	\$0	Principal, assistant principal
Specially Designed Instruction	Science teachers will collaborate with special education teachers to develop specially designed instruction to meet the needs of special education students.	Direct Instruction	01/03/2013	06/10/2013	\$0	Science teachers, special education teachers
Program Review Committee	Woodland will create a Program Review Committee which will be responsible for collecting and evaluating program review evidence, sharing information with faculty, staff, SBDM, and community stakeholders. The committee will be a collaboration between content area teachers and elective teachers.	Other	01/03/2013	10/01/2013	\$0	Program Review Committee, principal, assistant principal
Collaboration between Special Education teachers and Language Arts teachers	Language arts 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 RTI.	Direct Instruction	01/03/2013	06/10/2013	\$0	Language arts teachers, special education teachers
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 with specially designed instruction.	Other	01/03/2013	06/10/2013	\$0	Principal, assistant principal
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	01/03/2013	06/10/2013	\$0	Science teachers, special education teachers
Support Implementation of PBIS Committee	Administrative team will work with teachers to support PBIS Committee development and implementation of school wide expectations	Other	01/03/2013	06/10/2013	\$0	Principal, assistant principal, PBIS Committee members
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	01/03/2013	06/10/2013	\$0	Science teachers, special education teachers

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Do the Math Now	Special education students will be provided the opportunity to take Do the Math Now to address deficiencies in math.	Academic Support Program	01/03/2013	06/10/2013	\$0	Do the Math Now teachers, special education teachers, counselors
Collaboration Between Math and Special Education Teachers	Math 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 RTI.	Direct Instruction	01/03/2013	05/30/2013	\$0	math teachers, special education teachers
Progress Monitoring of students in System 44, Read 180, Expert 21, and Do the Math	Program teachers, administrators, and the RTI team 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	01/03/2013	06/30/2013	\$0	Principal, assistant principal, RTI team
RTI Data Meetings	The RTI Data Team will meet monthly to review the progress of students performing below benchmark in math and reading and develop interventions based on data.	Other	01/03/2013	06/10/2013	\$0	RTI Data Team, Principal, Assistant Principal, FRYSC, Guidance Counselors
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 bi-monthly basis.	Policy and Process	01/03/2013	10/01/2013	\$0	teachers, principal, assistant principal
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	01/03/2013	06/10/2013	\$0	Science teachers, special education teachers
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	01/03/2013	06/30/2013	\$0	Principal, assistant principal, grade level cadres, teachers
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.	Professional Learning	01/03/2013	06/30/2013	\$0	principal, assistant principal, teachers

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Data Analysis	Teachers will participate in professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in math and reading.	Professional Learning	01/03/2013	06/10/2013	\$0	Teachers, Principal, Assistant Principal, Guidance Counslors
Instructional Strategies	Language arts and special education teachers will collaborate to identify instructional strategies which will meet the needs of special education students and implement these strategies in their classroom.	Professional Learning	01/03/2013	06/10/2013	\$0	Special education teachers, language arts teachers
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	01/03/2013	06/10/2013	\$0	principal, assistant principal
Identification of Gaps in Core Content	Language arts teachers and special education teachers will collaborate to analyze common assessments and identify gaps in core content knowledge. Teachers will use this information to inform instruction and develop interventions for students with disabilities.	Professional Learning	01/03/2013	06/10/2013	\$0	Special education teachers, language arts teachers
Teacher Leadership	Foster teacher leadership within the building by giving teachers opportunity to participate in shared decision making through team meetings and leading professional development.	Professional Learning	01/03/2013	06/10/2013	\$0	Principal, assistant principal, teachers
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	All students at Woodland Middle School will increase reading and math proficiency.		Students are working toward this goal. Our Winter MAP testing showed growth in math and reading in over 50% of Woodland students. We are in the process of analyzing our Spring data as the MAP Spring testing window closed on April 31.	May 01, 2013	Ms. Tara Sides
Objective	Collaborate to increase the average combined reading and math KPREP proficiency scores from 49.6% to 54.6% by 10/01/2013 as measured by school report card delivery targets.	Met	Teachers continue to collaborate with grade level content level partners to analyze data and develop lessons. Teachers have had the opportunity to collaborate at the school level in content areas on February 6 and March 6. Teachers reviewed data and best practices to increase student achievement in their content area.	May 01, 2013	Ms. Tara Sides
Strategy	Best Practices for Common Core		Teachers continue to implement best practices for Common Core instruction.	May 01, 2013	Ms. Tara Sides
Strategy	Progress Monitoring		Teachers are meeting and using progress monitoring to analyze student growth.	May 01, 2013	Ms. Tara Sides
Strategy	Continued implementation of System 44, Read 180, Expert 21, and Do the Math Now to increase the proficiency of students at below grade level benchmarks.		We are continuing to implement these programs with fidelity.	May 01, 2013	Ms. Tara Sides
Activity	Continued Professional Development on Springboard Implementation	In Progress	Teachers continue to participate in professional development designed around Springboard implementation. District consultants met with teachers on January 17, February 14, and March 14 to reflect and improve SpringBoard implementation. Teachers have also participated in a variety of trainings after school to assist with their implementation.	May 01, 2013	Ms. Tara Sides
Activity	RTI Data Meetings	In Progress	Teachers are meeting and discussing student progress based on data. Data collected includes: SRI, MAP, and common assessments.	May 01, 2013	Ms. Tara Sides
Activity	Monitor fidelity of Implementation of Do the Math Now, System 44, Read 180, and Expert 21	In Progress	The administrative team continues to monitor the fidelity of implementation of DTMN. We have received feedback from the designer of the program. Her coaching notes emphasized the excellent job our teachers were doing with the implementation of DTMN.	May 01, 2013	Ms. Tara Sides
Activity	Data Analysis	In Progress	Teachers continue to analyze data to identify areas of student needs.	May 01, 2013	Ms. Tara Sides
Activity	Continued Monitoring of Classroom Instruction	In Progress	The administrative team regularly conducts instructional walk throughs to monitor the quality of classroom instruction. Teachers receive feedback from walkthroughs to guide them toward improving their practice.	May 01, 2013	Ms. Tara Sides

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Activity	Progress Monitoring of students in System 44, Read 180, Expert 21, and Do the Math	In Progress	Teachers continue to regularly monitor the progress of students in these programs.	May 01, 2013	Ms. Tara Sides
Goal	Increase student achievement in math among Woodland Middle School's special education student population		We are continuing to work on increasing student achievement in math among all students.	May 01, 2013	Ms. Tara Sides
Objective	Collaborate to increase proficiency in math among our disabled students from 3.8% to 15.1% on KPREP by 10/01/2013 as measured by School report card delivery targets.	Met	Teachers are continuing to collaborate to increase math proficiency among all students.	May 01, 2013	Ms. Tara Sides
Strategy	Targeted Interventions During RTI		Teachers are continuing to deliver targeted interventions during RTI.	May 01, 2013	Ms. Tara Sides
Strategy	Enrichment Opportunities		Woodland provides a variety of enrichment opportunities to help students master foundational math skills.	May 01, 2013	Ms. Tara Sides
Activity	Compass Learning	In Progress	Students have access to Compass learning before school, during school, and afterschool in a lab setting. Students can also access Compass learning at home. Students are encouraged to use Compass to continue to build their foundational math skills.	May 01, 2013	Ms. Tara Sides
Activity	Collaboration Between Math and Special Education Teachers	In Progress	Math and special education teachers continue to collaborate to increase student achievement among the special education population. Teachers used CITTS to analyze MAP and K-PREP scores of special education students.	May 01, 2013	Ms. Tara Sides
Activity	Do the Math Now	In Progress	Woodland continues to implement DTMN. This enrichment opportunity is available to students during school who have a deficit in basic math computation.	May 01, 2013	Ms. Tara Sides
Activity	Monitor Implementation of Targeted Instruction During RTI	In Progress	Administration continues to conduct walkthroughs during RTI to monitor math targeted instruction. The administration also monitors RTI instruction through conversations with math RTI teachers.	May 01, 2013	Ms. Tara Sides
Goal	Increase student achievement in science among Woodland Middle School's special education student population		Woodland Middle School continues to work toward increasing student achievement in science.	May 01, 2013	Ms. Tara Sides
Objective	Collaborate to Increase proficiency in science among disabled students from 14.8% to 23.3%. by 10/01/2013 as measured by School report card delivery targets.	Met	Science teachers continue to collaborate with special education teacher to implement strategies to increase student achievement in science among our special education population.	May 01, 2013	Ms. Tara Sides

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Strategy	Targeted interventions during RTI		In collaboration with special education teachers, science teachers have designed science experiences during RTI time to address the needs of special education students.	May 01, 2013	Ms. Tara Sides
Strategy	Collaboration between Science and Special Education Teachers		Science and special education teachers continue to collaborate.	May 01, 2013	Ms. Tara Sides
Activity	Monitor Implementation of Targeted Instruction During RTI	In Progress	The administrative team continues to monitor classroom instruction.	May 01, 2013	Ms. Tara Sides
Activity	Specially Designed Instruction	In Progress	Teachers will continue to deliver specially designed instruction to meet the needs of special education students.	May 01, 2013	Ms. Tara Sides
Activity	Collaboration between Science and Special Education teachers	In Progress	Science and special education teachers continue to collaborate to increase student achievement in science.	May 01, 2013	Ms. Tara Sides
Activity	Instructional Strategies	Not Completed	Science and special education teachers will work over the summer to develop strategies to increase achievement among special education students in science.	May 01, 2013	Ms. Tara Sides
Activity	Identification of Gaps in Core Content	Not Completed	Over the summer, teachers will collaborate to identify gaps in core content.	May 01, 2013	Ms. Tara Sides
Activity	Monitoring of Collaboration between Science and Special Education Teachers	In Progress	Administration will continue to monitor collaboration between science and special education teachers.	May 01, 2013	Ms. Tara Sides
Goal	Increase student achievement in language mechanics among Woodland Middle School's special education student population.		Teachers will continue to work toward increasing student achievement in language mechanics.	May 01, 2013	Ms. Tara Sides
Objective	Collaborate to Increase proficiency in language mechanics among our disabled students from 0.0% to 9.6%. by 10/01/2013 as measured by School report card delivery targets.	Met	Teachers will continue to collaborate to increase proficiency in language mechanics.	May 01, 2013	Ms. Tara Sides
Strategy	Collaboration between Language Arts teachers and Special Education Teachers		Special education teachers and language arts teachers continue to collaborate.	May 01, 2013	Ms. Tara Sides
Strategy	Targeted Interventions During RTI		Teachers developed targeted lessons which were delivered during RTI. These differentiated lessons were successful in helping students master basic language mechanics concepts.	May 01, 2013	Ms. Tara Sides
Activity	Monitoring of Collaboration	In Progress	Administration will continue to monitor collaboration between special education teachers and language arts teachers.	May 01, 2013	Ms. Tara Sides
Activity	Monitor Implementation of Targeted Instruction During RTI	In Progress	The administrative team continues to monitor instruction and give feedback to teachers.	May 01, 2013	Ms. Tara Sides

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Woodland Middle School

Activity	Instructional Strategies	Not Completed	Language arts teachers and special education teachers will develop strategies over the summer to increase student achievement in language mechanics.	May 01, 2013	Ms. Tara Sides
Activity	Specially Designed Instruction	In Progress	Teachers will continue to provide specially designed instruction for special education students.	May 01, 2013	Ms. Tara Sides
Activity	Collaboration between Special Education teachers and Language Arts teachers	In Progress	Language arts teachers and special education teachers continue to collaborate to meet the needs of students with a focus on language mechanics.	May 01, 2013	Ms. Tara Sides
Activity	Identification of Gaps in Core Content	Not Completed	Teachers will work over the summer to identify gaps in core content knowledge of special education students and begin developing a plan to fill those gaps.	May 01, 2013	Ms. Tara Sides
Goal	Tell Survey		The administration will continue to use TELL survey data to improve the culture and climate of the school.	May 01, 2013	Ms. Tara Sides
Objective	Collaborate to increase the percentage of teachers who feel supported by administration from 40.0% to 75.3% by 10/01/2013 as measured by TELL survey data.	Not Met	Administration will continue to collaborate with teachers to support each and every teacher as a professional.	May 01, 2013	Ms. Tara Sides
Strategy	Implementation of PBIS		We will continue with the implementation of PBIS and collaborate with teachers to discover ways to increase its effectiveness.	May 01, 2013	Ms. Tara Sides
Activity	Teacher Leadership	In Progress	Administration will continue to find ways to increase teacher leadership at the school level.	May 01, 2013	Ms. Tara Sides
Activity	Support Implementation of PBIS Committee	In Progress	Administration will continue to support implementation of PBIS and committee decisions.	May 01, 2013	Ms. Tara Sides
Activity	Increase Accessibility and Communication	In Progress	Administration will continue to be accessible and available to teachers.	May 01, 2013	Ms. Tara Sides
Goal	Program Review		We will continue toward working to improve our Program Review.	May 01, 2013	Ms. Tara Sides
Objective	Collaborate to increase the percentage of standards that were Proficient in 2012 from 69.7% to 72.2% by 10/01/2013 as measured by Program Review scores.	Not Met	We will continue collaborating to increase our proficinet scores in identified areas.	May 01, 2013	Ms. Tara Sides
Strategy	Increase Collaboration		Teachers will be provided with opportunities to collaborate around program review.	May 01, 2013	Ms. Tara Sides
Activity	Teacher Training on Program Review	Completed	All teachers were trained on the program review rubric and method for collection of evidence in the November faculty meeting. This was reviewed again in January and February during PLC time.	May 01, 2013	Ms. Tara Sides
Activity	Curriculum Alignment	In Progress	Teachers continue to work on curriculum alignment toward the program review rubrics.	May 01, 2013	Ms. Tara Sides
Activity	Program Review Committee	Not Completed	In the fall of 2014 a Program Review committee will be established. It will include represenatives from each content area.	May 01, 2013	Ms. Tara Sides