



## **MEYZEEK MIDDLE SCHOOL**

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# **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

## **Mission Statement:**

The success of Albert E. Meyzeek Middle School is based upon effective communication, establishing and maintaining a safe learning environment, and utilizing a developmentally-appropriate curriculum that facilitates rigorous academics, acquisition of basic skills, problem-solving abilities, self-direction, and responsibility. We believe that effective parent and community involvement is essential to our success and should be reflective of the student population.

We believe all students, parents, and staff members are an integral part of Albert E. Meyzeek Middle School. The school community is composed of people from diverse cultures with varying abilities and ideas. We are dedicated to embracing the multicultural environment and to developing students who will be productive, contributing members of society.

## **Executive Summary:**

The Meyzeek Middle School Comprehensive School Improvement Plan (CSIP) is designed to meet regulations and guidelines at the school, district, state, and federal level. As a school designated in "Tier I Consequences" by the No Child Left Behind Act (NCLB), goals are written to comply with both NCLB and KY Senate Bill 168. The goals are specified under the Action Component, "Reducing the Gap."

In addition, the Meyzeek CSIP correlates to the NCLB objectives, which are listed below. Each strategy and activity in both action components are linked to one of the objectives printed here.

- NCLB 1: Incorporate strategies based on scientifically based research
- NCLB 2: Adopt policies and practices concerning the school's core academic areas
- NCLB 3: Provide assurance that school will spend not less than 10% of Title I improvement funds for professional development
- NCLB 4: Describe how professional development funds will be used to remove the school from school improvement status

- NCLB 5: Describe how the school will provide written notice about the identification of school's status to parents
- NCLB 6: Specify how the school, the local educational agency, and the state educational agency service the school under the plan, including technical assistance to be provided by the local educational agency
- NCLB 7: Include strategies to promote effective parental involvement
- NCLB 8: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year
- NCLB 9: Incorporate a teacher mentoring program

The foci of the CSIP remain in line with district academic initiatives of Literacy and Math and environmental initiatives of CHAMPs and Foundations. Complementing the academic initiatives are work in other KPR-assessed areas and extra support for students. Complementing CHAMPs and Foundations are work in youth development, parental involvement, and school safety.

### **Process for Developing the Comprehensive School Improvement Plan:**

Following a year-long focus on "The Year of the Novice," Meyzeek staff analyzed student data and aligned interventions – both instructional and developmental – to the needs of the students. From lessons learned throughout that process, the Leadership Team provided feedback through meetings, professional development, and the Implementation and Impact document.

Matching that feedback was an intensive review of the Kentucky Performance Report, No Child Left Behind report, District Dialogue, discipline data, and social services assessments of students. This data came under review by multiple stakeholder groups, including parents, though PTSA articles, online discussions, and a Resides community "What If?" session. Together, the data, feedback, and discussions shaped Meyzeek's 2005-06 Comprehensive School Improvement Plan. Outlining needs, goals, objectives, and strategies, the plan seeks to raise all students to levels of proficiency while addressing developmental needs which may stand in hindrance of that overarching goal. This plan, in addition to the data used for its development, is available for public review at [www.meyzeek.org](http://www.meyzeek.org).

**Action Component** Reducing the Achievement Gap

**District Name** Jefferson County Public Schools

**Component Manager** Administration

**School Name** Meyzeek Middle School

**Date** 22 March 2005

Priority Need	Goal (Addresses the Priority Need)																																																																																								
<p>1. According to the 2003-2004 Kentucky Performance Report, the following percentage of students, reported by subgroup, scored proficient or distinguished in Reading and Math:</p> <table border="1" data-bbox="96 586 858 932"> <thead> <tr> <th>Subgroup</th> <th>2003-2004 Reading - % Proficient/ Distinguished</th> <th>2003-2004 Math - % Proficient/ Distinguished</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>28</td> <td>15</td> </tr> <tr> <td>White</td> <td>70</td> <td>54</td> </tr> <tr> <td>Hispanic</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Asian</td> <td>97</td> <td>94</td> </tr> <tr> <td>F/R Lunch</td> <td>26</td> <td>12</td> </tr> <tr> <td>Disabilities</td> <td>13</td> <td>6</td> </tr> <tr> <td>ESL</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Subgroup	2003-2004 Reading - % Proficient/ Distinguished	2003-2004 Math - % Proficient/ Distinguished	African American	28	15	White	70	54	Hispanic	NA	NA	Asian	97	94	F/R Lunch	26	12	Disabilities	13	6	ESL	NA	NA	<p>1. By 2005, the NCLB achievement gap in Reading and Math will be reduced by increasing the % proficient or distinguished for the subgroups listed below. Since NCLB does not change the goals until 2007-08, the goals remain constant from 2004-05 through 2006-07.</p> <table border="1" data-bbox="915 586 1934 964"> <thead> <tr> <th>Subgroup</th> <th>2003-2004 Reading - % Proficient/ Distinguished</th> <th>2004-2007 Reading - % Proficient/ Distinguished Target</th> <th>Goal (Difference between 03/04 proficiency scores and 04/05 target)</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>28</td> <td>52.40</td> <td>24.4</td> </tr> <tr> <td>White</td> <td>70</td> <td>52.40</td> <td>Met Goal</td> </tr> <tr> <td>Hispanic</td> <td>NA</td> <td>52.40</td> <td>NA</td> </tr> <tr> <td>Asian</td> <td>97</td> <td>52.40</td> <td>Met Goal</td> </tr> <tr> <td>F/R Lunch</td> <td>26</td> <td>52.40</td> <td>26.4</td> </tr> <tr> <td>Disabilities</td> <td>13</td> <td>52.40</td> <td>39.4</td> </tr> <tr> <td>ESL</td> <td>NA</td> <td>52.40</td> <td>NA</td> </tr> </tbody> </table> <table border="1" data-bbox="915 995 1934 1373"> <thead> <tr> <th>Subgroup</th> <th>2003-2004 Math - % Proficient/ Distinguished</th> <th>2004-2007 Math - % Proficient/ Distinguished Target</th> <th>Goal (Difference between 03/04 proficiency scores and 04/05 target)</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>15</td> <td>26.93</td> <td>Met Goal</td> </tr> <tr> <td>White</td> <td>54</td> <td>26.93</td> <td>Met Goal</td> </tr> <tr> <td>Hispanic</td> <td>NA</td> <td>26.93</td> <td>NA</td> </tr> <tr> <td>Asian</td> <td>94</td> <td>26.93</td> <td>Met Goal</td> </tr> <tr> <td>F/R Lunch</td> <td>12</td> <td>26.93</td> <td>Met Goal</td> </tr> <tr> <td>Disabilities</td> <td>6</td> <td>26.93</td> <td>20.93</td> </tr> <tr> <td>ESL</td> <td>NA</td> <td>26.93</td> <td>NA</td> </tr> </tbody> </table>	Subgroup	2003-2004 Reading - % Proficient/ Distinguished	2004-2007 Reading - % Proficient/ Distinguished Target	Goal (Difference between 03/04 proficiency scores and 04/05 target)	African American	28	52.40	24.4	White	70	52.40	Met Goal	Hispanic	NA	52.40	NA	Asian	97	52.40	Met Goal	F/R Lunch	26	52.40	26.4	Disabilities	13	52.40	39.4	ESL	NA	52.40	NA	Subgroup	2003-2004 Math - % Proficient/ Distinguished	2004-2007 Math - % Proficient/ Distinguished Target	Goal (Difference between 03/04 proficiency scores and 04/05 target)	African American	15	26.93	Met Goal	White	54	26.93	Met Goal	Hispanic	NA	26.93	NA	Asian	94	26.93	Met Goal	F/R Lunch	12	26.93	Met Goal	Disabilities	6	26.93	20.93	ESL	NA	26.93	NA
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**Action Component** Reducing the Achievement Gap

**District Name** Jefferson County Public Schools

**Component Manager** Administration

**School Name** Meyzeek Middle School

**Date** 22 March 2005

Priority Need	Goal (Addresses the Priority Need)
2. In order to reach 100% proficiency by 2014, Meyzeek must continue to meet the state's predetermined accountability index goals.	2. Beginning a new biennium cycle in 2004-05, Meyzeek Middle School must achieve a two-year combined Accountability Index of 80.4 or higher and reduce the percentage of students scoring at novice to 23.61% or lower.

Causes and Contributing Factors	Objectives with Measures of Success
1. Disaggregated 2004 CATS data shows uneven results by subgroups within Meyzeek's diverse student population. 2. 2004 NCLB data show insufficient progress in reading and math. (see chart on previous page)	A. During the 2005-06 school year, Meyzeek will reduce novice performance in reading, as measured by NCLB. B. During the 2005-06 school year, Meyzeek will reduce novice performance in mathematics as measured by NCLB. C. During the 2005-06 school year, Meyzeek will achieve an accountability index of 80.4 or higher, as measured by the KPR. D. During the 2005-06 school year, Meyzeek will reduce overall novice performance to 23.61% or lower, as measured by the KPR.

**Action Component** Reducing the Achievement Gap

**District Name** Jefferson County Public Schools

**Component Manager** Administration

**School Name** Meyzeek Middle School

**Date** 22 March 2005

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
Whole School							
A - D	Faculty & staff will participate in CATS analysis and will refine instruction & assessment practices as needed (equity embedded).	Analysis will result in refined instructional strategies, CATS preparation, ESS application, and other targeted interventions to reduce novice performance and increase proficient performance.	NCLB 1, 2	Whole School	08/05	5/06	Gold Days
A - D	Teachers will implement Core Content 3.0, using Core Content Guides for support (equity embedded).	Students will demonstrate understanding of Core Content as evidenced by classroom assessments, CCAs, CTBS, and KCCT tests	NCLB 1, 2	All Teachers	8/05	5/06	NA
A - D	Students will receive instruction in all content areas reflecting best instructional practices and differentiated to meet specific needs (equity embedded).	Instructional practices will change in order to improve CTBS and KCCT scores as evidenced by classroom observations, department meeting agendas, and professional development attendance.	NCLB 1, 2	All Teachers	8/05	5/06	NA
A - D	Teachers will implement Core Content Assessments (CCA) and monitor student progress (equity embedded).	Students will improve scores on CTBS and KCCT tests.	NCLB 1, 2	Teachers Dept. Chairs Bldg Assmt Coordinator	8/05	5/06	NA

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>NCLB/SB 168 Req</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A - D	Teachers will participate in the training of writing & scoring ORQ's.	Students will improve performance on CCAs and KCCT tests.	NCLB 1, 2	Teachers Dept. Chairs Bldg Assmt Coordinator	8/05	5/06	PD-Title I
A - D	Teachers will display and instruct students in the use of visual charts and graphic organizers, such as SRE, Holistic Scoring Guide, and Power Verbs (equity embedded).	The use of visuals, as evidenced by classroom observations and student work, will assist students in improving CTBS and KCCT scores.	NCLB 1, 2	Teachers Dept. Chairs	8/05	5/06	\$300 for Graphic Organizer materials
A - D	Qualifying students will participate in an ESS Summer program, offered in the summer of 2006, to reduce novice performance and increase student promotion.	Retention rates will drop, while writing performance levels and math performance levels will rise.	NCLB 1, 2, 8	K. Look ESS Coordinator	5/06	6/06	ESS \$10,000
A - D	Teachers will revise and publish core content review texts to implement as daytime interventions for CATS preparation.	Proficient performance will rise on the KCCT assessments while novice performance will decline.	NCLB 1, 2	K. Look Dept Chairs	5/05	6/06	Title I PD \$3,000 ESS \$2,000
A - D	Teachers will integrate CASA standards into their curriculum.	Proficient performance will rise on the CASA test.	NCLB 1, 2	K. Look School Tech Coordinator Dept Chairs	8/05	6/06	Operating Budget \$7,500
A - D	SBDM will review, revise, edit, and create policies to ensure school, district, state, and federal goals and guidelines are met.	Meyzeek will be in compliance with school, district, state, and federal regulations.	NCLB 2	K Look SBDM	8/05	6/06	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
A - D	Staff will participate in professional development funded by a 10% allocation of Title I funds.	Novice performance in reading and math will decrease.	NCLB 3	K Look SBDM	8/05	6/06	Title I
A - D	The Instructional Coach will focus on literacy instruction and teacher development.	Novice performance will decrease with better instructional and management strategies.	NCLB 6, 9	K Look Instructional Coach	8/05	6/06	
<b>Exceptional Child Education</b>							
A - D	ECE teachers will use IEP accommodations to help students achieve success (equity embedded).	ECE student academic skills will improve through differentiated instruction evidenced by lesson plans, student work, CCAs, and CATS scores.	NCLB 1, 2	ECE Coordinator All ECE teachers	8/05	5/06	Collaboration Grant
A - D	ECE-Resource Teachers will meet with students regularly to keep all students on track in collaboration classes (equity embedded)	ECE student academic skills will improve through differentiated instruction evidenced by lesson plans, student work, CCAs, and CATS scores.	NCLB 1, 2	ECE Coordinator All ECE Teachers	8/05	5/06	NA
A - D	ECE teachers and regular education teachers will collaborate to maximize instructional impact on ECE students in covering core content.	ECE student academic skills will improve through differentiated instruction evidenced by lesson plans, student work, CCAs, and CATS scores.	NCLB 1, 2	ECE Coordinator All ECE teachers	8/05	5/06	Collaboration Grant
A - D	ECE students will participate in ESS after-school core content workshops.	ECE student academic skills will improve through differentiated instruction evidenced by lesson plans, student work, CCAs, and CATS scores.	NCLB 1, 2, 8	ECE Coordinator ESS Coordinator Dept Chairs	8/05	5/06	ESS \$10,000

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
<b>Literacy</b>							
C - D	Students will complete a writing portfolio based on Meyzeek's Writing Plan.	Students will demonstrate writing proficiency as evidenced by CTBS and KCCT scores. This will be measured by portfolio audits in the fall and spring.	NCLB 1, 2	Writing Cluster Leader All Teachers	8/05	5/06	NA
C - D	Core content teachers will participate in training to create appropriate writing opportunities for all students (equity embedded).	Students will demonstrate writing proficiency as evidenced by CTBS and KCCT scores. This will be measured by portfolio audits in the fall and spring.	NCLB 1, 2	Writing Cluster Leader All Teachers	8/05	5/06	Gold Days Title I PD
C - D	Students will attend ESS writing skills workshops after school.	Students will demonstrate writing proficiency as evidenced by CTBS and KCCT scores. This will be measured by portfolio audits in the fall and spring.	NCLB 1, 2, 8	K. Look Writing Cluster Leader ESS Coordinator	8/05	5/06	ESS \$7500
A, C, D	Teachers will continue implementation of the JCPS Literacy Plan with specific tiered reading programs taught to students based on student stanine levels (equity embedded).	Students will become Proficient readers due to changes in instructional practices as evidenced by the SRI, CTBS, KCCT, and teacher observations.	NCLB 1, 2	K Look Literacy Coordinator School Tech Coordinator All Teachers	8/05	5/06	District
A, C, D	Teachers will participate in Literacy professional development opportunities, provided by both the school and the district.	Students will become Proficient readers due to changes in instructional practices as evidenced by the SRI, CTBS, KCCT, and teacher observations.	NCLB 1, 2, 4, 6	Literacy Coordinator School Tech Coordinator All Teachers	6/05	5/06	Gold Days Title I PD
A, C, D	Tier I intervention Read 180 will continue across grades 6-8 (equity embedded).	Student reading ability will improve as evidenced by the SRI, CTBS, and KCCT scores.	NCLB 1, 2	Literacy Coordinator Read 180 Teacher(s)	8/05	5/06	Title I \$5,000



<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>NCLB/SB 168 Req</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A, C, D	Tier I intervention Read XL will continue across grades 6-8 (equity embedded).	Student reading ability will improve as evidenced by the SRI, CTBS, and KCCT scores.	NCLB 1, 2	Literacy Coordinator Read 180 Teacher(s)	8/05	5/06	NA
A, C, D	Tier I intervention Corrective Reading will continue across grades 6-8 (equity embedded).	Student reading ability will improve as evidenced by the SRI, CTBS, and KCCT scores.	NCLB 1, 2	Literacy Coordinator Read 180 Teacher(s)	8/05	5/06	NA
A, C, D	Tier I intervention Independent Reading (classroom libraries) will be developed.	Student reading ability will improve as evidenced by the SRI, CTBS, and KCCT scores.	NCLB 1, 2	Literacy Coordinator Read 180 Teacher(s)	8/05	5/06	\$35,000 Dollar General
A, C, D	Additional teacher(s) will be purchased to support the reading initiative, giving targeted interventions the most optimal class size the school can afford.	Student reading ability will improve as evidenced by the SRI, CTBS, and KCCT scores.	NCLB 1, 2	K. Look	8/05	5/06	Title I \$100,000
A, C, D	School staff will continue new master schedule whereby Literacy class size is reduced and grades engage in their own respective reading periods.	Student reading ability will improve as evidenced by the SRI, CTBS, and KCCT scores.	NCLB 1, 2	K. Look	8/05	5/06	NA

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
A, C, D	Daytime Extended School Services (ESS) will be integrated to offer Tier II and Tier III interventions of the Literacy Plan.	Student reading and writing skills as evidenced by the SRI, CTBS, and KCCT scores.	NCLB 1, 2, 8	K. Look Literacy Coordinator ESS Coordinator	8/05	5/06	ESS \$24,000
<b>Math</b>							
B - D	Connected Math will be implemented in all grades for Comprehensive & ECE students (equity embedded).	Students' math scores will improve as evidenced by student work, CCAs, and CATS scores.	NCLB 1, 2	Math Dept Chair All Math Teachers	8/05	5/06	Texts/ Materials \$5000
B - D	Textbooks & selected Connected Math units will be implemented for Advanced Program students (equity embedded).	Students' math scores will improve as evidenced by student work, CCAs, and CATS scores.	NCLB 1, 2	Math Dept Chair All Math Teachers	8/05	5/06	Texts/ Materials \$5,000
B - D	Teachers will attend Connected Math professional development.	Students' math scores will improve as evidenced by student work, CCAs, and CATS scores.	NCLB 1, 2, 4	Math Dept Chair All Math Teachers	8/05	5/06	Title I PD \$1000
B - D	Students will participate in after-school ESS math workshops.	Students' math scores will improve as evidenced by student work, CCAs, and CATS scores.	NCLB 1, 2, 8	Math Dept Chair ESS Coordinator	8/05	5/06	ESS \$7500
<b>Social Studies</b>							
C - D	Social Studies Teachers will use instructional methods that emphasize specific vocabulary & textbook reading comprehension strategies (equity embedded).	Students' Social Studies scores will improve and instructional practices will improve as evidenced by student work, CCAs, and KCCT scores	NCLB 1, 2	Soc Studies Dept Chair Social Studies Teachers	8/05	5/06	NA

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
<b>Science</b>							
C - D	Science teachers will use instructional methods that emphasize specific vocabulary & textbook reading comprehension strategies (equity embedded).	All students' Science scores will improve and instructional practices will improve as evidenced by lesson plans, student work, observations, and KCCT scores	NCLB 1, 2	Sci Dept Chair Science Teachers	8/05	5/06	NA
C - D	Students will demonstrate understanding of the scientific method by participating in a science fair.	Students science skills will improve as evidenced by student work, CCAs, and KCCT scores.	NCLB 1, 2	Sci Dept Chair Science Teachers	8/05	5/06	NA
C - D	The use of science probes will be applied in specific units at each grade level.	Students science skills will improve as evidenced by student work, CCAs, and KCCT scores.	NCLB 1, 2	Sci Dept Chair Science Teachers	8/05	5/06	NA
C - D	Students will engage in inquiry-based learning at each grade level to maximize comprehension and retention.	Students science skills will improve as evidenced by student work, CCAs, and KCCT scores.	NCLB 1, 2	Sci Dept Chair Science Teachers	8/05	5/06	NA
<b>Arts &amp; Humanities, Practical Living, Vocational Studies</b>							
C - D	Teachers will implement Arts & Humanities and Practical Living/Vocational Studies curriculum, using Core Content Guides throughout all grades with the following grades & content areas having specific responsibilities (equity embedded): 8 <sup>th</sup> Grade LA – Arts & Humanities 8 <sup>th</sup> Grade SCI – Practical Living / Voc Studies	Students' Arts and Humanities and Practical Living/Vocational Studies scores will improve as evidenced by student work, CCAs, and KCCT scores.	NCLB 1, 2	Dept Chairs 8 <sup>th</sup> Grade LA and Science Teachers	8/05	5/06	NA

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
C - D	<p>Related Arts courses will integrate Arts &amp; Humanities, Practical Living, and Vocational Studies as their content allows. In particular, the following guidelines will be followed:</p> <p>A &amp; H – World Languages, Art, Band, Orchestra</p> <p>PL/VS – PE, IT</p>	<p>Students' Arts and Humanities and Practical Living/Vocational Studies scores will improve as evidenced by student work, CCAs, and KCCT scores.</p>	NCLB 1, 2	Dept Chairs Related Arts Teachers	8/05	5/06	NA

**Action Component** Learning Environment

**District Name** Jefferson County Public Schools

**Component Manager** Administration, YSC Coordinator

**School Name** Meyzeek Middle School

**Date** 22 March 2005

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<ol style="list-style-type: none"> <li>1. No number of days missed by students assigned to STOP or suspension is acceptable.</li> <li>2. Decreased funding for Youth Service Centers hinders Meyzeek’s ability to meet the non-academic needs of students.</li> <li>3. Building safety—including management of egresses, common spaces, and classrooms—must be in the forefront of planning.</li> <li>4. Informal observations show a need to focus on the CHAMPs “ratio of interactions.”</li> </ol>	<ol style="list-style-type: none"> <li>1. If STI data is stored longitudinally, Meyzeek will document a decrease in the number of office discipline referrals by 10% and suspensions by 10%.</li> <li>2. Non-academic services, such as counseling services, esteem programs, and basic needs services will prepare more children to be ready to learn.</li> <li>3. After-school management of students will be done in a more structured environment.</li> <li>4. In-class management of students will demonstrate increased proportions of positive interactions with students.</li> </ol>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<ol style="list-style-type: none"> <li>1. Significant pressure by parents is put on students to achieve, particularly among our magnet student population.</li> <li>2. An economically-disadvantaged resides area increases the importance of school to meet non-academic needs.</li> <li>3. Teacher understanding of the diverse population needs continuing support and development.</li> <li>4. Latch-key children need after-school programming for safety, skill development, and whole-child growth.</li> <li>5. Students and families in transition need intensive support in all aspects of schooling.</li> </ol>	<ol style="list-style-type: none"> <li>A. During the 2005-2006 school year, the CHAMPS and Foundations programs will continue to be implemented in order to reduce the number of referrals and suspensions as reported by district data.</li> <li>B. During the 2005-2006 school year, the number of students participating in extra-curricular programs will increase.</li> <li>C. During the 2005-2006 school year, greater representation of parents from Meyzeek’s resides and magnet populations will be demonstrated in events, activities, and committees designed for parental involvement.</li> </ol>

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
<b>Building Behavior</b>							
A	Faculty, staff, and administration will continue to implement school-wide behavior programs – CHAMPs & Foundations. Foundations will focus on common areas; CHAMPs will expand to include classroom expectations and correction strategies (equity embedded).	Students will learn the school expectations, consequences, and procedural steps for appropriate behavior in common areas & classrooms. This will be evidenced by a decrease in referrals & suspensions.		R Raggard Team Leaders	8/05	5/06	Title I PD \$1500
A	Each team will submit a team discipline plan in coordination with CHAMPS & Foundations, review it with their students, and revisit periodically as needed (equity embedded).	Students will have a clear understanding of school and classroom rules as evidenced by the decrease in number of referrals.		R Raggard Team Leaders	8/05	5/06	Title I PD \$750
A	Administration will explore more restrictive egress management.	Meyzeek will demonstrate a more secure environment for students and staff.		K Look	6/05	5/06	Safe Schools \$2500
A	Administration will explore student identification systems to promote building safety.	Meyzeek will demonstrate a more secure environment for students and staff.		K Look	6/05	5/06	Safe Schools \$2000
<b>Attendance</b>							
A, C	Attendance committee will review the Meyzeek Attendance Plan and make revisions in areas of weakness, particularly for issues of tardiness (equity embedded).	Student attendance and punctuality will improve as evidenced by daily attendance sheets and district reports.	NCLB 6	YSC Coordinator Attendance Clerk Attendance Cmte.	8/05	5/06	Truancy Court

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
<b>Therapeutic Services</b>							
A	Students & Teachers will utilize the Peer Mediation Program, supported by the YSC (equity embedded).	Students help each other solve problems leading to fewer classroom interruptions, evidenced by a decrease in referrals & suspensions	NCLB 6	YSC Coordinator Behavior Coach	8/05	5/06	YSC
A, C	Faculty, staff & administrators will utilize Premier Agendas for all students as a means of communication between home and school (equity embedded).	Students will use Agendas for specific task, as determined by leadership team. (e.g. Reviewing Rules & Expectations & Dress Code, recording information, parent communication, etc...)	NCLB 7	Team Leaders	8/05	5/06	Operating Budget \$3000
A – C	Youth Service Center will offer adolescent development programs, such as Boys to Men, Truancy Court, and Choice.	Student non-academic issues will decrease.	NCLB 6, 7, 8	YSC Coordinator Behavior Coach	8/05	5/06	
<b>Extra-Curricular Activities</b>							
B, C	Students and families will participate in a wide variety of extra-curricular activities will be offered in the areas of academics, athletics, recreation, and enrichment.	Students involved in extra-curricular programs will exhibit better behavior, grades & attendance. More parents will be actively involved in their student's development at Meyzeek.	NCLB 6, 7, 8	Program Sponsors Community School Coordinator YSC Coordinator	8/05	5/06	YSC Safe Schools Community Schools
B, C	All students involved in after-school programs will be under the direct supervision of a school sponsor or coach. All sponsors and coaches will receive guidelines for after-school activities.	The only students in the building after school will be under direct supervision, resulting in a safe after-school environment.	NCLB 6, 7, 8	K. Look Community School Coordinator Program sponsors	6/05	5/06	YSC Safe Schools Community Schools

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	NCLB/SB 168 Req	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
<b>Parent Communication</b>							
B, C	Meyzeek will continue its development of a comprehensive website, making accessible information regarding academics, enrichment, special events, staff details, PTSA information, and SBDM updates.	The number of calls and questions regarding when and how events and activities occur will decrease. Access to processes, forms, and staff will increase positive communication among school stakeholders.	NCLB 2, 5, 7, 8	K. Look STC	6/05	5/06	Title I \$5000
B, C	PTSA will publish a Meyzeek newsletter mailed home to every student's family.	The number of calls and questions regarding when and how events and activities occur will decrease. Access to processes, forms, and staff will increase positive communication among school stakeholders.	NCLB 2, 5, 7, 8	K. Look STC	6/05	5/06	PTSA
B, C	Meyzeek will offer parent information sessions, including Open House, Conference Days, and High School Applications.	The number of calls and questions regarding when and how events and activities occur will decrease. Access to processes, forms, and staff will increase positive communication among school stakeholders.	NCLB 2, 5, 7, 8	All Staff	8/05	5/06	
B, C	Parents will be notified of the school's Title I and NCLB status at the Open House in the fall of 2005.	Parents will be familiar with the actions and services that are required for schools and students.	NLCB 5, 7	K Look	8/05	6/06	