



Comprehensive School Improvement Plan

Albert E. Meyzeek Middle School
Jefferson County Public Schools

Mr. Chris C Burba
828 S Jackson Street
Louisville, KY 40203

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The rich academic tradition at Meyzeek Middle School extends historically through multiple generations. Prior to the merger of the City of Louisville and Jefferson County school systems, the campus hosted Booker T. Washington Elementary School and Jackson Junior High School. These institutions were prestigious schools for African Americans. Many of today's civic leaders are their alumni. Over time, the two buildings joined into a larger Jackson Junior High School. In the early 1970s, the Jefferson County Public School (JCPS) District adopted the middle school model. In 1977, the school was renamed Albert E. Meyzeek Middle School in honor of Louisville's premier principal and civil rights activist who fought for all students' right to education. He is credited with many acts of social justice, including starting the first integrated Carnegie public library dedicated to African-American studies.

Meyzeek is located in downtown Louisville in the heart of the Smoketown neighborhood. Our school resides in the 40203 zip code, the 13th poorest in the United States. Current enrollment stands at 1128 (383 sixth graders, 408 seventh graders, and 337 eighth graders). Approximately 46% of our students are enrolled in the Math-Science-Technology magnet program, which attracts talented students from the northern and eastern third of Jefferson County.

The Meyzeek community is very supportive of our school. We are proud of a high level of parental involvement and an extremely active PTSA that provides much-needed resources to our classrooms and the school. Meyzeek hosts a Community School that provides after-hours programming to all school-aged children in our community regardless of where they attend school. Students and families participate in free music lessons, financial fitness classes, tutoring and mentoring programs, among others. The Community School operates during evening hours and some weekends. Many families in the Meyzeek community have been displaced over the past year, as the Louisville Metro Housing Authority has been successful at obtaining a Hope VI grant from the Department of Housing and Urban Development. This grant called for the razing of the Sheppard Square housing development, which will be replaced with mixed income housing. This demolition project relocated many families to scattered sites throughout the county, but many did not leave our school.

The entire school staff works diligently to meet the needs of a very diverse population. While our Youth Services Center makes connections with families living near and far from our school, we always strive to reach even more of our families with the greatest needs.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school continues to uphold Albert E. Meyzeek's ideals today. The mission of Meyzeek Middle School is to offer a rigorous education in a developmentally appropriate setting. This means that the unique nature of adolescents is honored and that all students are nurtured to meet their full potential academically, socially, emotionally, and physically. Teachers use the proactive strategies of the CARE for Kids initiative and the A+ advisory model to respond to the social and emotional learning needs of all children. Meyzeek envisions that all students will be prepared to succeed in high school and to reach their full potential, contributing to our 21st-century society throughout life. We are certain that our laser-focus on teaching the state and district-adopted standards using appropriate instructional practices, effective leadership, allocation of resources, and monitoring of student assessments will help us turn the vision into reality.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Meyzeek is proud to have been designated recently as a "proficient" school based on the spring 2012 administration of the K-PREP test. We attribute our success to a number of factors, and believe that no single strategy or effort alone is responsible for our students' achievement. Meyzeek strives to be the definition of a rigorous educational program for all students. Our governance systems and shared leadership set our students up for success because all stakeholders have a voice when critical decisions are made. Teacher leadership is in abundance at Meyzeek and staff members take full responsibility for the organization's accomplishments and areas for growth. During the past three years, Meyzeek has focused on its implementation of research-based programs, high leverage instructional strategies, targeted learning interventions, extracurricular activities, and infusing 21st century learning tools into our classrooms. Teachers have successfully transitioned to the Kentucky Core Academic Standards in language arts, math, and literacy in social studies, science, and technical subjects. Using the Response to Intervention protocol, student achievement is monitored and appropriate interventions are prescribed to students who need additional support. The professional learning community (PLC) concept allows teachers to plan together, analyze student work and assessment data together, and revise instruction based on student achievement results. PLCs meet weekly to engage in ongoing conversations focused on continuous improvement.

In addition to a rich academic program, Meyzeek offers a robust menu of extracurricular activities to engage students outside the classroom. Students may take advantage of the opportunity to take part in any of sixteen athletic programs, eight clubs, eleven academic teams, and several other leadership and service organizations. The trophy cases at Meyzeek are stuffed with proof of our culture of excellence, and our list of national, state, and local awards and recognitions is just too numerous to mention in its entirety.

Our next steps for improvement include a continued focus on sharpening the implementation of PLCs and enhancing our capacity to analyze data and make instructional decisions based on our conclusions. We will maintain our focus of addressing the common core standards in tight alignment, and will continue studying high leverage instructional strategies that will maximize student learning results. We will continue developing a learning environment that is age and grade appropriate so that each student feels a connection to his/her school. We will continue embedding technology into our instruction and will ensure that each classroom is equipped with 21st century learning tools.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Beyond the core, all students have the opportunity to engage in a wide variety of related arts options at Meyzeek Middle School.

Music

With a long history of excellence, the music program at Meyzeek is thriving. Our music groups "band, chorus, and orchestra" participate in a number of performances and contests throughout the school year, consistently receiving high marks. Additionally, students learn technique, music-reading skills, and performance skills.

PE/Health

PE uses physical activity to contribute to the total growth and development of each student, while health education provides a foundation of knowledge, attitudes, skills, and behaviors that encourage healthy lifestyles.

Advanced Literacy

Students who demonstrate reading proficiency (on grade level), as determined by school-based assessments, may choose to follow their passion in one of several advanced literacy options. Students may enrich their language arts experience by taking an advanced literacy class that focuses on young adult novels, the mystery genre, or even journalism. Our students take their learning well beyond the core program.

Visual Arts

In Meyzeek's Visual Arts Program, students produce hands-on art projects. In addition to the hands-on experience, students learn about art history, including the various eras of art and historically and culturally significant artists. This program is designed to promote a positive creative environment for students.

World Language

Currently, Meyzeek offers French and Spanish for all grade levels. It is possible for a student to take three years of proficiency-based instruction and enter an advanced-level course in that language as a ninth grader. All eighth graders have the opportunity to take the Standards-based Measurement of Proficiency (STAMP) to assess their language proficiency. Classroom instruction also focuses on connections using the literacy skills of reading, writing, listening, and speaking.

Engineering

Promoting creativity and innovation for all students, Meyzeek offers an engaging robotics elective. This class creates excitement for science content and sparks interest for many students to explore a career in engineering. Students learn the engineering process by designing, building, testing, and modifying their robots to create working models. Our students highlight their coursework in an evening Robo-Olympics event that is open to the community.

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Meyzeek Middle School endeavors to determine the effectiveness of current practices and the school improvement efforts already in place when analyzing the data available. Our school wishes to build on its history of excellence by ensuring that EVERY student is successful in our classrooms, reaching proficiency and beyond. In other words, analyzing the data helps us diagnose school- and individual-needs, and prescribe very specific action steps that will remedy the dilemmas we face and yield increased student achievement results.

The data tell us that while Meyzeek is not considered a focus school, students in the non-gap groups still significantly outperform those in the gap groups. We recognize that we have much work left to reach our vision that every student performs at the proficient level and is meeting the benchmarks for college and career readiness by the end of eighth grade.

The instructional leadership team began by reviewing the 2011-12 school improvement plan and its implementation and impact checks. Each curriculum department was given the opportunity to provide input regarding which activities from the previous plan were making an impact, and which activities were ineffective. Additionally, we found that some activities still had potential to be impactful with revision or closer monitoring. Each department chair led teachers through this process.

We also examined the area of "growth" at Meyzeek, not just the gap. We determined that our higher performing students actually made the biggest leaps in growth from spring 2011 to spring 2012. We determined, together as a faculty, that attendance/truancy, behavior, socioeconomic status, and other factors contribute to this reality. The plan presented here attempts to mitigate as many of those factors as possible to ensure that every student comes to the classroom with the same tools for success.

Reading and math remain priority areas of growth at Meyzeek. We recognize the value of improving students' skills in these critical areas, especially among those students in the achievement gap. As we continue to monitor the efficacy of this plan, we hope to gain new insight into the specific methods and strategies that cause the greatest gains in academic achievement.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Meyzeek out-paced the state average in the areas of achievement, growth, and college and career readiness in the spring of 2012. Overall, our scores also out-performed the district average of middle schools in the Jefferson County Public Schools in every content area.

Meyzeek's K-PREP scores placed our school in the 77th percentile in the state of Kentucky, and we are not considered a focus school. We see particular growth and performance in math by the time our students reach eighth grade, and in the area of science.

We attribute our success to multiple factors and several new initiatives that we are working to sustain. The addition of a counselor for the 2011-12 school year gave us the opportunity and the resources to focus more on the academic needs of our students. The CARE for Kids initiative, we believe, has greatly impacted our ability to advocate for every student and give everyone a genuine connection to our school. Our focus on the importance of attendance during the previous school year and the SBDM's implementation of a thorough policy caused attendance to improve nearly a full percentage point. We believe more time in school yielded positive results on the K-PREP. We also implemented a more thoughtful ESS program, including a Saturday School option, broadened access to computer-based interventions, and monitored more closely the implementation of the tiered reading program. We build on those successes with this plan.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

While we continue to focus on reading and math as critical life skills, our greatest opportunities for growth appear in reading, writing, and language mechanics for all students, but the need is especially critical for the students in the gap. We recognize that our school will see enormous leaps in overall academic performance if we can move more gap students into proficiency in these areas.

To address these content areas, our plan is heavy with interventions for struggling readers, laser-focused instruction based on the Kentucky Core Academic Standards, and frequent professional collaboration using the PLC cycle. While our school is not in "turnaround" mode, we recognize the potential that PLCs have to turn around unsuccessful students who happen to attend an overall successful school.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

To address our areas of concern, the SBDM Council, administration of the school, and the instructional leadership team will work together to:

1. Implement this plan with fidelity,
2. Continue to build a culture of academic achievement,
3. Advocate for every student in developmentally appropriate ways,
4. Implement instructional practices that yield higher academic achievement among pre-adolescents as reflected in this plan,
5. Intervene when students are not meeting the standards, and
6. Monitor the plan through walkthroughs, performance evaluations, PLC meetings, assessment results, non-cognitive indicators, and the Comprehensive School Survey.

2012-2013 Comprehensive School Improvement Plan

Overview

Plan Name

2012-2013 Comprehensive School Improvement Plan

Plan Description

Meyzeek Middle School

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	Measurable Objective	Total Funding
1	The overall attendance rate at Meyzeek Middle School will be 97% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to improve the attendance rate from 95.7% to 95.9% by 06/05/2013 as measured by ADA.	\$800
2	Increase the Explore overall composite average from 16 to 17 by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Demonstrate a proficiency by increasing the overall composite average from 16 to 16.2 by 11/30/2014 as measured by Explore test.	\$0
3	100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	Demonstrate a behavior of a 75% increased awareness of college and career opportunities by 04/01/2013 as measured by a survey.	\$50
4	68.1% of students will demonstrate proficiency in reading by 2017.	Objectives: 2 Strategies: 14 Activities: 28	Academic	61% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 06/05/2013 as measured by KPREP., 39% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 06/05/2013 as measured by KPREP.	\$5000

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5	83.6% of students will demonstrate proficiency in science by 2017.	Objectives: 2 Strategies: 11 Activities: 23	Academic	71% of Seventh grade students will demonstrate a proficiency in the state standards in Science by 06/05/2013 as measured by KPREP., 52% of Black or African-American, Economically Disadvantaged and Students with Disabilities Seventh grade students will demonstrate a proficiency in the state standards in Science by 06/05/2013 as measured by KPREP.	\$8400
6	84.1% of students will demonstrate proficiency in social studies by 2017.	Objectives: 2 Strategies: 11 Activities: 19	Academic	72% of Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 06/05/2013 as measured by KPREP., 56% of Black or African-American, Economically Disadvantaged and Students with Disabilities Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 06/05/2013 as measured by KPREP.	\$2500
7	78.4% of students will demonstrate proficiency in mathematics by 2017.	Objectives: 2 Strategies: 12 Activities: 32	Academic	61% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/05/2013 as measured by KPREP., 39% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/05/2013 as measured by KPREP.	\$6000

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8	74.8% of students will demonstrate proficiency in writing by 2017.	Objectives: 2 Strategies: 8 Activities: 18	Academic	55% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 06/05/2013 as measured by KPREP., 32% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency writing standards in English Language Arts by 06/05/2013 as measured by K-PREP.	\$36000
9	The ECE suspension rate will be proportionate to the ECE percentage of the total school population (currently 10.4%) by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to decrease the ECE suspension rate by 7.3% by 06/05/2013 as measured by school discipline data and Behavior Incident Logs (BILs).	\$0
10	All program reviews will receive an average score of 3 out of 4.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	Collaborate to achieve an average of 3 out of 4 in all areas of the Writing Program Review by 06/05/2013 as measured by the rubric., Collaborate to achieve a 3 out of 4 in all areas of the Arts and Humanities Program Review by 06/05/2013 as measured by the rubric., Collaborate to achieve a 3 out of 4 in all areas of the Practical Living Program Review by 06/05/2013 as measured by the rubric.	\$0
11	All students at Meyzeek Middle School will report positive adult support in the school by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to meet the social and emotional needs of all students by 03/29/2013 as measured by the Comprehensive School Survey which will reflect an increase in positive interactions between students and adults..	\$5100

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12	No students at Meyzeek Middle School will report that verbal, physical and internet bullying is a problem by 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	Collaborate to reduce the amount of reported incidents of bullying by 03/29/2013 as measured by the results of the Comprehensive School Survey.	\$0
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Goal 1: The overall attendance rate at Meyzeek Middle School will be 97% by 2017.

Measurable Objective 1:

Collaborate to improve the attendance rate from 95.7% to 95.9% by 06/05/2013 as measured by ADA.

Strategy 1:

Attendance Policy - The SBDM has implemented a strategic attendance policy designed to reduce tardies and increase the number of attendance days among students at Meyzeek Middle School.

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance committee will make contact with parents (phone, email, letters, in person, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/21/2012	06/05/2013	\$500	General Fund	Counselor, YSC Coordinator, Attendance Clerk

Activity - Basic Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic concerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/21/2012	06/05/2013	\$100	General Fund	YSC Coordinator, Administration

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students earn public recognition during morning announcements for having perfect attendance each grading period. Students with perfect attendance each grading period will earn a certificate and reward. In addition, homerooms in each grade level will earn recognition and rewards for having the most days of perfect attendance. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies.	Behavioral Support Program	08/21/2012	06/05/2013	\$200	General Fund	Counselor, Attendance Clerk, Technology Coordinator

Goal 2: Increase the Explore overall composite average from 16 to 17 by 2017.

Measurable Objective 1:

Demonstrate a proficiency by increasing the overall composite average from 16 to 16.2 by 11/30/2014 as measured by Explore test.

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Strategy 1:

Practice Explore - Utilize data from the practice Explore administered to all 7th grade students in the fall of their 7th grade year.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	11/01/2012	06/07/2013	\$0	No Funding Required	Building Assessment Coordinator and 7th grade teachers
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign students not meeting benchmarks to appropriate Study Island lessons.	Academic Support Program	11/01/2012	06/07/2013	\$0	No Funding Required	Response to Intervention Lead and 7th grade teachers
Activity - CR Classroom Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During core instructional time, teachers intentionally design sponges/anchor activities to reinforce and/or reteach College Readiness Standards	Direct Instruction	11/01/2012	06/07/2013	\$0	No Funding Required	7th grade teachers

Goal 3: 100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2017.

Measurable Objective 1:

Demonstrate a behavior of a 75% increased awareness of college and career opportunities by 04/01/2013 as measured by a survey.

Strategy 1:

Operation Preparation - All 8th grade students will participate in Operation Preparation.

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Advisors will utilize lessons designed to analyze Explore results and Individual Learning Plans to set college and career goals.	Direct Instruction	03/01/2013	03/31/2013	\$0	No Funding Required	counselor, grade level administrator and 8th grade advisors
Activity - Career Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members, representing a variety of careers, will speak to students who are grouped by career interest.	Community Engagement	03/01/2013	03/31/2013	\$0	No Funding Required	counselor, grade level administrator
Activity - Interviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn interviewing skills and participate in a mock interview.	Career Preparation/Orientation	03/01/2013	05/31/2013	\$0	No Funding Required	counselor, grade level administrator
Activity - Poster Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a poster to publicize a career or college of their choice.	Other	03/01/2013	03/31/2013	\$50	General Fund	counselor, grade level administrator, art teachers

Goal 4: 68.1% of students will demonstrate proficiency in reading by 2017.

Measurable Objective 1:

61% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 06/05/2013 as measured by KPREP.

Strategy 1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead throughout the school year.

Research Cited: Carol A. Tomlinson

Activity - Advanced Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Advanced literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the intervention plan.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Language Arts Department Chair
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Strategy 2:

Classroom Libraries - Language Arts classrooms will have libraries of independent reading books for student use. This strategy and all associated activities are measured by district common assessments in reading and the Scholastic Reading Inventory administered three times per year.

Research Cited: N. Atwell

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Language Arts Department Chair

Activity - Class Novel Sets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Language Arts Department Chair

Strategy 3:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthroughs and teacher evaluations.

Research Cited: L. Calkins

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

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Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

Strategy 4:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Research Cited: R. Stiggins, J. Chappuis

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 5:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

Research Cited: R.C. Wei

Activity - CASCADE/Dashboard Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to performance.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

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Activity - PLC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of student data analysis in instructional planning.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 6:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Research Cited: DuFour

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Activity - Common Goals and Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 7:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Research Cited: J. Sandholtz, H. Gardner

Activity - Student laptops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Department chairs
Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 8:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Research Cited: D. Graves

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal
Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Measurable Objective 2:

39% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 06/05/2013 as measured by KPREP.

Strategy 1:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 students will have access to at least 5 program sessions per week, Tier 2 students will have access to at least 3 programs sessions per week.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair
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Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, ESS Coordinator
Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/21/2012	06/05/2013	\$5000	Other	Principal, ESS Coordinator

Strategy 3:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategists will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Research Cited: R. Stiggins, J. Chappuis

Activity - District Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair
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Strategy 4:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead throughout the school year.

Research Cited: Carol A. Tomlinson

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 students will have access to at least 5 program sessions per week, Tier 2 students will have access to at least 3 programs sessions per week.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator s, Language Arts Department Chair

Activity - Leveled Novels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Language Arts Department Chair

Activity - Response to Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Intervention programs include: Read180, ReadXL, 9 Good Habits, Corrective Reading.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator s, Language Arts Department Chair

Strategy 5:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by

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PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Research Cited: DuFour

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 6:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/21/2012	10/31/2012	\$0	No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/21/2012	09/30/2012	\$0	No Funding Required	Principal, staff developers

Goal 5: 83.6% of students will demonstrate proficiency in science by 2017.

Measurable Objective 1:

71% of Seventh grade students will demonstrate a proficiency in the state standards in Science by 06/05/2013 as measured by KPREP.

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Strategy 1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead throughout the school year.

Research Cited: C. A. Tomlinson

Activity - Advanced Science Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the intervention plan.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 2:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Research Cited: D Graves

Activity - Science Notebook Entries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/21/2012	06/05/2013	\$5000	Other	Principal, Grade Level Administrator, Department Chair

Activity - Claim Evidence Reasoning Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 3:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

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Research Cited: H Gardner and J Sandholtz

Activity - Use of Authentic Scientific Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Student Laptop Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have regular access to the science laptop carts upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, the Jason Project, Brainpop.com) that support and enhance the module curriculum.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/21/2012	06/05/2013	\$2500	General Fund	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete formative assessment strategies in class each day (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include identification of overall trends for the purpose of informing instruction.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair
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Strategy 5:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Research Cited: Dufour

Activity - Development of Common Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop common learning targets for each investigation within the science modules.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Collaborative Modification of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting, drawing conclusions about trends from student work analysis and modifying upcoming instruction based upon those trends.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Formation of Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administration

Strategy 6:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

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Activity - Next Generation Science Standards Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be offered surrounding the final public draft of the Next Generation Science Standards (NGSS) and providing an opportunity for collaboration during the feedback process. Follow-up training will be provided at a later date for deep analysis of the standards upon their final publication.	Professional Learning	01/21/2013	06/05/2013	\$300	General Fund	Principal, Grade Level Administrator, Department Chair

Activity - Module Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development is offered at both the district and school level on a variety of module-based topics including the differentiation of module lessons to meet the needs of diverse learners and coordinating module objectives and student-friendly learning targets.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Participation in Professional Organizations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six teachers will attend the area conference for the National Science Teachers Association. Teachers will present highlights/insights gained at conference to the department for the purposes of tailoring future school-based professional development.	Professional Learning	10/01/2012	12/19/2012	\$600	No Funding Required, General Fund	Principal, Grade Level Administrator, Principal

Strategy 7:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthroughs and teacher evaluations.

Research Cited: L Calkins

Activity - Inquiry-Based Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in hands-on, inquiry-based explorations as a part of each investigation of the science modules.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Science Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will complete the district-recommended science modules for each grade level. Sixth grade students will complete the FOSS Populations and Ecosystems and Earth History modules, as well as the STC Earth in Space module. Seventh grade students will complete the FOSS Chemical Interactions and Force in Motion modules. Eighth grade students will complete the STC Organisms: Macro to Micro and Light modules. All modules will be implemented with fidelity and supplemented as necessary to meet the needs of diverse learners.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Principal
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Measurable Objective 2:

52% of Black or African-American, Economically Disadvantaged and Students with Disabilities Seventh grade students will demonstrate a proficiency in the state standards in Science by 06/05/2013 as measured by KPREP.

Strategy 1:

Professional Learning Communities - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Research Cited: Dufour

Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Data Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 2:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Research Cited: Chapuis and Stiggins

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Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 3:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

Activity - Cascade/Dashboard Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Professional Learning Community PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Research Cited: Carol A. Tomlinson

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
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Activity - Computerized Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator and classroom teachers.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Goal 6: 84.1% of students will demonstrate proficiency in social studies by 2017.

Measurable Objective 1:

72% of Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 06/05/2013 as measured by KPREP.

Strategy 1:

Balanced Assessment of and for learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Research Cited: Rick Stiggins

J. Chappius

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	Social Studies teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	Social Studies teachers

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Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Research Cited: R. DuFour

Activity - Pre/Post Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together within their PLCs to develop Pre and post tests to be administered for each unit. The pre and post test data will be used to guide instruction or reteach any material.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	staff developer, teachers, principal
Activity - Analysis of student work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	PLC members, staff developer
Activity - Development of common learning targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to write common learning targets that are based on the Core Content 4.1. Learning Targets will be used to design lessons and make sure that all content is covered.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal

Strategy 3:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	Department chair, principal

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Strategy 4:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthroughs and teacher evaluations.

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, department chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, grade level administrator

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Research Cited: D. Graves

Activity - Writing to understand	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students write editorials to show their understanding of a topic that relates to social studies. Teachers will have students write journal entries based on a topic that has been covered in class to ensure that students understood the topic.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, department chair

Activity - Extended Response Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, department chair

Strategy 6:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This

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strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Research Cited: H. Gardner, J. Sandholtz

Activity - Smart Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras and wireless slates to enhance their instruction.	Academic Support Program	08/20/2012	06/05/2013	\$2500	General Fund	Principal, grade level administrator

Activity - Student Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, grade level administrator, department chair

Measurable Objective 2:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 06/05/2013 as measured by KPREP.

Strategy 1:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal

Strategy 2:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Research Cited: H. Gardner, J. Sandholtz

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Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, grade level administrator

Strategy 3:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Research Cited: R. DuFour

Activity - Cascade/Dashboard analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, grade level administrator

Activity - Data room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal

Strategy 4:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	Staff developer, principal
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Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, staff developer, grade level administrators

Strategy 5:

Balanced Assessment of and for learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Research Cited: R. Stiggins

J. Chappius

Activity - Administration and analysis of common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/20/2012	06/05/2013	\$0	No Funding Required	principal, department chair

Goal 7: 78.4% of students will demonstrate proficiency in mathematics by 2017.

Measurable Objective 1:

61% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/05/2013 as measured by KPREP.

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Strategy 1:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

Research Cited: R.C. Wei

Activity - Grade Level Unit Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels.	Professional Learning	08/01/2012	06/05/2013	\$0	No Funding Required	Math Department Chair
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/01/2012	06/05/2013	\$0	No Funding Required	Math Department Chair

Strategy 2:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Research Cited: J. Chappius and R. Stiggins

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair
Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

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Strategy 3:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Department Chair

Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Research Cited: H. Gardner and J. Sandholtz

Activity - Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Department Chair

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Department Chair

Activity - Graphing Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Department Chair

Strategy 5:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by

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the principal, staff developer, and administrator PLC.

Research Cited: DuFour

Activity - Collaboration with Staff Developer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff developer will work with department members to implement the PLC.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair, Staff Developer

Activity - Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

Activity - Collaboration to Modify Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to modify instruction based on student work samples.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthroughs and teacher evaluations.

Research Cited: L. Calkins

Activity - District Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair
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Activity - Homework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Department Chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Department Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

Measurable Objective 2:

39% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/05/2013 as measured by KPREP.

Strategy 1:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Research Cited: DuFour

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair
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Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Staff Developer

Strategy 2:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

Research Cited: R.C. Wei

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	10/10/2012	11/13/2013	\$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	09/02/2013	10/01/2013	\$0	No Funding Required	Administrators

Strategy 3:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data

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weekly.

Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Staff Developer, Department Chair

Strategy 4:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead throughout the school year.

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in tier 3 for math intervention will implement with fidelity Do The Math Now.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

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Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 6:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Research Cited: Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, ESS Coordinator

Activity - 8th Grade After-School Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grading period, identified students will participate in a 2-day intensive, after-school program to gain additional instruction content. Teachers will identify students based on assessment data.	Academic Support Program	09/24/2012	06/05/2013	\$1000	Other	Principal, Department Chair

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/21/2012	06/05/2013	\$5000	Other	Principal, ESS Coordinator
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Goal 8: 74.8% of students will demonstrate proficiency in writing by 2017.

Measurable Objective 1:

55% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 06/05/2013 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifacts, and teacher evaluations.

Research Cited: R. C. Wei

Activity - CASCADE/Dashboard Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to performance.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Activity - PLC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of student data analysis in instructional planning.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 2:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Research Cited: H. Gardner, J. Sandholtz

Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/21/2012	06/05/2013	\$24000	General Fund	Principal
Activity - Student Laptops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/21/2012	06/05/2013	\$9000	General Fund	Department Chairs

Strategy 3:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards depending upon the content area. This strategy and all associated activities are measured by classroom walkthroughs and teacher evaluations.

Research Cited: L. Calkins

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair
Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair
Activity - Standards-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Department Chair

Strategy 4:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Research Cited: R. Stiggins, J. Chappuis

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Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal
Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal
Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Research Cited: D. Graves

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal
Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Measurable Objective 2:

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32% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency writing standards in English Language Arts by 06/05/2013 as measured by K-PREP.

Strategy 1:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthroughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Research Cited: DuFour

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/21/2012	06/05/2013	\$0	General Fund	Principal
Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal

Strategy 2:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Research Cited: R. Stiggins, J. Chappius

Activity - District Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use district-provided writing diagnostic and proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 3:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed

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upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Research Cited: Carol A. Tomlinson

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/21/2012	06/05/2013	\$3000	Other	Principal, ESS Coordinator

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized (e-school, Study Island, etc.) modules which will supplement their classroom learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, ESS Coordinator

Goal 9: The ECE suspension rate will be proportionate to the ECE percentage of the total school population (currently 10.4%) by 2017.

Measurable Objective 1:

Collaborate to decrease the ECE suspension rate by 7.3% by 06/05/2013 as measured by school discipline data and Behavior Incident Logs (BILs).

Strategy 1:

Behavior Incident Logs (BILs) - The BIL will be used to track behaviors and their antecedents, and give teachers and administrators a tool for analyzing behavior and preventing repetitive misbehaviors.

Research Cited: Safe and Civil Schools

Activity - Behavior Incident Log Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Assistant Principals

Activity - Admin Team PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, Assistant Principal, Counselors
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Goal 10: All program reviews will receive an average score of 3 out of 4.

Measurable Objective 1:

Collaborate to achieve an average of 3 out of 4 in all areas of the Writing Program Review by 06/05/2013 as measured by the rubric.

Strategy 1:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas.

Research Cited: D. Graves

Activity - Writing Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, All teachers

Measurable Objective 2:

Collaborate to achieve a 3 out of 4 in all areas of the Arts and Humanities Program Review by 06/05/2013 as measured by the rubric.

Strategy 1:

Arts and Humanities Program Review Committee - The faculty will contribute substantially to the practical living program review.

Activity - Arts and Humanities Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, All Teachers

Measurable Objective 3:

Collaborate to achieve a 3 out of 4 in all areas of the Practical Living Program Review by 06/05/2013 as measured by the rubric.

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Strategy 1:

Practical Living Program Review - The faculty will contribute substantially to the practical living program review.

Activity - Practical Living Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/21/2012	06/05/2013	\$0	No Funding Required	Principal, All Teachers

Goal 11: All students at Meyzeek Middle School will report positive adult support in the school by 2017.

Measurable Objective 1:

Collaborate to meet the social and emotional needs of all students by 03/29/2013 as measured by the Comprehensive School Survey which will reflect an increase in positive interactions between students and adults..

Strategy 1:

Community Building - School counselor and the YSC coordinator will develop programming that will increase the visibility and availability of support services to students. The school counselor and YSC coordinator will also collaborate to increase the knowledge of faculty and staff on the importance of CARE for Kids and positive interaction strategies with students.

Activity - CARE for Kids faculty friends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The YSC coordinator and the school counselor will develop a rotation schedule for all non-instructional staff in the building to take part in CARE circles at least two times a week.	Behavioral Support Program	02/18/2013	06/05/2013	\$0	General Fund	YSC coordinator and school counselor

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	01/31/2013	06/05/2013	\$100	General Fund	School counselor

Activity - Skill building groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/27/2012	06/05/2013	\$5000	State Funds	YSC Coordinator and outside providers
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Goal 12: No students at Meyzeek Middle School will report that verbal, physical and internet bullying is a problem by 2017.

Measurable Objective 1:

Collaborate to reduce the amount of reported incidents of bullying by 03/29/2013 as measured by the results of the Comprehensive School Survey.

Strategy 1:

Streamline reporting process - Students will have ready access to multiple means of reporting bullying.

Activity - Bullying box	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	02/04/2013	06/05/2013	\$0	General Fund	YSC coordinator, school counselor, web master, assistant principals and security staff

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/27/2012	06/05/2013	\$0	General Fund	School counselor

Activity - Peer mediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor, YSC coordinator and assistant principals will mediate bullying issues between students.	Behavioral Support Program	08/22/2012	06/05/2013	\$0	General Fund	YSC coordinator, assistant principals, school counselor

Activity - CARE for Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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CARE lessons will focus on bully prevention and intervention.	Behavioral Support Program	08/27/2012	06/05/2013	\$0	General Fund	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Assessments	Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
Poster Fair	Students will create a poster to publicize a career or college of their choice.	Other	03/01/2013	03/31/2013	\$50	counselor, grade level administrator, art teachers
Guidance Lessons	The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/27/2012	06/05/2013	\$0	School counselor
Incentives	Students earn public recognition during morning announcements for having perfect attendance each grading period. Students with perfect attendance each grading period will earn a certificate and reward. In addition, homerooms in each grade level will earn recognition and rewards for having the most days of perfect attendance. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies.	Behavioral Support Program	08/21/2012	06/05/2013	\$200	Counselor, Attendance Clerk, Technology Coordinator
Student Laptops	Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/21/2012	06/05/2013	\$9000	Department Chairs
CARE for Kids	CARE lessons will focus on bully prevention and intervention.	Behavioral Support Program	08/27/2012	06/05/2013	\$0	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants

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Bullying box	Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	02/04/2013	06/05/2013	\$0	YSC coordinator, school counselor, web master, assistant principals and security staff
Peer mediation	The school counselor, YSC coordinator and assistant principals will mediate bullying issues between students.	Behavioral Support Program	08/22/2012	06/05/2013	\$0	YSC coordinator, assistant principals, school counselor
Parental Communication	The attendance committee will make contact with parents (phone, email, letters, in person, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/21/2012	06/05/2013	\$500	Counselor, YSC Coordinator, Attendance Clerk
Guidance Lessons	The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	01/31/2013	06/05/2013	\$100	School counselor
CARE for Kids faculty friends	The YSC coordinator and the school counselor will develop a rotation schedule for all non-instructional staff in the building to take part in CARE circles at least two times a week.	Behavioral Support Program	02/18/2013	06/05/2013	\$0	YSC coordinator and school counselor
Basic Needs Assessment	Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic concerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/21/2012	06/05/2013	\$100	YSC Coordinator, Administration
SMART Technologies	Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/21/2012	06/05/2013	\$2500	Principal, Grade Level Administrator, Department Chair
Next Generation Science Standards Professional Development	Professional Development will be offered surrounding the final public draft of the Next Generation Science Standards (NGSS) and providing an opportunity for collaboration during the feedback process. Follow-up training will be provided at a later date for deep analysis of the standards upon their final publication.	Professional Learning	01/21/2013	06/05/2013	\$300	Principal, Grade Level Administrator, Department Chair
Smart Technologies	Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras and wireless slates to enhance their instruction.	Academic Support Program	08/20/2012	06/05/2013	\$2500	Principal, grade level administrator
Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/21/2012	06/05/2013	\$24000	Principal

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Participation in Professional Organizations	Six teachers will attend the area conference for the National Science Teachers Association. Teachers will present highlights/insights gained at conference to the department for the purposes of tailoring future school-based professional development.	Professional Learning	10/01/2012	12/19/2012	\$600	Principal, Grade Level Administrator, Principal
Total					\$39850	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	09/02/2013	10/01/2013	\$0	Administrators
Common Assessments	Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
Science Modules	Students will complete the district-recommended science modules for each grade level. Sixth grade students will complete the FOSS Populations and Ecosystems and Earth History modules, as well as the STC Earth in Space module. Seventh grade students will complete the FOSS Chemical Interactions and Force in Motion modules. Eighth grade students will complete the STC Organisms: Macro to Micro and Light modules. All modules will be implemented with fidelity and supplemented as necessary to meet the needs of diverse learners.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Principal
Writing to understand	Teachers will have students write editorials to show their understanding of a topic that relates to social studies. Teachers will have students write journal entries based on a topic that has been covered in class to ensure that students understood the topic.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal, department chair
Professional Learning Community PD	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Independent Reading	Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/21/2012	06/05/2013	\$0	Language Arts Department Chair
Writing to Demonstrate Learning	Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal

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Formative Assessments	Formative assessments such as: exit slips, active participation and quizzes will be used to monitor student learning and reteach concepts when necessary.	Academic Support Program	08/20/2012	06/05/2013	\$0	Social Studies teachers
Summative Assessment	Teachers will utilize summative assessments (teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal
Writing to Demonstrate Learning	Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/21/2012	06/05/2013	\$0	Department Chair
Analysis of student work	PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/20/2012	06/05/2013	\$0	PLC members, staff developer
Data Monitoring Room	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Staff Developer
Summative Assessment	Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include identification of overall trends for the purpose of informing instruction.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Formative Assessment	Students will complete formative assessment strategies in class each day (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
Inquiry-Based Classrooms	Students will participate in hands-on, inquiry-based explorations as a part of each investigation of the science modules.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Cascade/Dashboard analysis	Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal, grade level administrator
Common Assessments	Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal

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Student Laptop Usage	Students will have regular access to the science laptop carts upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, the Jason Project, Brainpop.com) that support and enhance the module curriculum.	Technology	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Admin Team PLCs	Administrators will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/21/2012	06/05/2013	\$0	Principal, Assistant Principal, Counselors
Learning Targets	Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Modules	Students needing additional support or instruction in content will have access to computerized (e-school, Study Island, etc.) modules which will supplement their classroom learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, ESS Coordinator
Communication	Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	11/01/2012	06/07/2013	\$0	Building Assessment Coordinator and 7th grade teachers
Cascade/Dashboard	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal, staff developer, grade level administrators
Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Staff Developer, Department Chair
Cascade/Dashboard Professional Development	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Technology	Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Career Seminar	Community members, representing a variety of careers, will speak to students who are grouped by career interest.	Community Engagement	03/01/2013	03/31/2013	\$0	counselor, grade level administrator

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Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/21/2012	06/05/2013	\$0	Principal
Grade Level Unit Development	Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels.	Professional Learning	08/01/2012	06/05/2013	\$0	Math Department Chair
Response to Intervention Courses	Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Intervention programs include: Read180, ReadXL, 9 Good Habits, Corrective Reading.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrators, Language Arts Department Chair
Reading Intervention PD	Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/21/2012	10/31/2012	\$0	Staff developers, Teacher leaders
Summative Assessments	Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 students will have access to at least 5 program sessions per week, Tier 2 students will have access to at least 3 programs sessions per week.	Technology	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrators, Language Arts Department Chair
Student laptops	Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/21/2012	06/05/2013	\$0	Department chairs
Graphing Calculators	Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/21/2012	06/05/2013	\$0	Department Chair
Advanced Literacy	Advanced literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the intervention plan.	Academic Support Program	08/20/2012	06/05/2013	\$0	Principal, Grade Level Administrators, Language Arts Department Chair
Writing to Learn	Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal

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PLC Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of student data analysis in instructional planning.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal
Interventions	Assign students not meeting benchmarks to appropriate Study Island lessons.	Academic Support Program	11/01/2012	06/07/2013	\$0	Response to Intervention Lead and 7th grade teachers
Professional Learning Communities	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/20/2012	06/05/2013	\$0	Staff developer, principal
Learning Targets	Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal, grade level administrator
Formative Assessment	Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Technology-based reading intervention program training	Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/21/2012	09/30/2012	\$0	Principal, staff developers
Collaboration with Staff Developer	Staff developer will work with department members to implement the PLC.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair, Staff Developer
Standards-Based Instruction	Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
SMART Technologies	Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/21/2012	06/05/2013	\$0	Department Chair
Diagnostic and Proficiency Assessments	Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Curriculum Maps	Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal, department chair

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Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 students will have access to at least 5 program sessions per week, Tier 2 students will have access to at least 3 programs sessions per week.	Technology	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrators, Language Arts Department Chair
Develop Common Assessments	Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Pre/Post Tests	Teachers will work together within their PLCs to develop Pre and post tests to be administered for each unit. The pre and post test data will be used to guide instruction or reteach any material.	Academic Support Program	08/20/2012	06/05/2013	\$0	staff developer, teachers, principal
Laptop Carts	Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/21/2012	06/05/2013	\$0	Department Chair
Data room	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal
Participation in Professional Organizations	Six teachers will attend the area conference for the National Science Teachers Association. Teachers will present highlights/insights gained at conference to the department for the purposes of tailoring future school-based professional development.	Professional Learning	10/01/2012	12/19/2012	\$0	Principal, Grade Level Administrator, Principal
PLC Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of student data analysis in instructional planning.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal
Homework	Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/21/2012	06/05/2013	\$0	Department Chair
District Curriculum Map	Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
CASCADE/Dashboard Training	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to performance.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal
Development of common learning targets	Teachers will work together to write common learning targets that are based on the Core Content 4.1. Learning Targets will be used to design lessons and make sure that all content is covered.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal
Writing to Demonstrate Learning	Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal

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Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, ESS Coordinator
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will implement with fidelity Do The Math Now.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrators, Department Chair
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, ESS Coordinator
Behavior Incident Log Professional Development	Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal, Assistant Principals
Curriculum Maps	Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Formative Assessments	Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal
Collaboration to Modify Instruction	Teachers will collaborate to modify instruction based on student work samples.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
District Benchmark Assessments	Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Formative Assessments	Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal
Analysis of Student Work	Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
Internet-Based Intervention Programs	Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/21/2012	06/05/2013	\$0	Principal

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Practical Living Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal, All Teachers
District Benchmark Assessments	Students and teachers will use district-provided writing diagnostic and proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Analyze Data	Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Analysis of Student Work	Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
Administration and analysis of common assessments	Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/20/2012	06/05/2013	\$0	Principal, department chair
Claim Evidence Reasoning Statements	Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrators, Department Chair
Data Monitoring	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/20/2012	06/05/2013	\$0	Principal
Advisory	Advisors will utilize lessons designed to analyze Explore results and Individual Learning Plans to set college and career goals.	Direct Instruction	03/01/2013	03/31/2013	\$0	counselor, grade level administrator and 8th grade advisors
Data Room	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair

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Study Island	Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal, grade level administrator
CR Classroom Support	During core instructional time, teachers intentionally design sponges/anchor activities to reinforce and/or reteach College Readiness Standards	Direct Instruction	11/01/2012	06/07/2013	\$0	7th grade teachers
Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrators, Department Chair
Development of Common Learning Targets	Develop common learning targets for each investigation within the science modules.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Extended Response Questions	Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal, department chair
Standards-based Instruction	Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Data Monitoring	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Student Laptop Carts	Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/20/2012	06/05/2013	\$0	principal, grade level administrator, department chair
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Curriculum Maps	Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair

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Department Meetings	Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/20/2012	06/05/2013	\$0	Department chair, principal
Interviews	Students will learn interviewing skills and participate in a mock interview.	Career Preparation/Orientation	03/01/2013	05/31/2013	\$0	counselor, grade level administrator
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Arts and Humanities Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal, All Teachers
Formation of Common Assessments	Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administration
Use of Authentic Scientific Equipment	Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Technology	Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/01/2012	06/05/2013	\$0	Math Department Chair
Writing Portfolio	Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal, All teachers
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
District Assessments	Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal

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Collaborative Modification of Instruction	Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting, drawing conclusions about trends from student work analysis and modifying upcoming instruction based upon those trends.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
District Assessments	Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Staff Developer, Department Chair
Leveled Novels	Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/21/2012	06/05/2013	\$0	Language Arts Department Chair
Module Professional Development	Professional development is offered at both the district and school level on a variety of module-based topics including the differentiation of module lessons to meet the needs of diverse learners and coordinating module objectives and student-friendly learning targets.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Class Novel Sets	Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/21/2012	06/05/2013	\$0	Language Arts Department Chair
Department Pacing Guide	Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Department Chair
Common Assessments	Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/20/2012	06/05/2013	\$0	Social Studies teachers
Learning Targets	Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
CASCADE/Dashboard Training	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to performance.	Professional Learning	08/21/2012	06/05/2013	\$0	Principal
Computerized Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator and classroom teachers.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Summative Assessments	Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal

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Advanced Science Literacy	Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the intervention plan.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal, Grade Level Administrator, Department Chair
Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	10/10/2012	11/13/2013	\$0	Principal
Common Goals and Objectives	Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/21/2012	06/05/2013	\$0	Principal
Writing to Learn	Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/21/2012	06/05/2013	\$0	Principal
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Skill building groups	Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/27/2012	06/05/2013	\$5000	YSC Coordinator and outside providers
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/21/2012	06/05/2013	\$5000	Principal, ESS Coordinator
8th Grade After-School Recovery	Each grading period, identified students will participate in a 2-day intensive, after-school program to gain additional instruction content. Teachers will identify students based on assessment data.	Academic Support Program	09/24/2012	06/05/2013	\$1000	Principal, Department Chair
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/21/2012	06/05/2013	\$3000	Principal, ESS Coordinator
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/21/2012	06/05/2013	\$5000	Principal, ESS Coordinator

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Science Notebook Entries	Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/21/2012	06/05/2013	\$5000	Principal, Grade Level Administrator, Department Chair
					Total	\$19000