



MEYZEEK MIDDLE SCHOOL

828 South Jackson Street

Louisville KY 40203

v: 502.485.8299 f: 502.485.8641

www.jefferson.k12.ky.us/Schools/Middle/Meyzeek/

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Mission Statement:

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

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

Process for Developing the Comprehensive School Improvement Plan:

Meyzeek Middle School welcomed the leadership of a new principal, Dr. Keith Look, during the 2003-2004 school year. Because of his leadership, Meyzeek began self-assessing and analyzing the effectiveness of our program in the fall of 2003. Our CATS Data from spring 2003 was reviewed by all staff members and the SBDM in October. At that time, Dr. Look began holding “what if” sessions weekly for staff members to meet with him and reflect, suggest, and even dream about possibilities for Meyzeek’s future. A parent meeting was held in November for CATS data sharing and to provide our parents their own “what if” session for their ideas and suggestions. Parent input also came through his regular attendance at PTSA meetings and email/phone exchanges.

In the fall, a consultant from Education Trust, Carlton Jordan, was hired to come to Meyzeek to conduct a literacy audit. He spent two days observing classrooms and talking with students and staff to determine the strengths and weaknesses of Meyzeek’s literacy program. The District’s Dialogue team also visited in the fall and shared their findings with faculty members. Meyzeek also received their No Child Left Behind report at that time.

Meyzeek’s administration met regularly with the Leadership Team (team leaders and department chairpersons) to gather all of the aforementioned data and to develop new activities and strategies to meet Meyzeek’s goals. Some of these activities were immediately implemented and others were developed to go into Meyzeek’s CSIP for 2004-2005. The leadership team met with their departments and teams to review this year’s CSIP and determine changes and revisions. Similar input was gathered from SBDM, parents, and other

stakeholders. After all of this data was collected, a draft of ideas for the plan was written. Again, individuals and groups were asked for input and a final plan was reviewed and approved by the SBDM council.

Meyzeek's Comprehensive School Improvement Plan 2004-2005 will be implemented beginning the summer of 2004 and its implementation will assist Meyzeek in raising student CATS scores and reducing our number of novices. Copies of the plan will be included in the Faculty and Staff Handbook and will be reviewed with all staff on Opening Day of 2004-05 school year. At that time, all staff members will mark the parts of the plan they will be responsible for implementing. A synopsis of the plan will be shared at parent meetings, open houses, and included in the fall newsletter.

Action Component Reducing the Achievement Gap

District Name Jefferson County Public Schools

Component Manager Keith Look & Melody Raymond

School Name Albert E. Meyzeek Middle School

Date March 15, 2004

Priority Need	Goal (Addresses the Priority Need)
<ol style="list-style-type: none"> 1. Based on the 2003 KY Performance Report, Meyzeek needs to improve student achievement by increasing the percentage of students scoring proficient while decreasing the percentage of students scoring novice. 2. Based on 2003 CATS Data disaggregated by Magnet and Non-Magnet students, Meyzeek's Magnet Academic Index is the top in KY at 100.9. Meyzeek's Non-Magnet Academic Index is fifth from the bottom at 49.5. This substantial gap must be decreased. 3. A goal of 0% novices in reading is a priority for Jefferson County Public Schools. Meyzeek has 19% novices in reading. 	<ol style="list-style-type: none"> 1. The Meyzeek Middle Staff will increase our accountability index to <u>81.1</u> on the 2005 CATS assessment and reduce the total percentage of novices to no more than <u>28.26</u>. 2. The Meyzeek staff will narrow our achievement gap by meeting academic needs of our entire student population.

Action Component Reducing the Achievement Gap

District Name Jefferson County Public Schools

Component Manager Keith Look & Melody Raymond

School Name Albert E. Meyzeek Middle School

Date March 15, 2004

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> 1. Based on the disaggregated data on CATS scores, more differentiated instruction is necessary to meet the specific learning needs of Meyzeek's diverse population. 2. Based on Stanford Diagnostic reports, students come to Meyzeek with below grade level scores in Reading and Math. 3. Based on the District Dialogue Report and the results of our literacy audit, more school-wide emphasis is needed in the areas of reading and writing. 4. Based on input from the Leadership Team, improving the ability to answer open response questions and providing visuals and graphic organizers are needed to enhance student performance on CATS. 	<ol style="list-style-type: none"> A.1. During the 2004-2005 school year, all students will receive instruction and work in Core Content 3.0. Students will receive instruction that reflects research-based best practices and is differentiated to address the specific needs of each student. Successful achievement will be measured by walk-thrus, instructional maps and classroom observations, resulting in an increase in CATS scores. A.2. During the 2004-2005 school year. All students will receive specifically designed instruction in preparation of the CATS assessment. B.1. During the 2004-2005 school year, Meyzeek staff will implement their focus on literacy in order to decrease our number of novices in reading and writing. B.2. During the 2004-2005 school year, students with special needs will receive additional services in order to lower novice performance. B.3. During the 2004-2005 school year, technology will be integrated in all content areas to improve our CASA scores.

Action Component Reducing the Achievement Gap**District Name** Jefferson County Public Schools**Component Manager** Keith Look & Melody Raymond**School Name** Albert E. Meyzeek Middle School**Date** March 15, 2004**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
Whole School						
A.1.	Faculty & staff will participate in CATS analysis and will refine instruction & assessment practices as needed (equity embedded).	Analysis will result in refined instructional strategies, CATS preparation, ESS application, and other targeted interventions to reduce novice performance and increase proficient performance.	Whole School	10/04	5/05	Gold Days
A.1.	Teachers will implement Core Content 3.0, using Core Content Guides for support (equity embedded).	Students will demonstrate understanding of Core Content as evidenced by classroom assessments, CCAs, CTBS, and KCCT tests	All Teachers	8/04	5/05	NA
A.1., B.2.	Students will receive instruction in all content areas reflecting best instructional practices and differentiated to meet specific needs (equity embedded).	Instructional practices will change in order to improve CTBS and KCCT scores as evidenced by classroom observations, department meeting agendas, and professional development attendance.	All Teachers	8/04	5/05	NA

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
A.2.	Teachers will implement Core Content Assessments (CCA) and monitor student progress (equity embedded).	Students will improve scores on CTBS and KCCT tests.	Teachers Dept. Chairs Magnet Coordinator	8/04	5/05	NA
A.2.	Teachers will participate in the training of writing & scoring ORQ's.	Students will improve performance on CCAs, CTBS, and KCCT tests.	Teachers Dept. Chairs Magnet Coordinator	8/04	5/05	JCPS ORQ Project
A.2.	Teachers will display and instruct students in the use of visual charts and graphic organizers, such as SRE, Holistic Scoring Guide, and Power Verbs (equity embedded).	The use of visuals, as evidenced by classroom observations and student work, will assist students in improving CTBS and KCCT scores.	Teachers Dept. Chairs	8/04	5/05	\$500 for Graphic Organizer materials
B.2.	ECE teachers will use IEP accommodations to help students achieve success. ECE-Resource Teachers will meet with students daily to keep all students on track in collaboration classes (equity embedded).	ECE student academic skills will improve through differentiated instruction evidenced by lesson plans, student work, CCAs, and CATS scores.	ECE Coordinator All ECE teachers	8/04	5/05	NA

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
Literacy						
A.2., B.1.	Students will complete a writing portfolio based on Meyzeek's Writing Plan which includes one piece required from each content area.	Students will demonstrate writing proficiency as evidenced by CTBS and KCCT scores. This will be measured by portfolio audits in the fall and spring.	Writing Cluster Leader All Teachers	8/04	5/05	NA
A.2., B.1.	Core content teachers will participate in training in creating appropriate writing opportunities for all students (equity embedded).	Students will demonstrate writing proficiency as evidenced by CTBS and KCCT scores. This will be measured by portfolio audits in the fall and spring.	Writing Cluster Leader All Teachers	8/04	5/05	\$600
B.1.	Teachers will implement the JCPS Literacy Plan with specific reading programs taught to students based on student stanine levels (equity embedded).	Students will become Proficient readers due to changes in instructional practices as evidenced by stanine assessments (e.g. SRI), CTBS, KCCT, and teacher observations.	K Look Literacy Plan Coordinator All Teachers	8/05	5/05	\$5000
Literacy & Title I						
B.1.	Read 180 will continue in 6 th grade and expand into the 7 th grade (and 8 th grade, if licenses allow) and ECE novice readers (equity embedded).	Student reading ability will improve as evidenced by the SRI, CTBS, and KCCT scores.	K. Look M. Raymond Read 180 Teacher(s)	8/04	5/05	Title I - \$6,000
B.1.	Additional teacher(s) will be purchased to support the reading initiative, giving targeted interventions the most optimal class size the school can afford.	Student reading ability will improve as evidenced by the SRI, CTBS, and KCCT scores.	K. Look	8/04	5/05	Title I – \$39,000

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
Literacy & ESS						
B.2.	Extended School Services (ESS) will be extended into regular school hours for literacy, purchasing part-time/retired teaches to work with students most in need.	Student reading and writing skills as evidenced by the SRI, CTBS, and KCCT scores.	Administration	8/04	5/05	ESS - \$18,000
B.1., B.2.	ESS will be offered after school to reduce novice performance.	Student reading and writing skills as evidenced by the SRI, CTBS, and KCCT scores.	Administration	8/04	5/05	ESS - \$13,000
B.1., B.2.	ESS will be offered in the summer of 2005 to reduce novice performance and increase student promotion.	Student reading and writing skills as evidenced by the SRI, CTBS, and KCCT scores.	Administration	5/05	7/05	ESS - \$6,500

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
Math						
A.1.	Connected Math will be implemented in all grades for Comprehensive & ECE students (equity embedded).	Students' math scores will improve as evidenced by student work, CCAs, and CATS scores.	Math Dept Chair All Math Teachers	8/04	5/05	Textbook Adoption
A.1.	Textbooks & selected Connected Math units will be implemented for Advanced Program students (equity embedded).	Students' math scores will improve as evidenced by student work, CCAs, and CATS scores.	Math Dept Chair All Math Teachers	8/04	5/05	Textbook Adoption
A.1.	Teachers will attend Connected Math professional development.	Students' math scores will improve as evidenced by student work, CCAs, and CATS scores.	Math Dept Chair All Math Teachers	8/04	5/05	\$600
Social Studies						
A.1.	Social Studies Teachers will use instructional methods that emphasize specific vocabulary & textbook reading comprehension strategies (equity embedded).	Students' Social Studies scores will improve and instructional practices will improve as evidenced by student work, CCAs, and KCCT scores	Soc Studies Dept Chair Social Studies Teachers	8/03	5/05	NA
Science						
A.1.	Science teachers will use instructional methods that emphasize specific vocabulary & textbook reading comprehension strategies (equity embedded).	All students' Science scores will improve and instructional practices will improve as evidenced by lesson plans, student work, observations, and KCCT scores	Sci Dept Chair Science Teachers	8/04	5/05	NA

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
Science (continued)						
A.1.	Advanced Program students, at minimum, will participate in the science fair. All students will be encouraged to participate in the science fair.	Students science skills will improve as evidenced by student work, CCAs, and KCCT scores.	Sci Dept Chair Science Teachers	8/04	5/05	PTSA Partnership
A.1.	The use of science probes will be introduced in specific units at each grade level.	Students science skills will improve as evidenced by student work, CCAs, and KCCT scores.	Sci Dept Chair Science Teachers	8/04	5/05	U of L Partnership
Arts & Humanities, Practical Living / Vocational Studies						
A.1.	<p>Teachers will implement Arts & Humanities and Practical Living/Vocational Studies curriculum, using Core Content Guides throughout all grades with the following grades & content areas having specific responsibilities:</p> <p>A & H – 8th Grade LA, FL, Art, TA, Band, Music, Orchestra. 8th Grade</p> <p>Prac. Liv. – 8th grade Science & PE</p> <p>Voc. Studies – 8th Grade Science & IT</p> <p>(equity embedded)</p>	Students' Arts and Humanities and Practical Living/Vocational Studies scores will improve as evidenced by student work, CCAs, and KCCT scores.	Dept Chairs 8 th Grade LA and Science teachers Related Arts teachers	8/04	5/05	

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
Technology						
B.2.	Teachers will integrate technology into all classes using the following areas of responsibility: Language Arts and Social Studies – Word Processing, Math and Science – Spreadsheets (equity embedded).	Student technology skills will improved as evidenced by the CASA scrimmages and CASA test.	School Tech Coordinator Dept Chairs (Math, Sci, Soc Studies, LA) Instructional Technology Teacher	8/04	5/05	Beaumont Foundation Grant App
B.2	Beaumont Foundation Grant, applied in 2003-04, will fund Mobile Multimedia Presentation Systems to bring rich, rigorous content to all classrooms.	Student CATS and CASA scores will improve.	School Tech Coordinator Dept Chairs (Math, Sci, Soc Studies, LA) Instructional Technology Teacher	5/04	5/05	Beaumont Foundation Grant App
Extra-Curricular Activities						
A.1, A.2 B.1, B.2	Extra-curricular activities with academic components will be offered to all students (e.g. PALS, STARS)	Student academic performance will improve as evidenced by report cards.	Administration	8/04	5/05	PALS STARS Community Schools

Action Component Learning Environment

District Name Jefferson County Public Schools

Component Manager James Bailey, 3rd AP, Stephon Gilkey

School Name Albert E. Meyzeek Middle School

Date March 15, 2004

Priority Need	Goal (Addresses the Priority Need)
<p>According to Data on Referrals and Suspensions, CHAMPs data, and the District Dialogue report, the priority needs are:</p> <ol style="list-style-type: none"> 1. Decrease discipline referrals 2. Continue to decrease number of suspensions 3. Increase teacher support by providing strategies to improve student behaviors 4. Increase instructional time by reducing disruptive behaviors. 	<ol style="list-style-type: none"> 1. By May 2005, Meyzeek Middle School will decrease the number of office discipline referrals by 10% and suspensions by 10%.

Action Component Learning Environment

District Name Jefferson County Public Schools

Component Manager James Bailey, 3rd AP, Stephon Gilkey

School Name Albert E. Meyzeek Middle School

Date March 15, 2004

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> 1. Based on CHAMPS surveys, there are inconsistent expectations for student behavior in classrooms. 2. Based on teacher input, specific strategies are needed to reach our intensive students. 3. Based on referral data, students need to learn problem-solving and mediation skills. 4. Based on teacher and parent input, more students need to be involved in after school programs to build a connection with Meyzeek. 5. Based on discipline referrals and referrals to our Youth Service Center, behavior and counseling issues prevent our students from achieving at their highest level. 	<p>A.1 During the 2004-2005 school year, the CHAMPS and Foundations programs will continue to be implemented in order to reduce the number of referrals and suspensions as reported by district reports.</p> <p>A.2 During the 2004-2005 school year, student discipline problems will decrease, thus providing increased time in classrooms for instruction.</p> <p>A.3 During the 2004-2005 school year, the number of students participating in extra-curricular programs will increase.</p>

Action Component Learning Environment

District Name Jefferson County Public Schools

Component Manager James Bailey, 3rd AP, Stephon Gilkey

School Name Albert E. Meyzeek Middle School

Date March 15, 2004

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Building Behavior						
A.1	Faculty, staff, and administration will continue to implement school-wide behavior programs – CHAMPs & Foundations. Foundations will focus on common areas; CHAMPs will expand to include classroom expectations and correction strategies.	Students will learn the school expectations, consequences, and procedural steps for appropriate behavior in common areas & classrooms. This will be evidenced by a decrease in referrals & suspensions.	Administration Team Leaders CHAMPs Team	8/04	5/05	\$2500
A.1	Each team will submit a team discipline plan in coordination with CHAMPs & Foundations, review it with their students, and revisit periodically as needed (equity embedded).	Students will have a clear understanding of school and classroom rules as evidenced by the decrease in number of referrals.	Administration Team Leaders CHAMPs Team	8/04	5/05	NA
Attendance						
A.2	School staff will implement the Meyzeek Attendance Plan. Students will be rewarded and held accountable for attendance and tardy behavior (equity embedded).	Student attendance will improve as evidenced by daily attendance sheets and district reports.	YSC Coordinator Attendance Clerk Attendance Cmte.	8/04	5/05	Truancy Court YSC

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Therapeutic Services						
A.2	Students & Teachers will utilize the Peer Mediation Program, supported by the YSC (equity embedded).	Students help each other solve problems leading to fewer classroom interruptions, evidenced by a decrease in referrals & suspensions	YSC Coordinator Home / School Coordinator	8/04	5/05	YSC
A.2	The Student Staff Support Team (SSST) will assist hard-to-teach students by providing teachers with interventions to help students be successful academically, emotionally, and behaviorally.	Intensive student behavior will improve as evidenced in a decline of referrals and suspensions.	ECE Coordinator SSST	8/04	5/05	NA
A.2, A.3	Faculty, staff & administrators will utilize Premier Agendas for all students as a means of communication between home and school (equity embedded).	Students will use Agendas for specific task, as determined by leadership team. (Ex. Hall Pass, Reviewing Rules & Expectations & Dress Code, recording information, parent communication, etc...)	Team Leaders	8/04	5/05	JCPS Meyzeek
Extra-Curricular Activities						
A.1, A.3	A wide variety of extra-curricular activities will be offered in the areas of academics, athletics, and recreation/enrichment.	Students involved in extra-curricular programs will exhibit better behavior, grades & attendance than like students not participating.	Program Sponsors Coaches Community School Coordinator YSC Coordinator	8/04	5/05	YSC Gear Up Safe Schools Community Schools

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Extra-curricular Activities (continued)						
A.3.	All students involved in after-school programs will be under the direct supervision of a school sponsor or coach. All sponsors and coaches will receive guidelines for after-school activities.	The only students in the building after school will be under direct supervision, resulting in a safe after-school environment.	K. Look A. Ames Program sponsors	7/04	5/05	YSC Gear Up Safe Schools Community Schools
Parent Involvement & Title I						
A.3.	Meyzeek will continue its development of a comprehensive website, making accessible information regarding academics, enrichment, special events, staff details, PTSA information, and SBDM updates.	The number of calls and questions regarding when and how events and activities occur will decrease. Access to processes, forms, and staff will increase positive communication among school stakeholders.	K. Look STC	6/04	5/05	Title I – \$5000

IV. IMPLEMENTATION AND IMPACT CHECK: School District
 (TO EVALUATE, AMEND, AND UPDATE THE SCHOOL OR DISTRICT ACTION PLAN)

District Name Jefferson County Public Schools **Component Manager** K Look, M Raymond
School Name Meyzeek Middle School **Current Date** March 25, 2004

Public Private, Non-Profit

Objective Label	Activity/Strategy	* I IP NI	Has This Activity Had IMPACT (YES) (NO)		Evidence of Actual Impact in Terms of Progress and Success (Include strategic measures, not necessarily for each Activity/Strategy)	Outcomes/Observations/New Data Reasons for Progress and Success Or Reasons Expected Impact Did Not Occur
A.1	Core Content	I	X		Instructional maps, Core Content Assessments (CCA), student work, observations	Using Core Content has focused the instruction of the teachers. There have been no gaps in Core Content.
A.1	Best Practices	IP	X		Teachers have SRE posters, power verbs, and holistic scoring guides in all rooms.	Due to the limited time for professional development, differentiated instruction was not presented to staff. This will be one of our PD activities next year.
A.2	ORQ	I	X		CCAs were given at the end of each grading period. New teachers were sent to ORQ training.	CCAs have helped benchmark student progress and guide teachers' instruction.

Objective Label	Activity/Strategy	* I IP NI	Has This Activity Had IMPACT (YES) (NO)		Evidence of Actual Impact in Terms of Progress and Success <i>(Include strategic measures, not necessarily for each Activity/Strategy)</i>	Outcomes/Observations/New Data Reasons for Progress and Success Or Reasons Expected Impact Did Not Occur
A.3	Writing	I	X		There is a writing plan with deadlines for all teachers and all Language Arts Teachers are participating in portfolio and scoring training.	The writing plan was not monitored as closely as needed. All content teachers did not participate in the portfolio. A more detailed plan has been developed for implementation in 2004-05.
A.3	Reading	I	X		Teachers were trained on Venn Diagrams and text-to-life connections. Administrative walk-throughs indicate most teachers are using Word Walls, Venn Diagrams, and addressing four types of reading.	Administrative walk-throughs keep teachers focused on the reading plan.
A.3	Read 180	I	X		The Read 180 program has been implemented with small groups of 6 th graders who are the most struggling readers.	JCPS has developed a district-wide Literacy Plan for middle schools that encompasses reading and will be implemented in 2004-05.
A.1, A.3	Math	I	X		The math program has been implemented at all grade levels. Teachers have participated in Connected Math at the district level.	A focused math plan has helped to improve math instruction and scores on the KCCT.
A.1, A.3	Science & Soc. Studies	IP	X		Word Walls are used in all science and social studies classrooms to improve content vocabulary.	Specific reading comprehension strategies were not part of the professional development this year. It will be part of the district literacy plan next year.

Objective Label	Activity/Strategy	* I IP NI	Has This Activity Had IMPACT (YES) (NO)		Evidence of Actual Impact in Terms of Progress and Success <i>(Include strategic measures, not necessarily for each Activity/Strategy)</i>	Outcomes/Observations/New Data Reasons for Progress and Success Or Reasons Expected Impact Did Not Occur
A.1, A.3	Arts & Hum Practical Living & Voc Studies	IP	X		Arts and Humanities curriculum has been implemented in 8 th grade Language Arts and Related Arts classes. Practical Living and Vocational Studies has been implemented in 8 th grade science.	More training is needed for Related Arts teachers to teach health and vocational studies.
B.1	Technology	IP	X		Curriculum maps, student work, and observations indicate teachers are following the technology plan.	Teachers need more training to be able to implement their portion of the technology plan to proficiency.
C.1	ECE Collaboration	I	X		All ECE resource teachers collaborate with team teachers on a daily basis.	The collaboration model has been implemented fully and is effective in meeting the needs of ECE students.
C.1	ESS	I	X		The ESS program addresses the needs of our novices and students failing academically.	Smaller after-school class sizes have helped improve students' grade and scores on the KCCT.
D.1	Red Flag Analysis	I	X		Red Flag analysis of CATS data was shared with staff. Departments developed plans on how to increase the KPR academic index by at least 2 points. These plans were implemented at the beginning of January, 2004.	Whole school effort centered around improving CATS scores has been a driving force behind instruction in all classes.

IV. IMPLEMENTATION AND IMPACT CHECK: School District
 (TO EVALUATE, AMEND, AND UPDATE THE SCHOOL OR DISTRICT ACTION PLAN)

District Name Jefferson County Public Schools **Component Manager** J Bailey, A McMahon, S Gilkey
School Name Meyzeek Middle School **Current Date** March 25, 2004

Public Private, Non-Profit

Objective Label	Activity/Strategy	* I IP NI	Has This Activity Had IMPACT (YES) (NO)	Evidence of Actual Impact in Terms of Progress and Success (Include strategic measures, not necessarily for each Activity/Strategy)	Outcomes/Observations/New Data Reasons for Progress and Success Or Reasons Expected Impact Did Not Occur
Objective Label	Activity/Strategy	* I IP NI	Has This Activity Had IMPACT (YES) (NO)	Evidence of Actual Impact in Terms of Progress and Success (Include strategic measures, not necessarily for each Activity/Strategy)	Outcomes/Observations/New Data Reasons for Progress and Success Or Reasons Expected Impact Did Not Occur
A.1	CHAMPS	IP	X	The CHAMPS / Foundations team was trained in July. The team trained the staff on Module 1 of Foundations. Ratios of Interactions and Expectations from CHAMPS began in August. Referral and suspension data has been shared regularly at faculty meetings and/or team meetings.	The CHAMPS / Foundations team is made up of teacher leaders and administrators. They met bi-weekly to help guide implementation of the programs. Due to lack of time, additional training on Gold Days was minimal.
A.2	Character Education	I	X	Character attributed were celebrated daily. Guidelines for Success were developed and reinforced through weekly student recognition.	Whole school involvement centered on Character Education has been one reason for the reduction in suspensions and referrals.
A.2	Attendance Plan	I	X	The Attendance Plan rewards students with good attendance on a weekly basis.	The Attendance Plan has improved the attendance rate. More development is needed for tardy students, however.

Objective Label	Activity/Strategy	* I IP NI	Has This Activity Had IMPACT (YES) (NO)		Evidence of Actual Impact in Terms of Progress and Success <i>(Include strategic measures, not necessarily for each Activity/Strategy)</i>	Outcomes/Observations/New Data Reasons for Progress and Success Or Reasons Expected Impact Did Not Occur
A.3	Peer Mediation	I	X		The Peer Mediation program has been implemented by the Youth Service Center.	The Peer Mediation program is one of the reasons for the reduction in suspensions and referrals.
A.4	Agendas	IP	X		Some teachers require parents to check and sign agendas.	Not all teachers have incentive systems set up to reinforce the use of the agenda.
A.1, A.3	Intensive Students	I	X		The Behavior Coach targeted a group of intensive students assigned to her. She provides instruction on behavior strategies. The SSST team also works with teachers to provide strategies.	The Behavior Coach has provided additional support to the intensive students, contributing to the decrease in suspensions and referrals. Strategies provided by the SSST also contribute to the reduction.
A.5	6 th Grade Transition	IP	X		A 6 th grade Transition Program was held in August.	Due to a lack of time for training, student conferences were not implemented.
A.6	After-School Activities	I	X		The number of students participating in after-school activities increased.	New teachers implemented some new programs and teachers already sponsoring programs increased their number of participants.

- I=Implemented; IP=Implemented Partially; NI = Not Implemented

Adjustments to Ensure Implementation and Appropriate Impact (Follow amendment procedure for major adjustments)