

**MEYZEEK MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
Year 2011 - 2012**

Christopher Burba

Responsible Person

Christopher Burba

Contact Person

Approved Date:

10/25/2011

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2011 - 2012 SCHOOL IMPROVEMENT PLAN
Executive Summary
MEYZEEK MIDDLE SCHOOL

Mission

The mission of Meyzeek Middle School is to provide a rigorous education in a developmentally-appropriate setting. The mission is reviewed annually in late fall as we (SBDM, faculty, and PTSA) look to the following year's needs and programmatic developments in light of district initiatives, resource allocations, and current research on successful middle grades education. The faculty and SBDM Council have recently thoroughly examined our mission statement.

Needs Assessment

Analysis of student data, including, but not limited to the KCCT IPR, NCLB results, the Comprehensive School Survey, common district assessments, school-based assessments, discipline and attendance records was conducted with teachers, parents, and community (including the SBDM and PTSA). The data was aligned with and prioritized by the state SISI document. For example, the principal met with the PTSA on October 19, 2011 to review assessment results and seek input for next steps. Departments met on September 27 and October 10 to analyze data and to determine benchmarks, strategies, and activities for the School Improvement Plan in their respective components. A public meeting was held on September 20 to obtain comments and feedback from the community regarding the improvement strategies included in the plan. The SBDM Council met on September 27, 2011 to review assessment data and provide input in the development of the new plan.

Goals

Department chairs utilized data gathered from Implementation and Impact Checks previously conducted to evaluate the goals and strategies. The requirements of SB168 set forth the priority goals in the new plan. Analysis of student data led the development and revision of strategies to meet those goals.

Evaluation

Responsible parties identified in the CSIP, with the administration's guidance, will track implementation and impact. Monthly department meetings and Gold Days provide regular opportunities to track student performance on benchmark targets. Component managers will conduct Implementation and Impact Checks twice during the school year to evaluate the effectiveness of each strategy based on evidence.

Stakeholders

Meyzeek operates with many opportunities for stakeholder involvement. The CSIP is a reflection of leadership team meetings, PTSA meetings, SBDM meetings, department meetings, team meetings, community meetings, and informal mechanisms (such as face-to-face, phone, and email conversations). The involvement occurs regularly throughout the school year.

Component: Math

Component Manager: Department Chair

Last Updated: 11/18/2011

School: MEYZEEK MIDDLE SCHOOL

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Math was 66.03 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 11.32 for a total percentage of all students scoring proficient or distinguished in Math of 77.35 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark				
Measure	Subgroup	Date	Projected Data	Actual Data
MPA1 - % P/D		10/28/2011	66	
MPA2 - % P/D		12/6/2011	70	
MPA3 - % P/D		1/26/2012	72	
MPA4 - % P/D		2/17/2012	74	
MPA5 - % P/D		5/15/2012	77.35	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Grade levels will utilize common planning periods or flex meeting times to prepare units linked to the Kentucky Core Academic Standards (KCAS). Preparation will include components of Best Practices in mathematics instruction.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
2	SB168	Grade level teachers will use common extended response questions and meet to analyze student work and determine next steps for instruction. Meetings will take place during common grade level planning, department meetings, flex meetings, or Gold Days.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
3	SB168	Grade level teachers will meet after administration of diagnostic and proficiency assessments to analyze results and determine next steps for instruction.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
4	SB168	Math teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
5	SB168	Communicate school performance and data disaggregation to parents via parent meetings, email list-serv, website, and school newsletter.	Principal	9/15/2011	5/30/2012	\$0 No Funding		
6	SB168	Convene attendance committee regularly and design interventions in order to ensure students are at school on time and ready to learn.	YSC Coordinator	8/17/2011	5/30/2012	\$0 No Funding		
7	SB168	Utilize 'middle grades' team organizational structure and grade level common planning to align curriculum, assessment, and interventions within and across each grade.	Administrators	8/17/2011	5/30/2012	\$0 No Funding		
8	SB168	Assign homework to be scored for completion at least three times a week.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
9	SB168	Learning targets will be utilized by math teachers to help formatively assess student learning.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
10	SB168	Math teachers will utilize ongoing review throughout the year to prepare students for state assessment.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
11	SB168	Utilize a Flex Tuesday schedule for the 4th Tuesday of the month which grants departments one additional meeting per semester which can be used for PD, planning, or technology development.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
12	SB168	District resource teacher will work with department members to refine the "launch" phase of math lessons.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		

Component: Math

Component Manager: Department Chair

Last Updated: 11/18/2011

School: MEYZEEK MIDDLE SCHOOL

Priority Need:

In May 2010, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Math was 38.91 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Math will increase to 79.12 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
MPA1 - % F/R lunch students scoring P/D		10/28/2011	38	
MPA2 - % F/R lunch students scoring P/D		12/6/2011	46	
MPA3 - % F/R lunch students scoring P/D		1/26/2012	54	
MPA4 - % F/R lunch students scoring P/D		2/17/2012	62	
MPA5 - % F/R lunch students scoring P/D		5/11/2012	79.12	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	See strategies/activities listed under the first math goal.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
2	SB168	F/R priced lunch students will have access to CMP11 materials and the math lab.	Math Chair	8/17/2011	5/30/2012	\$4500 At-Risk Allocation		
3	SB168	All students performing at the novice level will have access to math SuccessMaker intervention.	Math Chair	8/17/2011	5/30/2012	\$5000 At-Risk Allocation		
4	SB168	A minimum of one ECE teacher will attend all math department meetings and report relevant instructional issues back to the entire ECE department.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
5	SB168	The instructional leadership team will meet monthly to analyze systems and data and to revise implementation based on student achievement.	Principal	8/17/2011	5/30/2012	\$0 No Funding		
6	SB168	The SBDM Council will review the implementation and impact checks of the math component at least two times during the year.	Principal	8/17/2011	5/30/2012	\$0 No Funding		
7	SB168	Teachers will analyze ORQs/student work and disaggregate that data for F/R priced lunch students at department meetings or Gold Day meetings.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
8	SB168	Students who need tier 2 and tier 3 interventions in math will be placed in a math literacy class. Grade level teachers will meet to determine placement.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
9	SB168	Teachers instructing students in tier 3 for math will fully implement "Do the Math Now."	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		
10	SB168	Teachers instructing students in tier 2 for math will base instruction on students' needs determined by district benchmark assessments.	Math Chair	8/17/2011	5/30/2012	\$0 No Funding		

Component: Reading

Component Manager: Literacy Leader

Last Updated: 11/18/2011

School: MEYZEEK MIDDLE SCHOOL

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Reading was 68 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 10.67 for a total percentage of all students scoring proficient or distinguished in Reading of 78.67 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
RPA1 - % P/D		11/1/2011	68	
RPA2 - % P/D		1/17/2012	73	
RPA3 - % P/D		3/27/2012	78.67	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Continue implementation of the JCPS Literacy Plan.	Literacy Leader	8/17/2011	5/30/2012	\$0 No Funding		
2	SB168	Conduct PD on teacher feedback and written response on Gold Days to build instructional capacity of staff.	Literacy Leader	8/17/2011	5/30/2012	\$0 No Funding		
3	SB168	Disaggregate school performance data and share with SBDM, staff, PTSA, and community.	Principal	9/22/2011	5/30/2012	\$0 No Funding		
4	SB168	Communicate performance data to parents via parent meetings, email list-serv, school website, and the PTSA newsletter.	Principal	8/17/2011	5/30/2012	\$0 No Funding		
5	SB168	Convene attendance committee regularly to plan interventions designed to get students at school, on time, and ready to learn.	YSC Coordinator	8/17/2011	5/30/2012	\$2000 At-Risk Allocation		
6	SB168	Utilize 'middle grades' team organizational structure to align curriculum, assessment, and interventions within and across each grade.	Administrators	8/17/2011	5/30/2012	\$0 No Funding		
7	SB168	Class sets of novels will be available to teachers implementing the Read XL program.	Literacy Leader	8/17/2012	5/30/2012	\$0 No Funding		
8	SB168	6th And 7th grade team LA Teachers will give all students a diagnostic test at the end of each year. This test will be used to place students into literacy classes the following year.	Administrators	8/17/2011	5/30/2012	\$0 No Funding		
9	SB168	Grade level teachers will meet after administration of each RDA and RPA to analyze results. Assessment results will inform future instruction.	LA Chair	8/17/2011	5/26/2012	\$0 No Funding		
10	SB168	Grade level teachers will utilize common planning periods or flex meeting times to address student achievement.	LA Chair	8/17/2011	5/30/2012	\$0 No Funding		
11	SB168	District resource teacher will assist ReadXL teachers with lesson planning on an as-needed basis, and will assist in grade-level analysis of student work.	LA Chair	8/17/2010	5/26/2011	\$0 No Funding		

Component: Reading

Component Manager: Literacy Leader

Last Updated: 11/18/2011

School: MEYZEEK MIDDLE SCHOOL

Priority Need:

In May 2010, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading was 46.3 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading will increase to 86.40 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
RPA1 - % F/R lunch students scoring P/D		11/1/2011	50	
RPA2 - % F/R lunch students scoring P/D		1/17/2012	70	
RPA3 - % F/R lunch students scoring P/D		3/27/2012	86.4	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	See Strategies/Activities for Reading Goal #1	Literacy Leader	8/17/2011	5/30/2012	\$0 No Funding		
2	SB168	F/R priced lunch students will have priority access to mobile libraries with leveled reading materials.	Literacy Leader	8/17/2011	5/30/2012	\$2500 At-Risk Allocation		
3	SB168	Sixth grade F/R priced lunch students scoring below stanine 3 will receive literacy instruction using Read 180 according to the tiered literacy program.	ECE Chair	8/17/2011	5/30/2012	\$8000 At-Risk Allocation		
4	SB168	F/R priced lunch students performing at the novice level will have access to reading SuccessMaker intervention.	Administrators	8/17/2011	5/30/2012	\$3000 At-Risk Allocation		
5	SB168	A minimum of one ECE teacher will attend all language arts department meetings and report relevant instructional issues back to the entire ECE department.	ECE Chair	8/17/2011	5/30/2012	\$0 No Funding		
6	SB168	The instructional leadership team will meet monthly to analyze systems and data and to revise implementation based on student achievement.	Principal	8/17/2011	5/30/2012	\$0 No Funding		
7	SB168	The SBDM Council will review the implementation and impact checks of the math component at least two times during the year.	Principal	8/17/2011	5/30/2012	\$0 No Funding		
8	SB168	Tier 2 reading students will be paired with community mentors via the Every1Reads program.	LA Chair	8/17/2011	5/30/2012	\$0 No Funding		

Component: School Culture

Component Manager: Assistant Principal

Last Updated: 11/18/2011

School: MEYZEEK MIDDLE SCHOOL

Priority Need:

Based on behavior referral data collected from the 2010-11 school year, 60% of students placed in ISAP was due to "deliberate class disruption."

Goal:

By May 2011, the percentage of students placed in ISAP for "deliberate class disruption" will decrease by 25%.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Percent of behavior referrals for deliberate classroom disruption		12/16/2011	48	
Percent of behavior referrals for deliberate classroom disruption		5/30/2012	35	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		8th grade and new to the building teachers will participate in CARE for Kids professional development during the summer and follow-up sessions during the school year.	CARE Lead	7/28/2011	5/30/2012	\$0 No Funding		
2		All students will participate in the CARE circle five days per week.	CARE Lead	8/17/2011	5/30/2012	\$0 No Funding		
3		Assistant principals will assist team leaders in using the TAB in and TAB out for class disruption as a behavior intervention before referring student for disciplinary action.	Administrators	8/17/2011	5/30/2012	\$0 No Funding		
4		Teachers will participate in professional development focused on cultural competence.	Principal	8/17/2011	5/30/2012	\$0 No Funding		
5		To encourage more engagement/connection with the school among those students being referred for disciplinary action, communication centers will be posted in strategic areas around the school where information about extra and co-curricular activities will be posted as a "one stop shop."	Haile	8/17/2011	5/30/2012	\$0 No Funding		
6		CARE Leadership team will be formed and meet throughout the school year to discuss building climate and discipline referrals.	CARE Lead	8/17/2011	5/30/2012	\$0 No Funding		
7		All students will participate in "Film Clip Fridays". Students will discuss a variety of character education topics each week with their teachers and peers.	CARE Lead	8/17/2011	5/30/2012	\$0 No Funding		

Component: Science

Component Manager: Department Chair

Last Updated: 11/18/2011

School: MEYZEEK MIDDLE SCHOOL

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Science was 57.96 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 14.01 for a total percentage of all students scoring proficient or distinguished in Science of 71.97 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
SPA1 - % P/D		10/6/2011	57	
SPA2 - % P/D		12/30/2011	62	
SPA3 - % P/D		2/16/2012	68	
SPA4 - % P/D		3/27/2012	72	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Science teachers will fully implement the module curriculum adopted by Meyzeek SBDM Council.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
2	SB168	Science teachers will incorporate student-centered, hands-on technology into the module lessons at least once every six weeks for all students.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
3	SB168	Science teachers will incorporate multiple forms of balanced assessment into their daily instruction.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
4	SB168	Science teachers will work collaboratively to examine student work samples in order to measure the efficacy of assessment items and teacher feedback.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
5	SB168	Use the District-prepared Formative Assessment and Review Strategies materials to assist 7th grade teachers in integrating previously taught science content appropriately into the science modules in order to accurately assess student understanding and address misconceptions prior to the KPREP.	Chair	8/17/2011	5/30/2012	\$0 No Funding		

Component: Social Studies

Component Manager: Department Chair

Last Updated: 10/21/2011

School: MEYZEEK MIDDLE SCHOOL

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Social Studies was 59.27 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 13.58 for a total percentage of all students scoring proficient or distinguished in Social Studies of 72.85 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark				
Measure	Subgroup	Date	Projected Data	Actual Data
SSPA1 - % P/D		10/1/2011	58	
SSPA2 - % P/D		11/12/2011	63	
SSPA3 - % P/D		12/17/2011	67	
SSPA4 - % P/D		2/18/2012	73	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Teachers will utilize and implement the JCPS curriculum map; students will know daily learning targets so they understand what they are supposed to be learning and why.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
2	SB168	SSPAs will be given at appropriate times to assess student learning. Feedback to students will be specific, ongoing, and frequent.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
3	SB168	Constructed Response strategies will be taught and CR items will be administered each grading period. Teachers will provide models of proficient work to increase student achievement.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
4	SB168	Big idea themes will guide instruction. Essential questions (along with previously mentioned learning targets) will narrowly focus students on the goals of instruction/lessons.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
5	SB168	Implement a social studies club for targeted 8th grade students to enrich the daytime experience in a fun, meaningful, engaging after-school environment.	Chair	8/17/2011	5/30/2012	\$0 No Funding		

Component: Writing**Component Manager: Writing Cluster Leader****Last Updated: 11/18/2011****School: MEYZEEK MIDDLE SCHOOL****Priority Need:**

In May 2011, the percentage of 8th grade students scoring proficient or distinguished in Writing was 48.63 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of 8th grade students scoring proficient or distinguished will increase by 17.12 for a total percentage of all students scoring proficient or distinguished in Writing of 65.75 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
On-Demand 1 - % P/D		11/25/2011	55	
On-Demand 2 - % P/D		3/16/2012	62	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Language Arts teachers will follow the SBDM-approved school writing plan.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
2	SB168	Non-Language Arts teachers will fulfill writing piece requirements as prescribed in the Meyzeek writing plan.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
3	SB168	All teachers will use writing to learn and writing to demonstrate learning at least once (each) per 6 week grading period.	Principal	8/17/2011	5/30/2012	\$0 No Funding		
4	SB168	Writing workshop will be incorporated into Language Arts classrooms.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
5	SB168	Learning targets will be utilized by Language Arts teachers to help formatively assess student learning.	Chair	8/17/2011	5/30/2012	\$0 No Funding		
6	SB168	Grade-level teachers will meet to compare and create learning targets for each unit of study.	Chair	8/17/2011	5/30/2012	\$0 No Funding		