

**2013-2014 Meyzeek Middle School  
Comprehensive School Improvement  
Plan**

Albert E. Meyzeek Middle School  
Jefferson County Public Schools

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## **Overview**

### **Plan Name**

2013-2014 Meyzeek Middle School Comprehensive School Improvement Plan

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	78.2% of students will demonstrate proficiency in reading by 2017.	Objectives: 2 Strategies: 14 Activities: 28	Academic	\$5000
2	78.4% of students will demonstrate proficiency in mathematics by 2017.	Objectives: 2 Strategies: 12 Activities: 31	Academic	\$5000
3	83.6% of students will demonstrate proficiency in science by 2017.	Objectives: 2 Strategies: 11 Activities: 20	Academic	\$7800
4	84.1% of students will demonstrate proficiency in social studies by 2017.	Objectives: 2 Strategies: 11 Activities: 19	Academic	\$2500
5	74.8% of students will demonstrate proficiency in writing by 2017.	Objectives: 2 Strategies: 8 Activities: 18	Academic	\$36000
6	The overall attendance rate at Meyzeek Middle School will be 97% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$800
7	All program reviews will receive an average score of 3 out of 4.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$0
8	Increase the Explore overall composite average from 16 to 17 by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
9	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	\$50
10	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	\$0
11	All students at Meyzeek Middle School will report positive adult support in the school by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$5100
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	\$0

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13	By 2015-16, Meyzeek Middle School will fully implement the Professional Growth and Effectiveness (PGES) system. The baseline data from the 2014-15 year will be used to set targets for the 2015-16 school year.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$4100
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## Goal 1: 78.2% of students will demonstrate proficiency in reading by 2017.

### Measurable Objective 1:

65% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 06/04/2014 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
Advanced literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the intervention plan.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

### Strategy 2:

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

Activity - PLC Training	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 student data analysis in instructional planning.	Professional Learning	08/20/2013	12/31/2014	\$0	No Funding Required	Principal
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### Strategy 3:

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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

### 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
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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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal
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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	08/20/2013	12/31/2014	\$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: J. Sandholtz, H. Gardner

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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

### Strategy 6:

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 measured 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
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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/20/2013	12/31/2014	\$0	No Funding Required	Principal
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### 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 - 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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair

### Strategy 8:

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	08/20/2013	12/31/2014	\$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
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Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Language Arts Department Chair
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### Measurable Objective 2:

46% 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 06/04/2014 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 - 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrators, 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	08/20/2013	12/31/2014	\$0	No Funding Required	Language Arts Department Chair

### Strategy 2:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for

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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	08/20/2013	12/31/2014	\$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	08/01/2013	12/31/2014	\$0	No Funding Required	Principal, staff developers

### 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 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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$5000	Other	Principal, ESS Coordinator

### Strategy 4:

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,

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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 - 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 an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

### Strategy 5:

Balanced Assessment - 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 - District Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, 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 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair
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## Goal 2: 78.4% of students will demonstrate proficiency in mathematics by 2017.

### Measurable Objective 1:

65% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/04/2014 as measured by KPREP.

### 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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Math Department Chair

### 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.

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Research Cited: DuFour

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair

### 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 weekly.

Research Cited: J. Chappius and R. Stiggins

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair
<b>Activity - Summative Assessment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, 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

<b>Activity - SMART Technologies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/20/2013	12/31/2014	\$0	No Funding Required	Department Chair
<b>Activity - Laptop Carts</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/20/2013	12/31/2014	\$0	No Funding Required	Department Chair
<b>Activity - Graphing Calculators</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/20/2013	12/31/2014	\$0	No Funding Required	Department Chair

### 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

<b>Activity - Writing to Demonstrate Learning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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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	08/20/2013	12/31/2014	\$0	No Funding Required	Department Chair
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### 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
Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair

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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair



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### Measurable Objective 2:

45% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/04/2014 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 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrators, 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrators, Department Chair
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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

### Strategy 2:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for

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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 - 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	08/20/2013	12/31/2014	\$0	No Funding Required	Administrators
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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

### 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 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	08/20/2013	12/31/2014	\$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

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Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/20/2013	12/31/2014	\$5000	Other	Principal, ESS Coordinator
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### Strategy 4:

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 - 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

### 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: 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Staff Developer, 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 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

**Goal 3: 83.6% of students will demonstrate proficiency in science by 2017.**

**Measurable Objective 1:**

74% of Seventh grade students will demonstrate a proficiency in the state standards in Science by 06/04/2014 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 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

**Strategy 2:**

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 continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/20/2013	12/31/2014	\$300	General Fund	Principal, Grade Level Administrator, Department Chair

### 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: Dufour

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administration

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.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Development of Common Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	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

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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	08/20/2013	12/31/2014	\$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
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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

### 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 - 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 and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com) that support and enhance the module curriculum.	Technology	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$2500	General Fund	Principal, Grade Level Administrator, Department Chair

Activity - Use of Authentic Scientific Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair
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### Strategy 6:

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 - 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

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	08/20/2013	12/31/2014	\$5000	Other	Principal, Grade Level Administrator, Department Chair

### 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 - Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Principal

Activity - Inquiry-Based Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair
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### Measurable Objective 2:

57% of Seventh grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Science by 06/04/2014 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.

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

### 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 - 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
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### Strategy 3:

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 as appropriate. 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	08/20/2013	12/31/2014	\$0	No Funding Required	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.

Research Cited: Chapuis and Stiggins

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair
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### Goal 4: 84.1% of students will demonstrate proficiency in social studies by 2017.

#### Measurable Objective 1:

75% of Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 06/04/2014 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.

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	08/20/2013	12/31/2014	\$0	No Funding Required	Department chair, principal

#### 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 - Diagnostic/Proficiency Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	staff developer, teachers, principal

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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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	principal

### 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 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 quizzes will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Social Studies teachers

### 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, J. Sandholtz

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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	08/20/2013	12/31/2014	\$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
Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/20/2013	12/31/2014	\$2500	General Fund	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 - 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	08/20/2013	12/31/2014	\$0	No Funding Required	principal, department chair

Activity - Writing to learn and demonstrate learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	principal, department chair

### 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 - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/20/2013	12/31/2014	\$0	No Funding Required	principal, department chair
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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	08/20/2013	12/31/2014	\$0	No Funding Required	principal, grade level administrator

### Measurable Objective 2:

61% of Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Social Studies by 06/04/2014 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.

Activity - Professional Learning Communities	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.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Staff developer, principal

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	08/20/2013	12/31/2014	\$0	No Funding Required	principal, staff developer, grade level administrators

### 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.

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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	08/20/2013	12/31/2014	\$0	No Funding Required	principal

### 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 - Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	principal

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	08/20/2013	12/31/2014	\$0	No Funding Required	principal, grade level administrator

### 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.

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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	08/20/2013	12/31/2014	\$0	No Funding Required	principal, department chair

### 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, J. Sandholtz

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	08/20/2013	12/31/2014	\$0	No Funding Required	principal, grade level administrator

## Goal 5: 74.8% of students will demonstrate proficiency in writing by 2017.

### Measurable Objective 1:

60% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 06/04/2014 as measured by KPREP.

### 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. 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
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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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal
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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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

### Strategy 2:

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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

### 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 weekly.

Research Cited: R. Stiggins, J. Chappuis

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal
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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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

### 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, J. Sandholtz

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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$9000	General Fund	Department Chairs

### Strategy 5:

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

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all associated activities are measured by classroom walkthroughs and teacher evaluations.

Research Cited: L. Calkins

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair

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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Department Chair

### Measurable Objective 2:

40% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency writing standards in English Language Arts by 06/04/2014 as measured by K-PREP.

### 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 (e-school, Study Island, etc.) modules which will supplement their classroom learning.	Academic Support Program	08/20/2013	12/31/2014	\$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
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Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/20/2013	12/31/2014	\$3000	Other	Principal, ESS Coordinator
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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: DuFour

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 an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/20/2013	12/31/2014	\$0	No Funding Required	Principal

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	08/20/2013	12/31/2014	\$0	General Fund	Principal

### 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 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

## Goal 6: 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	08/20/2013	12/31/2014	\$500	General Fund	Counselor, YSC Coordinator, Attendance Clerk

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	08/20/2013	12/31/2014	\$200	General Fund	Counselor, Attendance Clerk, Technology Coordinator

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	08/20/2013	12/31/2014	\$100	General Fund	YSC Coordinator, Administration

## Goal 7: 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.

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### 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, All teachers

### Measurable Objective 2:

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.

### 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, All Teachers

### Measurable Objective 3:

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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, All Teachers

## Goal 8: 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.

### Strategy 1:

Practice Explore - Utilize data from the practice Explore administered to all 7th grade students in the fall and spring 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	08/20/2013	12/31/2014	\$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 still not meeting benchmarks after the spring assessment to appropriate Study Island lessons.	Academic Support Program	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	No Funding Required	7th grade teachers

## Goal 9: 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.

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### 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
Advisors will utilize lessons designed to analyze Explore results and Individual Learning Plans to set college and career goals.	Direct Instruction	08/20/2013	12/31/2014	\$0	No Funding Required	counselor, grade level administrator and 8th grade advisors
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	08/20/2013	12/31/2014	\$50	General Fund	counselor, grade level administrator, art teachers
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	08/20/2013	12/31/2014	\$0	No Funding Required	counselor, grade level administrator
Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a parent night to discuss Explore results, World-of-Work map, and the ILP.	Community Engagement	08/20/2013	12/31/2014	\$0	No Funding Required	counselor, grade level administrator

## Goal 10: 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 Drug-Free Schools

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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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Assistant Principals, ECE Coordinator

Activity - Admin Team PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and ECE coordinator 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	08/20/2013	12/31/2014	\$0	No Funding Required	Principal, Assistant Principal, Counselors, Resource Personnel

## 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 - 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	08/20/2013	12/31/2014	\$100	General Fund	School counselor

Activity - Skill building groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/20/2013	12/31/2014	\$5000	State Funds	YSC Coordinator and outside providers



## 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 <a href="http://www.meyzeek.org">www.meyzeek.org</a>	Behavioral Support Program	08/20/2013	12/31/2014	\$0	General Fund	YSC coordinator, school counselor, web master, assistant principals and security staff
Activity - CARE for Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CARE lessons will focus on bully prevention and intervention.	Behavioral Support Program	08/20/2013	12/31/2014	\$0	General Fund	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants
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	08/20/2013	12/31/2014	\$0	General Fund	School counselor
Activity - Peer mediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/20/2013	12/31/2014	\$0	General Fund	YSC coordinator, assistant principals, school counselor
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**Goal 13: By 2015-16, Meyzeek Middle School will fully implement the Professional Growth and Effectiveness (PGES) system. The baseline data from the 2014-15 year will be used to set targets for the 2015-16 school year.**

**Measurable Objective 1:**

collaborate to understand the Professional Growth and Effectiveness System by 12/31/2014 as measured by the TELL Kentucky Survey.

**Strategy 1:**

Orientation to TPGES - All teachers will be exposed to each component of the TPGES before implementation.

Research Cited: Charlotte Danielson

Activity - Statewide Pilot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meyzeek Middle School will participate in the statewide pilot of the Teacher Professional Growth and Effectiveness System.	Professional Learning	08/12/2013	06/04/2014	\$2500	District Funding	Principal, Assistant Principals, Pilot Teachers

Activity - TPGES Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meyzeek teachers will participate in four modules during awareness year 2013-14.	Professional Learning	08/20/2013	06/04/2014	\$0	No Funding Required	Principal

Activity - Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all staff understand TPGES components and expectations around the following: Kentucky Framework for Teaching, self-reflection, student growth goal development, professional growth goal development, student voice, and effective feedback.	Policy and Process	08/20/2013	06/04/2014	\$0	No Funding Required	Principal

**Strategy 2:**

Leadership Preparation - The school's leadership team will prepare for full implementation of the TPGES in school year 2014-15.

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Research Cited: Danielson

Activity - Observation Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principals will pass proficiency in the Danielson Framework to perform teacher observations for growth and development of teachers.	Professional Learning	08/20/2013	06/04/2014	\$1600	District Funding	Principal, Assistant Principals

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principals will become proficient in the use of CIITS with intentional focus on the Educator Development Suite.	Professional Learning	08/20/2013	06/04/2014	\$0	No Funding Required	Principal, Assistant Principals

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### 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	08/20/2013	12/31/2014	\$5000	YSC Coordinator and outside providers
<b>Total</b>					\$5000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Next Generation Science Standards Professional Development	Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/20/2013	12/31/2014	\$300	Principal, Grade Level Administrator, Department Chair
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	08/20/2013	12/31/2014	\$500	Counselor, YSC Coordinator, Attendance Clerk
CARE for Kids	CARE lessons will focus on bully prevention and intervention.	Behavioral Support Program	08/20/2013	12/31/2014	\$0	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants
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	08/20/2013	12/31/2014	\$24000	Principal
Student Laptops	Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/20/2013	12/31/2014	\$9000	Department Chairs

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Guidance Lessons	The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/20/2013	12/31/2014	\$100	School counselor
District Assessments	Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal
Guidance Lessons	The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/20/2013	12/31/2014	\$0	School counselor
Poster Fair	Students will create a poster to publicize a career or college of their choice.	Other	08/20/2013	12/31/2014	\$50	counselor, grade level administrator, art teachers
Smart Technologies	Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/20/2013	12/31/2014	\$2500	Principal, grade level administrator
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	08/20/2013	12/31/2014	\$100	YSC Coordinator, Administration
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 <a href="http://www.meyzeek.org">www.meyzeek.org</a>	Behavioral Support Program	08/20/2013	12/31/2014	\$0	YSC coordinator, school counselor, web master, assistant principals and security staff
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	08/20/2013	12/31/2014	\$2500	Principal, Grade Level Administrator, Department Chair
Peer mediation	The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/20/2013	12/31/2014	\$0	YSC coordinator, assistant principals, 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	08/20/2013	12/31/2014	\$200	Counselor, Attendance Clerk, Technology Coordinator

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**Total**      \$39250

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/20/2013	12/31/2014	\$0	principal, department chair
Diagnostic/Proficiency Tests	Teachers will work together within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/20/2013	12/31/2014	\$0	staff developer, teachers, principal
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	08/20/2013	12/31/2014	\$0	Principal, Department Chair
Class Novel Sets	Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/20/2013	12/31/2014	\$0	Language Arts Department Chair
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	08/20/2013	12/31/2014	\$0	principal, grade level administrator, department chair
Admin Team PLCs	Administrators and ECE coordinator 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	08/20/2013	12/31/2014	\$0	Principal, Assistant Principal, Counselors, Resource Personnel
Analysis of Student Work	Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator s, Language Arts Department Chair

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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.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
Summative Assessments	Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal
Standards-Based Instruction	Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Department Chair
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
Student Laptop Usage	Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com) that support and enhance the module curriculum.	Technology	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	Principal, ESS Coordinator
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	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Principal, Department Chair
Inquiry-Based Classrooms	Students will participate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair

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Development of Common Learning Targets	Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	principal, grade level administrator
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrators, Department Chair
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	Principal
Data Monitoring	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal
Communication	Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/20/2013	12/31/2014	\$0	Building Assessment Coordinator and 7th grade teachers
Writing to learn and demonstrate learning	Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/20/2013	12/31/2014	\$0	principal, department chair
Behavior Incident Log Professional Development	Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/20/2013	12/31/2014	\$0	Principal, Assistant Principals, ECE Coordinator



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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	08/20/2013	12/31/2014	\$0	Principal
Interventions	Assign students still not meeting benchmarks after the spring assessment to appropriate Study Island lessons.	Academic Support Program	08/20/2013	12/31/2014	\$0	Response to Intervention Lead and 7th grade teachers
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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	Principal
Common Assessments	Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will be analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/20/2013	12/31/2014	\$0	Social Studies teachers
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
Collaboration with Staff Developer	Staff developer will work with department members to implement the PLC.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Department Chair, Staff Developer
TPGES Modules	Meyzeek teachers will participate in four modules during awareness year 2013-14.	Professional Learning	08/20/2013	06/04/2014	\$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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair, 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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair

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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	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
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	08/20/2013	12/31/2014	\$0	Principal
Develop Common Assessments	Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Department Chair
Student laptops	Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/20/2013	12/31/2014	\$0	Department chairs
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. 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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, 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	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Department Chair
Use of Authentic Scientific Equipment	Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
Department Pacing Guide	Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Department Chair
Expectations	Ensure that all staff understand TPGES components and expectations around the following: Kentucky Framework for Teaching, self-reflection, student growth goal development, professional growth goal development, student voice, and effective feedback.	Policy and Process	08/20/2013	06/04/2014	\$0	Principal
Common Assessments	Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal

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After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
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	08/20/2013	12/31/2014	\$0	Department Chair
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 program sessions per week.	Technology	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Language Arts Department Chair
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	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
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	08/20/2013	12/31/2014	\$0	Staff developer, principal
District Curriculum Map	Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Department Chair
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	08/20/2013	12/31/2014	\$0	principal, grade level administrator
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Staff Developer, Department Chair

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CR Classroom Support	During core instructional time, teachers intentionally design sponges/anchor activities to reinforce and/or reteach College Readiness Standards	Direct Instruction	08/20/2013	12/31/2014	\$0	7th grade teachers
Analysis of Student Work	Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	principal, department chair
Advisory	Advisors will utilize lessons designed to analyze Explore results and Individual Learning Plans to set college and career goals.	Direct Instruction	08/20/2013	12/31/2014	\$0	counselor, grade level administrator and 8th grade advisors
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	08/20/2013	12/31/2014	\$0	Principal
Homework	Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/20/2013	12/31/2014	\$0	Department Chair
Collaboration to Modify Instruction	Teachers will collaborate to modify instruction based on student work samples.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal
Formative Assessments	Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/20/2013	12/31/2014	\$0	Social Studies teachers
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	08/20/2013	12/31/2014	\$0	principal
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	08/20/2013	12/31/2014	\$0	principal, grade level administrator
Common Goals and Objectives	Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	Principal

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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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administration
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	08/20/2013	12/31/2014	\$0	Principal, All teachers
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	08/20/2013	12/31/2014	\$0	Math Department Chair
Summative Assessment	Teachers will utilize summative assessments (teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, 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	08/20/2013	12/31/2014	\$0	PLC members, staff developer
Reading Intervention PD	Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/20/2013	12/31/2014	\$0	Staff developers, Teacher leaders
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	08/20/2013	12/31/2014	\$0	principal, staff developer, grade level administrators
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/20/2013	12/31/2014	\$0	Principal, Department Chair
Laptop Carts	Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/20/2013	12/31/2014	\$0	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	08/20/2013	12/31/2014	\$0	Principal, All Teachers

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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	08/20/2013	12/31/2014	\$0	Principal, ESS Coordinator
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	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	counselor, grade level administrator
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	08/20/2013	12/31/2014	\$0	Principal, All Teachers
Summative Assessments	Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
Analysis of Data	Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/20/2013	12/31/2014	\$0	principal
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, 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	08/01/2013	12/31/2014	\$0	Principal, staff developers
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	08/20/2013	12/31/2014	\$0	Principal, Staff Developer
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair

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Advanced Literacy	Advanced literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the intervention plan.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrators, Language Arts 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	08/20/2013	12/31/2014	\$0	Principal, Department Chair
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	08/20/2013	12/31/2014	\$0	Principal
Learning Targets	Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$0	Principal, ESS Coordinator
Parent Night	Parents will be invited to a parent night to discuss Explore results, World-of-Work map, and the ILP.	Community Engagement	08/20/2013	12/31/2014	\$0	counselor, grade level administrator
Data Monitoring	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrators, Language Arts Department Chair
Common Assessments	Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Department chair, principal
Science Curriculum	Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Principal
Formative Assessment	Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, Department Chair

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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	08/20/2013	12/31/2014	\$0	Administrators
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	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Principal, Staff Developer, 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	08/20/2013	12/31/2014	\$0	Principal
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	08/20/2013	12/31/2014	\$0	Principal, Grade Level Administrator, Department Chair
Independent Reading	Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/20/2013	12/31/2014	\$0	Language Arts Department Chair
Technology	Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/20/2013	12/31/2014	\$0	Math Department Chair
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	08/20/2013	12/31/2014	\$0	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	08/20/2013	12/31/2014	\$0	Principal
CIITS	The principal and assistant principals will become proficient in the use of CIITS with intentional focus on the Educator Development Suite.	Professional Learning	08/20/2013	06/04/2014	\$0	Principal, Assistant Principals
Leveled Novels	Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/20/2013	12/31/2014	\$0	Language Arts Department Chair
Standards-based Instruction	Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/20/2013	12/31/2014	\$0	Principal, 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	08/20/2013	12/31/2014	\$0	principal



## 2013-2014 Meyzeek Middle School Comprehensive School Improvement Plan

Albert E. Meyzeek Middle School

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	08/20/2013	12/31/2014	\$0	principal, department chair
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observation Certification	The principal and assistant principals will pass proficiency in the Danielson Framework to perform teacher observations for growth and development of teachers.	Professional Learning	08/20/2013	06/04/2014	\$1600	Principal, Assistant Principals
Statewide Pilot	Meyzeek Middle School will participate in the statewide pilot of the Teacher Professional Growth and Effectiveness System.	Professional Learning	08/12/2013	06/04/2014	\$2500	Principal, Assistant Principals, Pilot Teachers
<b>Total</b>					\$4100	

### 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	08/20/2013	12/31/2014	\$5000	Principal, ESS Coordinator
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/20/2013	12/31/2014	\$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	08/20/2013	12/31/2014	\$5000	Principal, ESS Coordinator
Science Notebook Entries	Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/20/2013	12/31/2014	\$5000	Principal, Grade Level Administrator, Department Chair
<b>Total</b>					\$18000	