



Continuous Achievement Process & Plan

2025 Quarter 1

Our Vision

Our Mission

6th Grade ELA Goal

Achieve a 60% pass rate for the selected standard by the end of the quarter.

Students will increase their narrative vocabulary proficiency from % as measured by the Fall iReady to % as measured by the Unit 1 vocabulary pre- and post-tests using vocabulary from the Springboard book by January 31, 2025. Our focus sub-groups include students who are two or more grade levels behind based on their June 2024 iReady scores. Our strategies will include: teacher pull-outs, co-teaching, Kahoots! for vocabulary engagement, and Word Banks implemented in ELA INBs. Vocabulary words will also be posted on the ELA classroom We will learn, teach, and practice focus comprehension strategies such as Monitoring & Fixing Up in addition to Predicting, Interring, Visualizing, Questioning, and Getting the Gist.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

UNIT: Narrative Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We plan to have students write Unit 1 vocabulary words and their definitions in a Word Bank in their INB. Students writing words in and definitions in a Word bank is one strategy. What others will you use? Frayer model, mini lessons on root words/prefixes/suffixes, explicitly teaching fix-up strategies for word attack such as sound out, separate unknown words into syllables and sound out, reread/read on to decide what would make sense, look for word parts- prefix, affix, root words, ask someone.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students enrolled in the co-taught ELA 6th grade class will receive instruction from two teachers, Armstrong and Perkowsky. We will provide differentiated instruction with small groups, stations, and individualized online assignments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who are scoring low on their iReady, will be placed in a Reading Intervention class with a small group of students. The students who need extra supports may also be placed in EL classes, Special Ed classes, or double dosed in general education and special education classes, according to their needs. This also includes students with 504s.

6th Grade Math Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

There are: 96 students at level 1 28 students at level 2 3 students at level 3 1 student at level 4 By January 10, 2025, 72 of the 96 students at a level 1 will improve to a 3 (75% increase from 1 to 3). 21 of the 28 students at a level 2 will improve to a 3 (75% increase from 2 to 3) based on the General Priority Standard Summative Assessment Criteria Rubric on the district website for Multiplying and Dividing Fractions by Fractions Standard.



CURRICULUM: the standards and units we are targeting

STANDARD: 6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions

UNIT: Topic 1 - Use Positive Rational Numbers



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teacher will use Jo Boaler activities designed to build background and concept knowledge. Students will be in assigned to heterogenous groups with a variety of abilities. Rough Draft Math Better-Clearer discussion graphic organizer Handy Page Folder accessible to all students (folders with multiplication charts, procedures for making common denominators, vocabulary, etc.) Integrate fractions throughout other lessons/topics/standards

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

*Teacher will work with small groups based on concepts students are struggling with. *Teacher will use manipulatives and teach specific reading thinking strategies (visualize, draw a picture, ask questions, predict, estimate, infer, make generalizations) with math concepts *Teacher will meet with each group at least 2 times a week *Teacher will use Reteach to Build Understanding, Additional Vocabulary Support and Build Mathematical Literacy worksheets provided by Savaas curriculum

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students are enrolled in a LAP math class and in a co-taught math class.

6th Grade Science Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

By implementing exit slips, StudentVue assessments and class wide discussions and other formative assessments such as drawing models, graphic organizers, curriculum progress trackers (INB) we will increase growth by X above baseline (first draft of phenomenon drawing) by end of the unit in October-November 2024. Our focus sub-groups include students with IEPs, students with 504s, and ML students, and students who demonstrate gaps in their learning or abilities based on iReady reading scores and direct classroom observation. Our strategies will include: teacher check-ins, INBs, reading material in OpenSciEd, and applying AVID reading strategies such as Strategic Previewing, Checking for Understanding, Think Out Loud starters, and Marking the Text, and Monitoring and Fixing Up.



CURRICULUM: the standards and units we are targeting

STANDARD: 6-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

UNIT: Unit 1: Light and Matter



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

-Observation of initial phenomena -Small Group and Whole class discussions of observations -Group Work -Lab Activities/one way mirror window box model -Observations of related phenomena -Modifying instruction based on formative assessments -AVID reading strategies will be applied to the few reading articles included in OpenSciEd. The strategies include, but are not limited to, Strategic Previewing, Checking for Understanding, Think Out Loud starters, Marking the Text -AVID note taking strategies such as INB, graphic organizers, notice/wonder charts, tables for recording data, etc

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Intentional seating Peer review feedback Exemplars Modified instruction, such as breaking down directions into smaller parts and using graphic organizers such as notice and wonder charts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Collaboration with SPED and ML Support staff to adjust strategies to meet needs of individuals learners

6th Grade Social Studies Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

Using social studies CFA, we have identified 50% of students are unable to understand that there are multiple perspectives and interpretations of historical events. (SOC6-12.H3). By implementing common formative assessments, AVID Strategies to support disciplinary literacy, rubrics, and modeling we will increase proficiency from 50% to 75%. By focusing on SOC6-12.H3 our grade level will move 25% of students from approaching to meeting standard by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events.

UNIT: Mesopotamian Milestones



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing graphic organizers, scaffolding, modeling, and using Mark the Text AVID strategies teachers will use whole group, partner, and small group instruction to support students in understanding how to use social studies content to support a claim to ensure that students are able to meaningfully communicate ideas with a key audience. Students will do this through the production of a summative paragraph that hits on the social studies topic at the end of each module with a focus on clear communication of ideas. Additionally, students will monitor their progress by tracking their scores for each paragraph. Feedback will be given 4 times prior to the post assessment by the teachers.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the Social Studies core instruction, students will participate in small group instruction as needed based off of formative paragraph scores. Teacher will use 1 on 1 confering, and small group reteach in order to provide opportunities to discuss challenges and get support.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students with IEP services in reading and written expression will participate in small group instruction with their case managers. Social Studies teachers will confere with Special Education case managers to support these students. Progress will be measured through the summative assessments and brought to PLC meetings to inform classroom teachers of proccess being made in support with this goal.

7th Grade ELA Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

Students will increase their vocabulary proficiency from 21% as measured by the Unit 1 pre-test to 80% as measured by the Unit 1 post-test using vocabulary from the Springboard book by January 31, 2025. Our focus sub-groups will be ELL and SPED students. Our strategies will include: teacher pull-outs, Kahoots! for vocabulary engagement, and Word Banks and Word Walls implemented in ELA rooms and ELA notebooks. We will learn, teach, and practice focus comprehension strategies such as Monitoring & Fixing Up in addition to Predicting, Interring, Visualizing, Questioning, and Getting the Gist.



CURRICULUM: the standards and units we are targeting

STANDARD: L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

UNIT: Narrative Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We plan to have students write vocabulary words and their definitions in a Word Bank in the back of their notebooks. We will implement Word Walls in our classrooms featuring the target vocabulary from Unit 1. Socratic Seminars. Students will learn and practice vocabulary strategies such as the Frayer model, using root words/prefixes/suffixes to figure out meaning of unknown words, fix-up strategies for word attack such as sound out, separate unknown words into syllables and sound out, reread/read on to decide what would make sense, look for word parts- prefix, affix, root words, ask someone.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will use the vocabulary words in Socratic Seminars. Utilize quickwrites as a high-yield strategy to encourage participation.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who scored low (4 or below out of 8) on their Unit 1 Pre-test, will be targeted for specialized individualized instruction when possible. The students who struggle will also be placed in ELL classes and Special Ed co-taught classes. This also includes students with 504s. Classes are using nonfiction and fluency improvement in order to improve the vocabulary skills of the identified students.

7th Grade Math Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

Using the Savvas Assessment for end of year, "number sense," we've identified 70+% of students who are unable to perform operations with rational numbers. by implementing the following instructional strategies: opportunities for student discourse, direct work with note-taking, linking personal interests to content learning and modeling, we will increase proficiency from 55% to 75% or more in 7th grade, including 65% of students below grade level in math. By focusing on 7.NS.A our grade level will move to 55+% out of below standard to passing standard on the alternate Savvas end of year Assessment.



CURRICULUM: the standards and units we are targeting

STANDARD: 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

UNIT: Topic 1 - Integers and Rational Numbers



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing opportunities for student discourse, linking personal interests to content learning, and modeling, we will use whole-group, partner, and small-group instruction to support students in understanding 7.NS.A to ensure students can solve addition/subtraction and multiplying/dividing rational numbers. Students will write a number operation expression from sentences and word problems with correct operations. Students will monitor their progress through daily entry tasks and exit tasks and weekly self-reflection.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the supports listed for Tier 1, the teacher(s) will: * Provide "just in time" support such as pre-worked examples, additional reasoning time, error analysis, and probing questions for students and pairs of students. * Activate student thinking from 6th-grade math building blocks. * Peer-to-Peer work with higher-achieving classmates. * Sample work that does not include word problems.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Additional support with foundational arithmetic, vocabulary, manipulatives, and time with review in intervention class.

7th Grade Science Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

Does using a consistent rubric for evaluation of student generated CER responses to a phenomena or problem allow to increase student growth in target ELA areas for science and Meeker in a Unit. By having a consistent rubric, students can evaluate their progress and see what next steps or additional info might be needed to improve their skills. As well as foster better communication around individual child support by the school team.



CURRICULUM: the standards and units we are targeting

STANDARD: 7-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

UNIT: Unit 1: Chemical Reactions and Matter



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will implement high-impact Science whole group instructional strategies such as using learning targets, success criteria, project rubrics, questioning, classroom discussion, and providing feedback. In addition, students will complete hands-on projects and experiments, take notes, complete practice assignments, and use feedback to retake assessments and/or revise their work.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will implement high-impact flexible small group instructional strategies to support student who need extra support based on pre-assessment data and iReady reading scores. Strategies will include adult-led small groups, re-teaching, and guided practice. Additionally, students will be able to retake assessments and/or revise their work.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

-Creation of sentence starter, graphic organizer, or other supplement material created in collaboration with student support team to give these students access and support in creating a CER. -Team Criteria focus grading "Let's really focus on your claim, before the others" -Cross-curricular explorations of CER application and content team discussion on supports and interventions (Make sure X uses their organizer).

7th Grade Social Studies Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

Students will achieve meeting standard from 64% passing as reflected in their pre-assessment data from the Connected unit, to 80% passing by the end of the Connected unit where they will complete interactive community boards/murals. Additionally, the use of discussion posts, curriculum-based student workbooks, and intentional grouping will support their understanding as they work toward the SOC6-12.H3 standard.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events.

UNIT: Connected



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Implementing direct instruction and appropriate questioning the PLC will use whole group, partner, and small group instruction to support students in understanding_ SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events to ensure students are able to explain and develop an argument about WA state has been impacted by individuals and movements, cultures and cultural groups, Students will work in teams to research, design, and propose a mural for a public space in the community that tells a more inclusive story of the people who shaped the region where we live and the state. Teams will present their completed mural proposal to individuals from their class and other classes in the building. Additionally, students will monitor their progress by giving feedback as students work on their murals as they work to produce their final product. To support student reading comprehension, students will also learn and practice literacy comprehension strategies which may include Monitoring & Fixing Up, Predicting, Inferring, Visualizing, Questioning, and Getting the Gist, to support them in comprehending the content learned in this unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

The PLC will use single point rubrics to provide feedback to students. Students in Tier 2 will have the opportunity to retake the assessments to show mastery of the standard. Students will also be intentionally grouped with other Tier 2 students so the teacher can support these smaller groups.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Provide one on one support as needed, confer with special education teachers for support, modify assessments as needed and appropriate.

8th Grade ELA Goal

Achieve a 90% pass rate for the selected standard by the end of the quarter.

By January 30, 2025, 100% of 8th-grade ELA students will show growth in vocabulary, and 90% of students will be meeting standard as measured by the summative assessment on the most common English prefixes, roots, and suffixes.



CURRICULUM: the standards and units we are targeting

STANDARD: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases - gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

UNIT: Narrative Reading and Writing



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Explicit vocabulary instruction with a focus on prefixes, roots, and suffixes ; Total physical response (TPR) ; Examples of vocabulary in context ; Opportunities to practice using vocabulary in context ; Vocabulary games ; Formative assessments with immediate feedback ; UDL/inclusive teaching practices

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Re-teaching vocabulary; Extra practice with prefixes, roots, and suffixes in small groups; Additional TPR practice and additional example sentences in small groups or one-on-one; opportunities to re-take assessment to demonstrate growth

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Collaboration with case manager to address IEP needs related to vocabulary; If needed, we will modify the assessment with fill-in-the-blank sentences instead of having students create their own

8th Grade Math Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

Specific: On the Topic 1 Solving Linear Equations and Inequalities assessment, the percentage of students at the proficient level will increase to 50%. Students will continue to work on this skill in later units as well. Measurable: We will use the teacher created readiness assessment, and other teacher constructed mid and post- assessments to measure student performance. Action Oriented: We will use both formative and summative classroom assessments to monitor student growth, including exit tickets and other formative assessments using a single point rubric. Relevant: Students who achieve this goal will have a stronger foundation for solving and work with other more complex linear equations in the future. Time-Bound: We plan on achieving this goal by October 21. Inclusive: Students will use multiple mathematical representations to show evidence of mastery as well as its relationship to prior work in other content strands. We will also monitor student growth using classroom-based exit slips, conferring strategies and other formative assessment. Equitable: By using CRT strategies and brain research as well as being intentional with the items we use and don't use, we will provide access to a wider range of reading levels.



CURRICULUM: the standards and units we are targeting

STANDARD: HSA-REI.B Solve equations and inequalities in one variable

UNIT: Topic 1 - Solving Equations and Inequalities



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will focus on using MP #3: Use & Connect Mathematical Representations. We will select and/or create tasks that lend themselves to multiple representations, tasks that allow students to have mathematical insights between representations, tasks that ask students to compare representations (MP #8) and connect representations to mathematic concepts. All algebra classes will continue to use INB (interactive notebooks) this year, and we plan to include relevant AVID strategies such as writing a note to yourself, formative five and reflections.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group strategies could include: 1) Conferring with small groups of students that appear to have the same misconception. 2) Grouping students based on common misconceptions as identified by exit tickets/single point rubrics. 3) Station work/individualized tasks to target specific groups of students with specific misconceptions.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Step 1: Pre-teach upcoming concepts to students in intervention class in order to give them more exposure to sense making activities. Step 2: Targeted re-teaching to concepts and skills that have been identified as needing more support. Step 3: Utilize the LAP funded software program iXL to provide differentiated instruction based off individual need.

8th Grade Science Goal

Achieve a 60% pass rate for the selected standard by the end of the quarter.

Initial data less than 1 student passed pretest out of 145 and 93% were at beginning. By the end of Unit 8.1 Contact force (November 15, 2024) 60% of students will be at level 3 (meeting) or better. 75% will have improved to approaching or better.



CURRICULUM: the standards and units we are targeting

STANDARD: 8-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. *

UNIT: Unit 1: Contact Forces



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Using the district approved curriculum, we use direct instruction group work, lab activities, individual work time, student discourse, use of Student INB's, and research activities. Action Step 1 – Core instruction: Observation of initial phenomena Whole class discussions of observations Group Work Lab investigations centered around the question, "Why do objects sometimes get damaged when they hit each other?" Observations of related phenomena Modifying instruction based on formative assessments AVID reading strategies to be determined as the curriculum has no textbook, with use of CK12 when needed AVID note taking strategies such as INB, graphic organizers, notice/wonder charts, graphing skills, tables for recording data, etc.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Paring lower scoring students with higher scoring students, Use of student discourse and student circles, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured in their progress tracker.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

HIB Plan, 360 Review, Intentional Seating, Intentional Grouping, Additional Time limits.

8th Grade Social Studies Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

Students will achieve meeting standard from 51% passing to 75% passing by the end of the Untold Stories of the American Revolution unit, as evidenced by assessment data from Untold Stories of the American Revolution, and with the use of discussion posts, curriculum-based student workbooks, graphic organizers, and intentional grouping. Additionally, all students will show growth in reading comprehension as evidenced by iReady reading assessment through use of reading comprehension strategies such as fix it up, predicting, inferring, visualizing, questioning, getting the gist.



CURRICULUM: the standards and units we are targeting

STANDARD: SOC6-12.H3- Understands that there are multiple perspectives and interpretations of historical events.

UNIT: Untold Stories of the Revolution



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The PLC will use discussion posts, think-pair-share, district provided workbooks with graphic organizers with whole group and flexible small group instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

The PLC will use single point rubrics to provide feedback to students. Students in Tier 2 will have the opportunity to retake the assessments to show mastery of the standard. Students will also be intentionally grouped with other Tier 2 students so the teacher can support these smaller groups.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Provide one on one support as needed, confer with special education teachers for support, modify assessments as needed and appropriate.

Behavior Goal

Ensure 97% of students have behaviors NOT resulting in suspension or expulsion.

S: We will decrease the percent of students receiving exclusionary discipline from 95.2% to 97% by June 2025. Additionally, we will decrease the percent of students receiving teacher referrals from the classroom by 25%. M: Using PowerBI, Synergy Incident Referrals, and weekly data pulls to progress monitor. A: We will progress monitor discipline referral type, frequency, and interventions by grade level, gender, program, race, and ethnicity on a weekly basis. R: This is relevant is key to a safe, inclusive, and welcoming school culture. T: By the end of 2nd semester, June 2025. I: We will pay special attention to students who identify as BIPOC and who receive special education services to ensure these historically disenfranchised students feel welcomed, included, and connected. E: We will disaggregate data by race, ethnicity, gender, grade level, and program to check for disproportionality.

Root Cause Analysis

Disproportionality results when educators make decisions with implicit unconscious bias and without student/family voice. When educators explicitly teacher behavior expectations they learn and use Culturally Responsive social emotional learning practices to build relationships, including positive home communication and restorative practices, they will become more effective and students will be more successful in following behavior expectations, which in turn will reduce discipline and bias.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

3.9% of exclusions of those identified as White while 21.1% account for all discipline; 4.9% of exclusions of those identified as Asian while 7.1% account for all discipline; 5.3% of exclusions of those identified as Multi-racial while 24.8% of account for all discipline; 6.1% of exclusions of those identified as Latino while 31.8% of account for all discipline; 16.7% of exclusions of those identified as African American while 39.6% account for all discipline, 33.3% of exclusions of those ide

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Building on prior professional development on implicit bias and vulnerable decision-making points, we will work on strengthening building-wide capacity to proactively prevent unexpected behaviors in classrooms through monthly professional development provided in collaboration with Meeker's Whole Child Team and COST. We will use discipline data on location to monitor progress. Additionally, we will ask teachers to self-assess 3 times a year on the following criteria: • I have routines that helps students get regulated, focused, and connected to learning. • I implement high-interest entry tasks that engage students as they enter the classroom. • I create community agreements for my classroom. • I teach behavioral expectations on an on-going basis. • I anticipate situations when students are likely to exhibit problem behavior and offer precorrections. • I consistently recognize and acknowledge students when they are meeting the behavioral expectations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Create student, home, and school partnerships to engage students, families, and staff voices in the co-creation of behavior expectations, practices, and systems: 1. Engage Meeker's Student PULSE group in communicating behavior norms consistent with the Wolverine Way in teacher voice via weekly Meeker Minutes video announcements.; 2. Class newsletters/info – Sharing what learning is taking place and providing questions to engage the student and guardian in a conversation. 3. Positive home communications on a regular basis (5 positive to 1 negative communication) through phone calls, postcards, email, etc. 4. Provide further opportunities for family involvement/engagement within the building both during school hours and after hours. 5. Continued General Education participation in IEP's meetings. 6. Student Team meetings – this includes the student, family, teachers, and admin to communicate needs and create goals. Occurring preemptively or in response to a need. 7. Include family and community representation to our Whole Child Team.

Art Goal

Achieve a 95% pass rate for the selected standard by the end of the quarter.

By the end of the unit, students will be able to generate and conceptualize original artistic ideas through daily qualitative assessments (Entry and Exit tasks) and a final project. The goal is to enhance students' ability to draw from diverse sources of inspiration, develop and refine their concepts through brainstorming and sketching, and critically navigate digital sources for unbiased information. Teachers will use a clear rubric to outline specific learning objectives and expectations, ensuring equitable access to resources and feedback. Progress will be monitored through ongoing formative assessments and a quantitative analysis at the end of the unit to evaluate overall achievement and effectiveness of instructional strategies.



CURRICULUM: the standards and units we are targeting

STANDARD: Art-1 Generate and conceptualize artistic ideas and work

UNIT: Art NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole group sessions will introduce and model brainstorming techniques, concept development, and media literacy, with a focus on evaluating digital sources for unbiased information. Flexible small groups will provide targeted support based on students' needs, offering differentiated instruction and feedback to refine their ideas. Daily Entry and Exit tasks will be used for qualitative assessments, and a clear rubric will outline learning objectives. Progress will be monitored through formative assessments and adjusted as necessary to ensure equitable access to resources and an inclusive learning environment where all students' perspectives are valued.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In these additional small group sessions, students will receive focused instruction on specific skills such as brainstorming, sketching, and using digital tools effectively. These groups will work intensively on refining artistic concepts and developing media literacy, with tailored strategies to address individual challenges and reinforce learning. Teachers will provide extra feedback and guidance, ensuring that each student has the support needed to progress. Formative assessments will be used to evaluate improvements and adjust instruction accordingly. By offering this double dose of support, students will have increased opportunities to develop their artistic ideas and achieve the unit's learning objectives effectively.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Frequent Monitoring, Specialized Support Services, Individualized Instruction, Goal Setting and Review, Family and Caregiver Involvement

Music Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

There are __0__ % of 7th-grade students currently meeting the standard based on the Sight Reading Factory pre-assessment. Formative assessments collected during the unit will provide data for whole group, small group, and individual scaffolds and supports. By the end of S1, 70% of students will show growth in Sight Reading, Music Standard 1. We will accomplish this by doing our fall pre-assessment, classroom-based Sight Reading Factory instruction (full ensemble), individual Sight Reading Factory assignments, Whiteboard.fi dictation, and a Fall 2024 post-assessment.



CURRICULUM: the standards and units we are targeting

STANDARD: Music-5 Develop and refine artistic techniques and work for presentation

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

EXAMPLE TEMPLATE: By implementing full group rehearsal and reinforcement of literacy skills, individual assignments and practice, symbol recall and recognition, rhythmic and melodic dictation, and pre/post assessments, teachers will use whole group and small group instruction to support students in understanding Music Standard 1 to ensure students are able to meet standard on sight reading. Teacher practices will include large group rehearsal, solfège kinesthetic alignment, and individual practice. Additionally, teachers and students will monitor progress by use of a sight reading rubric and formative assessment, and feedback will be given on periodic assignments (individual) and full ensemble practice. We use the strategy of Predicting to carefully scan for symbols, signs, new rhythms, and the contour of the melody to anticipate what is next as we practice the sight reading process. We also use Monitoring and Fixing it up to anticipate trouble spots in our 60 second practice time before we get to them when sight reading the excerpt.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the aforementioned high yield strategies, during core instruction, students will participate in small group instruction or tutoring outside of class by request. Students will also receive individual feedback on every assignment with their strengths and areas for growth by rubric and/or written feedback. Progress will be measured by consistent feedback on individual and group sight reading formative exercises.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing the aforementioned High Yield Instructional Strategies (sharepoint.com) during core instruction, students receiving (Title/LAP, EL, SPED) services will utilize extra time for assignments, longer intro time to digest their sight reading exercise before being assessed on it, tutoring/individualized help by appointment, as needed, and/or modified exercise levels. Progress will be measured by consistent feedback on individual and group sight reading formative exercises.

PE Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

Students will meet the mile time requirement or improve their mile time or pacer totals by participating in daily warmups, sports specific trainings and workouts, by the end of first semester. Students who have medical or other physical complications will improve their baseline health by practicing at their ability. For example – a student who couldn't walk one lap will work to complete one lap and then 2 in a timely manner.



CURRICULUM: the standards and units we are targeting

STANDARD: PE-3 Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

UNIT: PE - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step 1 – Core instruction: Daily Warm UP

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additional support in the core classroom: Weekly endurance runs

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students well below standard will be encouraged to set personal records within reach. (For example, instead of completing one lap in 9 minutes, it will be to complete 2 laps in 9 minutes by the end of the quarter)

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 90% positive rating on the selected Climate Survey item.

Specific: Using data from the selected CEE Climate Survey and from a site-created staff survey administered and collected by Meeker's (SCDM) School Centered Decision Making, we will show improvement on the staff Social Emotional Learning goal selected for this year. Measurable: Specifically, Meeker will increase the positive response rate on the CEE staff survey from 41.7% to 90% of staff who positively respond to the item, "My school is a place where people want to come to work." Attainable: This is an action-oriented goal that is attainable goal because 41.7% of our staff were neutral and we believe we can 'tip' these neutral staff toward the positive. Realistic: Given our grit, commitment, available resources, and do-able action plan, we are confident we can achieve this goal. Timebound: We will do this by June 2026. We will show progress toward this goal with benchmark staff surveys administered in February 2025 and June 2025. Inclusive: We will disaggregate this data by service years at Meeker, and certificated and classified staff. Equitable:

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Increase team-building opportunities available to staff, and staff participation in team-building activities. Create, schedule, implement, distribute, and collect feedback on the following: 1. The Great Race 2. Staff spirit wear for each season fall, winter, and spring staff 3. Monthly Friday Happy Hour Cart delivered to each staff member 4. Quarterly potlucks 5. Secret staff spirit days 6. Monthly birthday celebrations 7. Gratitude created and published weekly 8. 7th Period Planning get-togethers at a local establishment 9. Monthly staff community circles using the district's equity series 10. Monthly staff breakfasts 11. PTSA staff celebrations 12. Monthly Wolverine Awards given by staff to staff for specific expressions of appreciation

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 90% positive rating on the selected Climate Survey item.

Specific: Meeker Middle School will increase the percentage of students who enjoy coming to school and increase the rate of students who feel good about their school experience. Measurable: We will use a building-generated survey including two items: 1. Do you enjoy coming to Meeker Middle School? (Y/N) and 2. On a scale of 1-5, how do you feel about your overall experience at Meeker--1 not good and 5 very good? Achievable: We will increase the % of students who enjoy coming to school from 31.5% to 80% and increase the average rating of how students feel about their Meeker experience from 3.24 to 4.24. Realistic: We will accomplish this goal by implementing a variety of Tier 1 strategies that provide every student with positive recognition and opportunities for positive incentives. Timebound: We will administer the survey by June 2025. Inclusive: All student groups will be included in Tier 1 strategies. Equitable: When data is disaggregated by student groups including program, gender, race, ethnicity, and language background, the data will show equitable improvement for all student groups.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

We will achieve this goal by implementing action steps including the following actions: 1. Individualized positive postcards, emails, and/or phone calls home for every student. 2. Letters of Achievement acknowledging high Student Growth Percentage scores on SBAs. 3. Wristband celebrations for GPA improvement between quarters. 4. 100% Club celebration each quarter for students with 0 missing assignments. 5. Meeker Family Culture Night. 6. Meeker Money and Wolverine Warehouse. 7. Increasing adult male positive interactions with Watch D.O.G.S 8. Student leadership class and student PULSE leadership opportunities. 9. Increase structured social activities during breakfast and lunch-time activities. 10. Meeker Family Fun Night.

World Languages Goal

Achieve a 90% pass rate for the selected standard by the end of the quarter.

8th grade Spanish students will increase their written and verbal literacy by: being able to mark a paragraph of text using AVID strategies as well as improve their reading fluency by at least 10%.



CURRICULUM: the standards and units we are targeting

STANDARD: World Language WL.1.2: Interpretive Communication- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

UNIT: World Language - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Model marking the text on screen. Teach how to access and complete Reading Progress assignments, populated by reading level appropriate short reading selections that can be re-recorded to demonstrate mastery. Acting out vocabulary most of the class marked as unfamiliar in a reading text.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Reading fluency practice using Reading Progress app. Small Group with teacher when marking text after individual and partner work with peers. Teacher conference about reading progress app performance. Based upon iReady reading data, reading progress app performance, and text marking in class with generated reading selections. Asking these particular students for needed vocab to add to our class generated list.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

One on one reading aloud with native/proficient speaker in class. One on one reading with teacher. Printed notes for most audio exercises. More frequent notebook checks with written and verbal feedback. Tallying and keeping track in their notebook of specific vocabulary they need to comprehend new texts.