Meeker's vision is that we continue to be a school where staff, students, parents, and community members are proud to call it their school and feel invested in its success. I see this happening by all member's voices being heard and valued in our decision-making process to help all students be successful. Another piece of this vision is in regard to high Academic standards, where students feel challenged in their class as well as supported with assistance they may need to master each standard. This Vision would be a perfect balance of providing students with the social emotional and academic supports they need to promote the whole child so students are learning at high levels and are excited to attend school.
GOAL: Decrease the number of students in Level 2 by 25% through increasing performance in Reading (Claim 1)

Students will increase reading skills through classroom strategies, goal setting, and interventions. In Science and Social Studies, they will be focusing on reading informational text strategies. In ELA, their focus will be on literary text strategies.

Action Step
Whole Child: Advisory check in, teacher or community mentor, extra-curricular activity

Action Step
Academic Supports: focused intervention, reading class, tutoring, after school support (Americorps), classroom accommodations, iReady progress monitoring - tracking growth

Measurement
iReady-Reading (iReady Universal Screener)

Date
Winter Administration

Resources Available
ELA Study Skills class - iReady Growth Monitoring, Americorps Tutor, Instructional coach (Classroom Strategies), choice menu for differentiation, implementing culturally responsive teaching strategies, iReady - iSMs, and SBA IABs

Resources Needed
Funding for after school support (Title Funding), Supplemental Software - MobiMax or i-Excel

Responsible
Geoffrey Piontek, Kaylie Hussey, Hillary Schaffer, Larry Sponberg, Karen McKenna (ELA Study Skills Class), Teresa Jensen, Greg Smith
GOAL: Decrease the number of students in Level 2 by 25% through increasing performance in Reading (Claim 1)

Students will increase reading skills through classroom strategies, goal setting, and interventions. In Science and Social Studies, they will be focusing on reading informational text strategies. In ELA, their focus will be on literary text strategies.

Action Step
Whole Child: Advisory check in, teacher or community mentor, extra-curricular activity

Action Step
Academic Supports: focused intervention, reading class, tutoring, after school support (Americorps), classroom accommodations, iReady progress monitoring - tracking growth

Measurement
iReady-Reading (iReady Universal Screener)

Date
Winter Administration

Resources Available
ELA Study Skills class - iReady Growth Monitoring, Americorps Tutor, Instructional coach (Classroom Strategies), choice menu for differentiating, implementing culturally responsive teaching strategies, iReady - iSMs, and SBA IABs

Resources Needed
Funding for after school support (Title Funding), Supplemental Software - MobiMax or i-Excel

Responsible
Kaylie Hussey, Karen Adams, Karen Mckenna, Marilyn Harrelson, Tim Anderson (ELA Study Skills), Laura Dawson, Susan McMonigal.
GOAL: Decrease the number of students in Level 2 by 25% through increasing performance in Reading (Claim 1)

Students will increase reading skills through classroom strategies, goal setting, and interventions. In Science and Social Studies, they will be focusing on reading informational text strategies. In ELA, their focus will be on literary text strategies.

Action Step
Whole Child: Advisory check in, teacher or community mentor, extra-curricular activity

Action Step
Academic Supports: focused intervention, reading class, tutoring, after school support (Americorps), classroom accommodations, iReady progress monitoring - tracking growth

Measurement
iReady-Reading (iReady Universal Screener)

Date
Winter Administration

Resources Available
ELA Study Skills class - iReady Growth Monitoring, Americorps Tutor, Instructional coach (Classroom Strategies), choice menu for differentiation, implementing culturally responsive teaching strategies, iReady - iSMs, and SBA IABs

Resources Needed
Funding for after school support (Title Funding), Supplemental Software - MobiMax or i-Excel

Responsible
Carolyn Hubbell, Karen Adams, Tim Anderson, Melissa Keevil, Teresa Jensen, Gary Crooks
GOAL: Decrease the number of students in Level 2 by 25% through increasing performance in communicating reasoning. (Claim 3)

Students will improve at precisely constructing viable arguments to support their own reasoning and to critique the reasoning of others. This will be a focus in Math classes this year as they focus on collaborative study groups.

Action Step
Advisory check-in, Mentor, Equity club, and additional support.

Action Step
Focused intervention, support class, tutoring, and additional support.

Measurement
iReady-Math (iReady Universal Screener)
Date
February 1st
Resources Available
Math support classes, Math Lab, teacher discretion support times at lunch or after school, online math support.

Resources Needed
Additional funding for after school targeted intervention and tutoring.

Responsible
Joyce Elder, Francis Reynolds, Corey Amo, Douglas Murr, additional teachers of each individual student.
**GOAL:** Decrease the number of students in Level 2 by 25% through increasing performance in communicating reasoning. (Claim 3)

Students will improve at precisely constructing viable arguments to support their own reasoning and to critique the reasoning of others.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>Concepts and Procedures</td>
<td>African American &amp; Special Education</td>
</tr>
</tbody>
</table>

**Action Step**
Advisory check-in, Mentor, Equity club, and additional support.

**Action Step**
Focused intervention, support class, tutoring, and additional support.

**Measurement**
iReady-Math (iReady Universal Screener)

**Date**
February 1st

**Resources Available**
Math support classes, Math Lab, teacher discretion support times at lunch or after school, online math support.

**Resources Needed**
Additional funding for after school targeted intervention and tutoring.

**Responsible**
Greg Iglesias, Francis Reynolds, Douglas Murr, additional teachers of each individual student.
GOAL: Decrease the number of students in Level 2 by 25% through increasing performance in communicating reasoning. (Claim 3)

Students will improve at precisely constructing viable arguments to support their own reasoning and to critique the reasoning of others.

Action Step
Advisory check-in, Mentor, Equity club, and additional support.

Action Step
Focused intervention, support class, tutoring, and additional support.

Measurement
iReady-Math (iReady Universal Screener)

Date
February 1st

Resources Available
Math support classes, Math Lab, teacher discretion support times at lunch or after school, online math support.

Resources Needed
Additional funding for after school targeted intervention and tutoring.

Responsible
Shannon Otey, Lisa Hertzog, Doug Murr, additional teachers of each individual student.
GOAL: Decrease the percentage of students with a grade C- or below in ELA by 20%.

Students who receive a C- or below in an English course rarely perform at standard on the State Assessment. (SBAC)

Action Step
Advisory teacher and counselor monitor student’s grades

Action Step
English teachers monitor student’s grade and provide additional support if needed.

Measurement
iReady-Reading (iReady Universal Screener)

Date
February

Resources Available
Counselors, Advisory, Staffing, and Tutors

Resources Needed
Additional funding for after school support.

Responsible
Kaylie Hussy, Geoffrey Piontek, Nancy Webster, Advisory teachers, counselors, and Assistant Principal.
GOAL: Decrease the percentage of students with a grade C- or below in ELA by 20%

Students who receive a C - or below in an English course rarely perform at standard on the State Assessment. (SBAC)

Action Step
Advisory teacher and counselor monitor student's grades.

Action Step
English teachers monitor student's grade and provide additional support if needed.

Measurement
iReady-Reading (iReady Universal Screener)

Date
February

Resources Available
Counselors, Advisory, Staffing, and Tutors

Resources Needed
Additional funding for after school support.

Responsible
Kaylie Hussy, Kristy Jordan, Karen Adams, Nancy Webster, Advisory teachers, counselors, and Assistant Principal.
GOAL: Decrease the percentage of students with a grade C- or below in ELA by 20%

Students who receive a C - or below in an English course rarely perform at standard on the State Assessment. (SBAC)

Action Step
Advisory teacher and counselor monitor student’s grades.

Action Step
English teachers monitor student's grade and provide additional support if needed.

Measurement
iReady-Reading (iReady Universal Screener)

Date
February

Resources Available
Counselors, Advisory, Staffing, and Tutors

Resources Needed
Additional funding for after school support.

Responsible
Karen Adams, Carolyn Hubbell, Nancy Webster, Advisory teachers, counselors, and Assistant Principal.
GOAL: Decrease the percentage of students with a grade C- or below in Math by 20%.

Students who receive a C - or below in a Math course rarely perform at standard on the State Assessment. (SBAC)

Action Step
Advisory teacher and counselor monitor student's grades.

Action Step
Math teachers monitor student's grade and provide additional support if needed.

Measurement
iReady-Math (iReady Universal Screener)

Date
February

Resources Available
Math support classes, Math Lab, teacher discretion support times at lunch or after school, online math support.

Resources Needed
Additional funding for after school targeted intervention and tutoring.

Responsible
Joyce Elder, Francis Reynolds, Corey Amo, Douglas Murr, additional teachers of each individual student.
GOAL: Decrease the percentage of students with a grade C- or below in Math by 20%

Students who receive a C - or below in a math course rarely perform at standard on the State assessment. (SBAC)

Action Step
Advisory teacher and Counselor monitor student’s grades.

Action Step
Math teachers monitor student’s grade and provide additional support if needed.

Measurement
iReady-Math (iReady Universal Screener)

Date
February

Resources Available
Math support classes, Math Lab, teacher discretion support times at lunch or after school, online math support.

Resources Needed
Additional funding for after school targeted intervention and tutoring.

Responsible
Greg Iglesias, Francis Reynolds, Corey Amo, Douglas Murr, Lisa Hertzog, Shannon Otey, and additional teachers of each individual student.
GOAL: Decrease the percentage of students with a grade C- or below in Math by 20%

Students who receive a C- or below in a math course rarely perform at standard on the State assessment. (SBAC)

Action Step
Advisory teacher and Counselor monitor student’s grades.

Action Step
Math teachers monitor student’s grade and provide additional support if needed.

Measurement
iReady-Math (iReady Universal Screener)

Date
February

Resources Available
Math support classes, Math Lab, teacher discretion support times at lunch or after school, online math support.

Resources Needed
Additional funding for after school targeted intervention and tutoring.

Responsible
Shannon Otey, Lisa Hertz, Doug Murr, additional teachers of each individual student.