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6th- 340   7th- 344   8th- 310   Males- 546   Females- 448   All- 994

Hispanic- 41.6%

African American- 38.2%

White- 7.9%

Asian- 7.5%

Two or More- 4.3%

American Indian- .3%

Students with Disabilities (SWD)- 14%

Academically or Intellectually Gifted (AIG)- 7.5%

Multilingual Learners (ML)- 21.7%

McKinney-Vento- 1.7%

Attendance Data: 92.73% Average Daily Attendance (93.05%)

Discipline Data: OSS Currently up to 33 (33), ISS Currently up 43 (11)

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12/18- 12/19: Progress Reports (All grades should be updated)
12/19:   Band Concert @ Palisades HS at 6:30 PM
12/23- 1/3/25: Winter Break (No School)
1/2- 1/3:   Teacher Workdays
1/6:   Students return to KMS
1/9:   MVPA Reading Benchmark
1/10:   MVPA Math/Math I Benchmark
1/13:   8th Grade Science Benchmark
1/16- 1/17:   Winter Reading i-Ready Assessment

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Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of sex in educational programs and activities. All public and private schools, school districts, colleges, and universities receiving any Federal funds must comply with Title IX. **KY WiffYbh`m \UjY $ =bW]XYbhg"**

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HYW\bc`c[m#8YKU`h! There are 20 total students without Chromebooks (8- 6th, 7- 7th, and 5- 8th). 3 students will receive one today. 10 need to pay a damage/repair fee before they can receive one. 2 devices are lost. 5 students have not turned in contracts or outstanding balances from last school year. 53 students (4- 8th, 15- 7th, and 34- 6th) still need their devices scanned for the Mid-year inventory check. The deadline is December 20th.

AHGG IdXUhY#7ifbg!Students are continuing to use iReady as an intervention in both Math and ELA classes. Teachers are basing their Center Times around students who need re-looping, and the data that is provided in iReady is helping to guide teachers in how to make modifications in class for students that need extra support.

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The current anchor text that students are still working with is   . Students are starting Module 2, Unit 2; the beginning of this unit has students focusing on reading supplemental informational text and working on defining the central idea(s) and the Author's Claim of those texts. Before Holiday Break, students will be working on a writing assignment focused around the question: "How can I use research tools to find accurate information about an epidemic?"

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ELA 8 is currently working through Module 2, Unit 2 (Mid-Unit will be assessed on 12.12). Before break, students will also complete the Research writing portion of the unit. Focus standards around: citing evidence correctly, knowing how to research effectively, knowing how to analyze if a source is reliable/credible, etc.

After break, students will finish up their Module 2 with the Unit 3 assessment (Lesson 2) as well as completing an Argumentative Writing portion.

GW]YbWY#;ccXfi a! ,ʰ\ ;fUXY GW]YbWY. Earth History Unit. Analyze and interpret data to conclude the relative age of Earth and relative age of rocks and fossils from index fossils and ordering of rock layers, explain the use of fossils, composition of sedimentary rocks, faults, and igneous rock formations found in rock layers as evidence of the history of the Earth and its life form, analyze and interpret data to infer evolutionary relationships by using evidence drawn from fossils and comparative anatomy and explain the process of natural selection, in which genetic variations in a population affect individuals' likelihood of surviving and reproducing in its environment.

Important Dates: 1/13- Science MVPA, 1/21 and 1/22- Unit test
Next Unit: Microbes

+ʰ\ ;fUXY GW]YbWY. Cell Structure and Body Systems. Construct an explanation to conclude how the structures of single-celled organisms carry out all of the basic functions of life including: Euglena, Amoeba, Paramecium, Volvox., Use models to explain how the relevant structures within cells (including cell membrane, cell wall, nucleus, mitochondria, chloroplasts, and vacuoles) function to support the life of plant, animal, and bacterial cells, Use models to explain how the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms functions to support life and Construct an explanation to summarize how the major systems of the human body interact with each other to support life (including digestion, respiration, reproduction, circulation, excretion, nervous).Next Unit: Genetics

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Thursday, 12/12 (Away) Sedgefield

Monday, 12/16 (Home) Piedmont

Thursday, 12/19 (Home) Wilson

Monday, 1/6 (Home) Albemarle Road

Thursday, 1/9 (Home) Randolph

Monday, 1/13 (Away) Eastway

GcW]U` Ghi X]Yg#5bXYfgcb! *h\ [fUXY. Currently in Unit 3. They are discussing how geography, economics, government and culture influenced the development of India and the 3 empires. They will continue exploring the accomplishments, rise and fall of the 3 empires next week. They will test after the break.

+h\ ;fUXY. Has discussed Unit 3- Revolutions. They have reviewed this week and will be testing today and tomorrow. Next week, they will complete a project and will be introduced to the Unit 4- Industrial Revolution. They will continue after the break.

,h\ ;fUXY. Currently discussing working on the Civil War. In this unit, students will complete higher level guided notes, vocabulary word maps, a key battles graphic organizer, a pathway, and a Civil War Battles Project. They will begin the Civil War vocation, and come and they, complete, project and take

algebraic methods to solve linear equations (and inequalities) with multiple occurrences of one variable.

equations, and interpret the solutions in the original contexts. Students in 6th grade honors classes will also represent collections of equivalent ratios as equations. They use and make connections between tables, graphs, and linear equations that represent the same relationships. This work is the foundation for working with linear equations in slope-intercept form.

*h\ ; fUXY. Our 6th grade math students are in the midst of Unit 4, which is Dividing Fractions. Students begin the unit by reviewing and making sense of the meaning of division. There are two ways to think about division - how many in each group or how many equal groups. They then use this understanding to make sense of division problems involving fractions. For example, ⸺ can be thought of as how many groups of ⸺ are in ? As students are exploring these ideas, they use diagrams to model and make sense of their thinking. Teachers guide students to see the pattern that exists when dividing fractions, which leads to the standard algorithm of multiplying by the reciprocal of the divisor, or keep, change, flip. As students become fluent with the procedure for dividing fractions, they will apply this knowledge to find missing (fractional) side lengths of rectangular prisms when given the volume.

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Job Posting for CTE Teacher (1), EC Teacher (1), Spanish (1), and EC Extensions Teacher Assistants (2)

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2/13/2025

3/13/2025

4/10/2025

5/15/2025