

**Kennedy Middle School
School Improvement Team
January 18, 2024**

I. Attendance: Ms. Allen, Ms. McNeirney, Ms. Carmichael, Ms. DeWalt, Ms. Goodrum, Ms. Cafero, Ms. Mateen, Ms. Johnson-Ritchey, Ms. Gaston, Ms. Reaves, Ms. Nathan, Ms. Foote, and Ms. Luqmaan

II. Current Enrollment:

6th- 342 7th- 308 8th- 328 Males- 527 Females- 451 All- 978

Hispanic- 42%
African American- 40.2%
White- 6.9%
Asian- 6.2%
Two or More- 4.3%
American Indian- .2%
Pacific Islander- .2%
Students with Disabilities (SWD)- 13.4%
Academically or Intellectually Gifted (AIG)- 7.8%
Multilingual Learners (ML)- 22.1%
Students with 504s- 3%
McKinney-Vento- 2.8%

Announcements:

1/18: Home Basketball Game
1/19-1/22: PowerSchool Maintenance Weekend
1/22: ACCESS testing for ML students begins
1/22: Home Basketball Game
1/23: Dance Performance @ 7:00
1/23: ELA Benchmark
1/24: Math Benchmark
1/24: End of Quarter 2/Semester 1
1/25: Required Teacher Workday
1/26: 8th Science Benchmark
1/29: Home Basketball Game
2/5-2/6: Reading MAP
2/6: Distribute Report Cards to students
2/7-2/8: Math MAP
2/14: Early Release Day

III. Title IX:

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. **(4 resolved incidents)**

IV. Review of SIP

www.indistar.org

Username: GuestS16777 Password: GuestS16777

Lead Updates:

Technology/Dewalt- There are 45 chromebooks that have been sent to be repaired. There are currently 12 students without chromebooks.

Athletics/Goodrum- We have home games 1/18, 1/22, and 1/29. The game on 1/29 will be held at Olympic High School and the eighth grade basketball and cheerleaders will be recognized. Baseball and soccer tryouts will begin 2/20 and track will begin on 2/27.

MTSS Update/Curns- Students currently on Tier 2 and Tier 3 MTSS plans are working on relooping standards where extra support is needed in iReady (for ELA students) and Dreambox or Khan Academy (for Math Students). The Winter MAP tests will show areas that students have grown in after completing assignments using these supplemental applications. After the Winter MAP tests, we will assess which students are on Tier 2 and Tier 3 MTSS plans based on the scores and the data provided from the test.

Science/Anderson- 6th Grade- Is preparing to test Friday and Monday on the unit of the states of matter, heat transfer, and electromagnetic waves. They will begin quarter 3 with the Lithosphere unit to examine the layers of the Earth. 7th Grade- Is currently on the unit of Cells and Body systems. They are specifically wanting the student to be able to understand the processes, structure, and function of living organisms. They will be ending the unit next week by reviewing and doing the unit test at the beginning of quarter 3. The next unit will be Genetics. 8th Grade- Is testing today and tomorrow on their current Microbiology unit. Next week, they will be reviewing for their upcoming Science Benchmark on Friday 1/26. After the completion of the benchmark testing, they will begin the next unit on Biotechnology.

Social Studies/Cafero- 6th grade SS finished up their Ancient China Unit. 7th grade SS is finishing their Industrial revolution unit with projects. 8th grade SS is in their Civil War unit and did projects. All SS classes will take the CMS provided mid-term.

ELA/Mateen- 6th grade Novel: *The Boy Who Harnessed the Wind*

- M2, U3 (finishing up)
- Working on note-catcher for project:
 - Critical problem?
 - Design solution?
 - Turn this into a presentation
- Also working on daily EOG review using the benchmark from the first round

7th Grade Text: *Patient Zero*

- M2, U3
- Working on a research project on different epidemics that have happened in the world like: covid and ebola. Students will be presenting next week.
- Using short, daily review passages to review important standards

8th grade Text: *Omnivore's Dilemma*

- M2, U3
- Students are preparing for debates by working on outlines of their topics. They will participate in classroom debates by presenting their claims, supporting evidence, and offering rebuttals for opposing viewpoints.
- Using CommonLit to provide students with thorough review of EOG standards.

Math/Johnson-Ritchey-6th grade math students are currently working on Unit 5, which is arithmetic in base ten. This is operations with decimals. This is a difficult unit for our students due to weak foundational skills in the place value system (as a result of disrupted instruction during elementary school). Students also realize that this work can be done using a calculator. Teachers are working on building perseverance in difficult tasks. 6th grade honors math students are currently working on Unit 4 - Expressions and Equations. Students began the unit by working with linear equations that have single occurrences of one variable, e.g. $x + 1 = 5$ and $4x = 2$. They represent relationships with tape diagrams and with linear equations, explaining correspondences between these representations. They will examine values that make a given linear equation true or false, and what it means for a number to be a solution to an equation. Solving equations of the form $px = q$ where p and q are rational numbers can produce complex fractions (i.e., quotients of fractions), so students extend their understanding of fractions to include those with numerators and denominators that are not whole numbers. This work is critical for their success in all future math courses.

7th grade math students are currently working on Unit 5 - Operations with Rational Numbers. In this unit students extend their understanding of integers and integer operations to work with positive and negative rational numbers. A rational number is any number that can be written as a fraction. Fraction operations are an area of weakness for our students (as a result of disrupted instruction during elementary school). Teachers are addressing this unfinished learning while addressing the work in this unit. 7th grade honors students have just finished Unit 4 with an in depth look at proportional relationships, which can be written as a linear equation. Students then explored linear relationships that are not proportional. They used their previous work with similar figures to explore the slope of the line and write equations of non-proportional relationships using slope intercept form ($y = mx + b$). They will be moving into Unit 5 on solving linear equations and inequalities after spending a few days building some pre-requisite skills (rational number operations).

8th grade math students are finishing Unit 4 on solving multi-step equations and inequalities with variables on both sides. Systems of equations were also introduced in this unit and students learned to find the solution to a system of equations by graphing. Unit 5 will begin at the start of Q3 and will focus on Functions. This will be students

first exposure to the term function, but this unit will pull together work they've done around analyzing the relationship between two values since elementary school with in and out tables, to work in 6th and 7th grade with ratios and proportions, to their previous study of linear relationships in Unit 3.

Math 1 students have completed Units 1- 4 of the CMS Math 1 curriculum and will be taking their midterm this week. Students will begin Semester 2, with Unit 5 which focuses on Functions. For middle school students enrolled in Math 1, this will be their first exposure to functions, as well.

SIP Indicators Review

A1.07: All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A2.04: Instructional Teams develop standard-aligned units of instruction for each subject and grade level.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A4.06: All teachers and staff are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

A4.16: The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

V. Other News or Questions- The discussion of Chronic Absenteeism including data of Excused and Unexcused absences from last and this year.

VI. Next Meeting- 02/15/2024