Kennedy Middle School

School Improvement Team

December 12, 2024

I. Attendance: Ms. DeWalt, Ms. Goodrum, Ms. Wilson, Ms. Ming, Ms. Jennings, Ms. Carmichael, Ms. Anderson, and Ms. Trice

II. Current Enrollment:

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)

Announcements:

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

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. **We currently have 0 Incidents.**

SIP Title IX Quarter 2

IV. Review of SIP

www.indistar.org

Username: GuestS16777 Password: GuestS16777

SIP Indicators Review:

KMS SIP at-a-glance

Content Lead Update:

Technology/DeWalt- 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.

MTSS Update/Curns-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.

ELA/Curns- 6th grade ELA: 6th grade ELA students are still focusing on the anchor text, *The Boy Who Harnessed the Wind.* Students will be finishing Unit 1 tomorrow, focusing on the Central Idea of *The Boy Who Harnessed the Wind*. They will also compare the story to graphics in order to help students work on comparing and contrasting. Next week, students will begin Unit 2 and take the Mid Unit Assessment on Wednesday, November 18. The Mid Unit test will focus most heavily on Figurative Language and Central Idea.

7th grade ELA

The current anchor text that students are still working with is *Patient Zero*. 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?"

8th grade ELA:

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.

Science/Goodrum- 8th Grade Science: 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

7th Grade Science: 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

6th Grade Science:

Waves Just finished sound, completed a sound lab. Currently in Electromagnetic Spectrum, light waves, eyes. Explain the relationship among visible light, the electromagnetic spectrum, and sight and explain the effects of electromagnetic waves on various materials to include absorption, scattering, and change in temperature.
Important Dates: Dissecting sheep/cow eyes after the break. **Next Unit:** Lithosphere

Athletics/Goodrum- We are in the Basketball and Cheer season.

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

Social Studies/Anderson- 6th grade: 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.

7th Grade: 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.

8th Grade: 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 Battles Project, highlighting Geographic Location, Key Figures, Strategies and Goals, Outcome and Casualties, and Significance. They are completing the 1st part before the break and the 2nd part after the break. After their project is complete, they will review and take an assessment.

Math/Johnson-Ritchey: Math 1: Math 1 students have been working through Unit 3: Coordinate Geometry and Systems of Linear Equations and Inequalities. They have developed an understanding of the characteristics and key features of linear functions. In addition, students have learned to compare and contrast between different linear functions in various representations. The assessment for Unit 3 will be this week. We will move forward with Unit 4: Two Variable Statistics which guides students through utilizing technology to fit a statistical model to various scatter plots to generalize trends in the data. Once students return from Winter Break, we will complete Unit 4, and begin preparing for the CMS Math 1 Midterm.

8th Grade: 8th grade math students are currently working on Unit 4 - Linear Equations and Linear Systems In this unit, students build on their grades 6 and 7 work with equivalent expressions and equations with one occurrence of one variable, learning

algebraic methods to solve linear equations (and inequalities) with multiple occurrences of one variable. Students will recall that the solution to an equation is a value that can be substituted for a variable and results in a true mathematical statement. Students will realize that the solution set of an inequality will contain more than one value. In the 2nd part of the unit, which will be covered in January, students will revisit linear equations and build on their grades 7 and 8 work with graphs and equations of linear relationships to solve systems of linear equations in two variables. Students will categorize pairs of linear equations graphed on the same axes into three categories: no intersection (lines distinct and parallel, no solution), exactly one intersection (lines not parallel, exactly one solution), and same line (infinitely many solutions).

7th Grade Honors: 7th grade honors students are currently working on Linear Relationships. This unit primarily addresses 8th grade standards. In this unit, students expand upon the work they did previously with representing proportional relationships to look at relationships that have a constant rate of change but are not necessarily proportional (linear). They will explore these relationships in a variety of representations, such as graphs, tables, and equations. By the end of the unit, students will be able to calculate the slope when given two points, find the y-intercept, and write an equation for a linear relationship.

7th Grade: In 7th grade math, students are finishing up Unit 4 on Proportional Relationships and Percentages within the next week. In this unit, students deepened their understanding of ratios, scale factors, unit rates (also called constants of proportionality), and proportional relationships, using them to solve multi-step problems that are set in a wide variety of contexts that involve fractions and percentages. Students explored many real-world applications of percents, including tax, tip, discount, percent of increase/decrease, commission.

When students return from Winter Break, they will begin Unit 5 - Rational Number Arithmetic. This unit will build on work students did in 6th grade with positive and negative whole numbers. In 6th grade students learned to add and subtract positive and negative numbers between -20 and 20. In 7th grade, students will apply this knowledge to perform all operations on rational numbers (positive and negative fractions/mixed numbers).

6th Grade Honors: 6th grade honors students are currently working on the Expressions and Equations unit. This unit addresses only 6th grade standards. Students begin the unit by working with linear equations that have single occurrences of one variable such as $x + 1 = 5$ and $4x = 2$. They 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. By the end of the unit students will be able to write linear equations to represent situations, including situations with percentages and exponents, solve the

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.

6th Grade: 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, $6 \div 1\frac{1}{2}$ can be thought of as how many groups of $1\frac{1}{2}$ are in 6? 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.

V. Other News or Questions

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

VI. Next Meeting-   Thursday, January 16, 2025

2/13/2025

3/13/2025

4/10/2025

5/15/2025