

**Kennedy Middle School**  
**School Improvement Team**  
**November 14, 2024**

**I. Attendance:** Ms. Curns, Ms. Johnson-Ritchey, Ms. Goodrum, Ms. Carmichael, Ms. Trice, Ms. Anderson, Ms. DeWalt, and Ms. Jennings

**II. Current Enrollment:**

6th- 342      7th- 346      8th- 309      Males- 549      Females- 448      All- 997

Hispanic- 41.4%

African American- 38.6%

White- 8%

Asian- 8.9%

Two or More- 3.3%

American Indian- .3%

Students with Disabilities (SWD)- 13.7%

Academically or Intellectually Gifted (AIG)- 7.6%

Multilingual Learners (ML)- 21.9%

McKinney-Vento- 1.7%

Attendance Data: 94.58% Average Daily Attendance (93.61%)

Discipline Data: OSS Currently up to 32 (22), ISS Currently up 30 (9)

**Announcements:**

**11/19: Report Cards and Benchmark Data**

**11/25: KMS Thanksgiving Lunch**

**11/27-11/29: Thanksgiving Break (No School)**

**12/5: Basketball Game (Away)**

**12/9: Basketball Game (Away)**

**12/12: Basketball Game (Away)**

### **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-**

Chromebooks: 29 students are without a computer. 6 students are waiting on chargers to be delivered. 13 of the 29 need to pay for a chromebook. 10 of the 29 need to sign a chromebook form for this year before they can get one.

#### **MTSS Update/Curns-**

Ms. LJR and I have received students on the EC caseload (or students that are being concerned for EC) to analyze iReady data for.

Behaviorally, we held a meeting in October with multiple people from the administrative team in October to discuss a school-wide plan to track chronic behavioral issues so that the entire school is using the same protocol.

## **ELA/Curns-**

### **6th grade ELA:**

Students are finishing up their Module 1 Performance task slideshows of Greek Research and narrative writing, which is the culminating project and will conclude the Module. Next week, they will present their slideshows. At the end of next week, all students will begin Module 2, focusing on the anchor text *The Boy Who Harnessed the Wind*. Unit 1 will focus on central idea, citing textual evidence, analyzing how individual sentences contribute to the development of a text's central ideas, and determining the meaning of words and phrases in a text.

### **7th grade ELA**

Students have started Module 2 and are currently in Unit 1, Lesson 3. In Unit 1, students begin exploring the history of medical epidemics and focus on people's mindsets and contributions, and how they behaved differently from those around them. Students define what a medical or biological epidemic is and focus heavily on vocabulary to create and analyze questions in order to connect medical epidemics to social epidemics. Their mid-unit test will take place next Wednesday and Thursday, November 20 and 21.

### **8th grade ELA:**

This week, students began Module 2 and began reading the anchor text, *The Omnivore's Dilemma*. Students will be focusing on: how to delineate and analyze an argument. In order to do this, students will dive into exploring how an author responds to conflicting viewpoints and look at paragraph structure in an informative text to talk about how to develop key concepts, analyze different mediums for an argument, and discuss why a different medium may be an advantage/disadvantage. Students already have their first perform grade of Q2 completed, which was the Compare and Contrast Essay from Module 1. The next Perform Grade will be the Module 2, Unit 1 Mid Unit Assessment.

## **Science/Goodrum-**

**8<sup>th</sup> Grade Science:** Chemistry Unit: Understand the properties of matter and changes that occur when matter interacts in open and closed systems. Construct an explanation to classify matter as elements, compounds or mixtures based on how the atoms are arranged. Use models to illustrate the structure of atoms in terms of the protons, electrons and neutrons and analyze and interpret data to explain the physical properties of elements and their reactivity. Part 1 Test on 11/14 and 11/15. End of Unit Test on 11/22 and 11/25. Begin Earth History on 11/26.

**7<sup>th</sup> Grade Science:** Cells and Body Systems: Compare the structures and life functions of single-celled organisms that carry out all of the basic functions of life. Compare the

structures and functions of plant and animal cells, including major organelles. Summarize the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, and excretion) and ways that these systems interact with each other to sustain life. Explain why offspring that result from sexual reproduction (fertilization and meiosis) have greater variation than offspring that result from asexual reproduction (budding and mitosis).

### **6<sup>th</sup> Grade Science:**

Waves Unit: Compare the properties of waves to the wavelike property of energy in earthquakes, light and sound. Explain the relationship among visible light, the electromagnetic spectrum, and sight. Explain the effects of electromagnetic waves on various materials to include absorption, scattering, and change in temperature. Sound Wave test will be first week in December, light test will be after winter break, followed by the midterm.

**Athletics/Goodrum-** The first basketball game will be away after Thanksgiving.

### **Social Studies/Anderson-**

**6th grade:** Unit 2 on Mesopotamia and Egypt, focusing on how civilizations developed, and the crucial role rivers played in the growth of these early city-states. They are testing at the end of next week and will begin Unit 3 after the Thanksgiving break.

**7th Grade:** Unit 3-Revolutions Kissane is doing topic 1, the Enlightenment and Dunbar will start the American Revolution (topic 2) today. They will be testing on the Unit 3 December 10/11th. Both of us are on pace with the district's 7th grade pacing guide.

**8th Grade:** As they start Quarter 2, the focus is America's Westward Expansion. Key terms include Manifest Destiny, Louisiana Purchase, Thomas Jefferson and transcontinental Railroad. The unit discusses the Civil War. Students will learn the cause and effect of the war. In addition, they will evaluate the impact it had on America's government, culture and landscape. They will test after the Thanksgiving break.

### **Math/Johnson-Ritchey:**

**Math 1:** Math 1 students have completed CMS Math 1 Unit 2: Linear Equations and Inequalities. We have begun Unit 3: Coordinate Geometry and Systems of Linear Equations and Inequalities. This week (11/12-11/15), we will be completing Lessons 3-6 which connects equations of lines to their graphs, and explores parallel and perpendicular lines on the coordinate plane. Looking ahead, Unit 3 will continue to be discussed for the remainder of the month of November.

**8th Grade:** 8th grade math students are currently working on Unit 3 - Linear Relationships. In this unit, students expand upon the work they did at the end of Unit 2 by exploring similar triangles to recognize a relationship between the vertical change and horizontal change (slope). In this unit, students gain experience with linear relationships and their representations 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.

This is the first unit, where our Math 8 honors classes will have supplemental lessons. These students will look at relationships between two quantities where both variables are given and write linear equations in different forms. Additionally, they will investigate the slopes of parallel and perpendicular lines and write equations for these types of lines. These supplemental lessons will address Math 1 standards.

**7th Grade Honors:** Students wrapped up Unit 2 last week where we explored Rigid Transformations. This 8th grade geometry unit builds upon students' understanding of geometry & geometric measurement from prior grades. Students developed the mathematical language to identify and describe each of the three types of rigid transformations. Students also discovered that performing a sequence of transformations could be used to validate whether two figures are congruent by comparing corresponding angle measures and distances.

In Unit 3, students continue exploring 8th grade geometry standards by extending their application of scale factors (7th grade standards addressed in the 6th grade honors course) and adding Dilations to their transformations tool box. Students will be able to justify whether figures are congruent, similar: where corresponding distances are scaled and corresponding angles are congruent, or neither by using a sequence of any of the four types of transformations. We will conclude this unit with an assessment just before the Thanksgiving Holiday Break.

**7th Grade:** Last month we finished the unit on Introducing Proportional Relationships. We are currently finishing up with our unit on measuring circles and will test on this Friday 11/15. Students gained an understanding of why the circumference of a circle is proportional to its diameter, with constant of proportionality  $\pi$ . Next week we will start unit 4, Proportional Relationships and Percentages.

**6th Grade Honors:** The following is a list of what has been happening in 6th grade honors math at Kennedy Middle School. About a month ago we completed Unit 2, specifically Scale Drawings. More recently we have worked throughout Unit 3, which discusses Ratios, Unit Rates, and Percentages. As we look toward the future, we should be addressing Expressions and Equations in Unit 4.

**6th Grade:** In the previous unit, students began to develop an understanding of ratios and rates. They started to describe situations using terms such as ratio, rate, equivalent ratios, per, constant speed and constant rate. In this unit, students will apply these understandings as they find and use rates per 1 to solve problems set in context. In the second part of the unit, students learn that percent means "per 100" and indicates a rate. Students will use benchmark percentages to calculate the percent of a number. This unit will conclude before Thanksgiving break.

## **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, December 12, 2024**

1/16/2025

2/13/2025

3/13/2025

4/10/2025

5/15/2025