

**Kennedy Middle School
School Improvement Team
October 10, 2024**

I. Attendance and Introductions: Trice, Carmichael, Jennings, Caracci, DeWalt, Goodrum, Parents- Ms. Calfee (7th/8th), Ms. Ming (7th/8th), Ms. Keith (6th), Ms. Wilson (7th), and Mr. Motino (8th)

II. Current Enrollment:

6th- 338 7th- 342 8th- 314 Males- 554 Females- 440 All- 994

Hispanic- 41.1%
African American- 38.2%
White- 8%
Asian- 8.9%
Two or More- 3.3%
American Indian- .3%
Students with Disabilities (SWD)- 13.9%
Academically or Intellectually Gifted (AIG)- 7.6%
Multilingual Learners (ML)- 21.6%
McKinney-Vento- 1.4%

Attendance Data: 94.24% Average Daily Attendance (93.86%)
Discipline Data: OSS Currently down to 11 (15), ISS Currently up 7 (2)

Announcements:

10/14: Home Volleyball Game
10/16: Football Game Away
10/21: MVPA Benchmarks Reading
10/21: Volleyball Game Away
10/22: MVPA Benchmarks Math and Math I
10/23: MVPA Benchmarks 8th grade Science
10/23: Football Game Away
10/28: Volleyball Game Away
10/29: Football Game Away
10/30: Early Release Day
11/1: Quarter 1 Ends
11/4: Teacher Workday (No School for Students)
11/5: Teacher Workday (No School for Students)
11/11: Veterans Day Observance

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.**

IV. Review of SIP

www.indistar.org

Username: GuestS16777 Password: GuestS16777

Content Lead Update:

Technology/DeWalt-

6th Grade: 9 students who need to turn in papers - 3 waiting for chargers - 12 total

7th Grade: 31 students who need to turn in papers - 11 waiting for chargers - 42 total

8th Grade: 16 students who need to turn in papers - 7 waiting for chargers - 23 total

Totals: 77 students without devices - 21 waiting for chargers - 56 needing to turn stuff in

MTSS Update/Curns- We wrapped up our 1st school-wide iReady diagnostic assessment. This assessment gives us baseline data that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. We will take this assessment 2 more times this school year.

ELA/Curns- 8th Grade ELA: This week, all 8th grade ELA classes completed the Module 1, Unit 2 Mid-Unit assessment, which covered theme, objective summaries, and vocabulary in Chapter 16 of *Summer of the Mariposas*. Moving forward, all classes will be working through the second half of unit 2. This covers the task of students researching a Latin American folklore monster and writing a scene of their own that would relate to *The Summer of the Mariposas*.

7th Grade ELA: Students are currently beginning Module 1, Unit 2. In this Unit, students will be researching answers to questions they may have while reading *A Long Walk to Water* during Unit 1, including answering questions about the Lost Girls of Sudan. The focus will be to write objective summaries about the research and articles they read. Students will also watch parts of the documentary titled "God Grew Tired of Us" and write the main idea of this documentary and compare and contrast the information presented (a novel, an article, and a movie) presenting similar information. The Module 1, Unit 2 Mid Unit test will be on Tuesday, October 15.

6th Grade ELA: By the end of this week, all 6th grade ELA classes will have completed their Module 1, Unit 2, Mid Unit Assessment. This assessment emphasized reading *Percy Jackson* and using excerpts from the text to find textual evidence to support themes that are seen throughout the novel. It also highlighted reading informational texts about Greek mythology and comparing common themes in those informational text with themes seen in *Percy Jackson*.

As we are approaching the second half of Quarter One, students will work on the concept of comparing and contrasting by writing an essay comparing Percy Jackson (the novel) and Percy Jackson (the film)

Science/Goodrum- 6th Grade Science: Testing 10/11 and 10/14 on the first unit which was Matter. Beginning Unit 2 which is Heat Transfer. In Unit 2 students will illustrate the transfer of heat energy from warmer objects to cooler ones using examples of conduction, radiation and convection and the effects that may result and will explain the suitability of materials for use in technological design based on a response to heat (to include conduction, expansion, and contraction) and electrical energy (conductors and insulators).

7th Grade Science: Finished up part 1 of Unit 1 (Weather). Almost finished with part 2 of Unit 1 which focuses on the Atmosphere. After the Unit 1 test, they will move on to Unit 2 which is Cells and Body Systems in which they will compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles), summarize the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms, 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 and explain why offspring that result from sexual reproduction (fertilization and meiosis) have greater variation than offspring that result from asexual reproduction (budding and mitosis).

8th Grade Science: Completed Unit 1 on Ecology. Beginning on Unit 2 which is Chemistry. The focus of this unit is to construct an explanation to classify matter as elements, compounds, or mixtures based on how the atoms are arranged in various substances and analyze and interpret data to explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic Table of Elements. They will use models to illustrate the structure of atoms in terms of the protons, electrons, and neutrons (using the location, charges and comparative size of these subatomic particles), without consideration of isotopes, ions, and energy levels and to illustrate how atoms are rearranged during a chemical reaction so that balanced chemical equations support the Law of Conservation of Mass (in both open and closed systems).

Athletics/Goodrum- We are finishing up the Fall season and will begin Winter Tryouts on Tuesday, November 12th.

Social Studies/Anderson- 8th Grade Social Studies has completed two modules this quarter. Module One we discussed the geography of the United States and North Carolina. Module Two we discussed European exploration and its impact on Native Americans. As we move toward the end of the quarter we are going to complete Module Three which discusses the thirteen colonies and Module Four highlighting the American Revolution.

7th grade Social Studies is currently on Unit 2 Exploration. Dunbar is doing the Renaissance and Protestant Revolution this week and Kissane is working on the

Scientific Revolution. They will switch mid next week. Their goal is to test Unit 2 by October 28th.

In 6th grade they have just wrapped up Unit 1, which covered an introduction to social studies and early humans. They are now starting 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.

Math/Johnson-Ritchey- 6th Grade Math - Students in 6th grade math have finished Unit 1 and are beginning Unit 2 this week. During Unit 1 students were decomposing polygons to find the area and surface area using their previous knowledge about the area of rectangles and triangles. In Unit 2, students learn to understand and use the terms “ratio,” “rate,” “equivalent ratios,” “per,” “at this rate,” “constant speed,” and “constant rate,” and to recognize when two ratios are or are not equivalent. They represent ratios as expressions, and represent equivalent ratios with double number line diagrams, tape diagrams, and tables.

6th Grade Honors Math - Honors 6th grade math students have recently completed their first unit, which was a compilation of lessons from 6th grade unit 4 (Division of Fractions) and unit 5 (Base-Ten Arithmetic). They are currently working on Area, Surface Area, and Scale Drawing. This unit of study will include lessons from the 6th grade Unit 1 and 7th grade Unit 1. In this unit, students study scaled copies of pictures and plane figures, then apply what they have learned to scale drawings, e.g., maps and floor plans. Students begin by looking at copies of a picture, some of which are to scale, and some of which are not. They use their own words to describe what differentiates scaled and non-scaled copies of a picture. As the unit progresses, students learn that all lengths in a scaled copy are multiplied by a scale factor and all angles stay the same. They draw scaled copies of figures. They learn that if the scale factor is greater than 1, the copy will be larger, and if the scale factor is less than 1, the copy will be smaller. They study how area changes in scaled copies of an image. This provides geometric preparation for grade 7 work on proportional relationships as well as grade 8 work on dilations and similarity.

7th Grade Math - Students in 7th grade math have completed Unit 1 on Scale Factors and are in the midst of Unit 2. In this unit, students develop the idea of a proportional relationship which builds upon the work they did in grade 6 with equivalent ratios. Proportional relationships prepare the way for the study of linear functions in grade 8. Seventh grade students are expected to describe proportional relationships and constants of proportionality, explain how to determine whether or not a relationship is proportional and how to compare and represent situations with different constants of proportionality, justify whether or not a relationship is proportional, and represent proportional and nonproportional relationships in multiple ways.

7th Grade Honors Math - Honors 7th grade math students are finishing their first unit, which is a compilation of lessons from 7th Grade Unit 3 (Measuring Circles) and 7th Grade Unit 7 (Angles, Triangles, and Prisms). In this unit, students extend their

knowledge of circles and geometric measurement, applying their knowledge of proportional relationships to the study of circles. They extend their grade 6 work with perimeters of polygons to circumferences of circles, and recognize that the circumference of a circle is proportional to its diameter, with constant of proportionality π . They encounter informal derivations of the relationship between area, circumference, and radius. In addition, students investigate whether sets of angle and side length measurements determine unique triangles or multiple triangles, or fail to determine triangles. Students also study and apply angle relationships, learning to understand and use the terms “complementary,” “supplementary,” “vertical angles,” and “unique”. The work gives them practice working with rational numbers and equations for angle relationships. In the next unit, students will apply the rules for operating with integers

8th Grade Math - Eighth grade students are working with transformations of figures. In Unit 1, students learned about rigid transformations (translations, reflections, and rotations) which maintain a figure's size and shape (congruence). They are currently working with dilations, a transformation that creates similar figures. This work calls up students' study of scale factor from 7th grade. Using properties of similar figures, students conclude that if two triangles have two angles in common, then the triangles must be similar. Students also conclude that the quotient of a pair of side lengths in a triangle is equal to the quotient of the corresponding side lengths in a similar triangle. This conclusion is used to introduce students to slope and linear equations. They will build on this initial work with slope in Unit 3 on linear relationships.

Math 1 - Math 1 students are currently working on Unit 2 - Linear Equations and Inequalities. In prior grades, students began building an understanding of how variables, expressions, equations, and inequalities could be used to represent quantities and relationships. Students also made connections among different kinds of representations—algebraic, verbal, tabular, and graphical. In this unit, students further develop their capacity to create, manipulate, interpret, and connect these representations and to use them for modeling. This work will prepare them for working with systems of equations and inequalities in Unit 3.

Math 2 - Students in Math 2 have completed Unit 1 on Rigid Transformations. During this unit, students solidified their previous knowledge of rigid transformations on the coordinate plane (8th grade) while applying their knowledge of functions to define rigid transformations using function notation (Math 1). Students were challenged in this unit to prove characteristics about figures that were transformed. This work is continuing in Unit 2 as we explore the Triangle Congruence Theorems. Unit 2 will be complete before the end of Quarter 1.

SIP Indicators Review

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.

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.

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

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

VI. Next Meeting- Thursday, November 14, 2024

12/12/2024

1/16/2025

2/13/2025

3/13/2025

4/10/2025

5/15/2025