Kennedy Middle School

School Improvement Team

April 10, 2025

I. Attendance: Ms. Anderson, Ms. Curns, Ms. Ming, Ms. Trice, Ms. Carmichael, Ms. Johnson-Ritchey, Ms. Goodrum, Ms. Jennings

II. Current Enrollment:

6th- 341   7th- 357   8th- 312   Males- 556   Females- 454   All- 1010

Hispanic- 41.9%

African American- 38%

White- 7.9%

Asian- 7.8%

Two or More- 4.2%

American Indian- .3%

Students with Disabilities (SWD)- 13.9%

Academically or Intellectually Gifted (AIG)- 7.6%

Multilingual Learners (ML)- 22.5%

McKinney-Vento- 2.5%

Attendance Data: 92.13% Average Daily Attendance (92.23%)

Discipline Data: OSS Currently down to 66 (92)

Announcements:

4/10-4/11: iReady Makeups
4/14-4/21: Spring Break
4/28: Reading MVPA Benchmark
4/29: Math/Math I MVPA Benchmark
4/30: 8th Grade Science MVPA Benchmark
4/30: Rising 6th Grade Parent Night @ 6:00 PM
5/15: Band & Orchestra Spring Concert

TBD: EOG/EOC Dates

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 4

IV. Review of SIP

www.indistar.org

Username: GuestS16777 Password: GuestS16777

SIP Indicators Review:

KMS SIP at-a-glance

V. Lead Updates

Technology: Currently, there are 36 chromebooks in repair. Twenty-four (24) students are without a device. Seven (7) are waiting for devices to return. Fourteen (14) students will still need to pay fees and three (3) students have lost devices, and no loaner.

Athletics: No more home events for 2025. Spring sports teams are finishing up a Fundraiser; they raised about $5k that will be used to enhance the Athletic Department. After break I will begin inventory and Athletic closedown.

Science: 8th Grade: Finished up Energy Unit this week. End of Unit test on 4/10 and 4/11. After Spring Break teachers will begin reviewing standards from each unit to prepare for EOG's. **7th Grade:** Unit 4- Force, Motion and Energy. Working on Newton's Law. After break they will begin working on Position and Distance/Time Graphs and Energy Transfer. The End of Unit Test will be after break. **6th Grade:** Finished up Plants this week. End of Unit test on 4/10 and 4/11. After break they will begin Unit 7 on Ecosystems.

Social Studies: 6th Grade: We are wrapping up our unit in the Middle Ages and will take a brief look back at Ancient Greece to introduce The Odyssey in preparation for our upcoming field trip to The Odyssey Experience play at the Charlotte Children's Theater. After that, we'll begin our next unit on Africa and the rise of Islam. **7th Grade:** We started Unit 7 Cold War this week. We will continue with Lesson 1, followed by an activity going into Spring Break. When we return, we will begin Lesson. **8th Grade:** We are currently working on WWII. In this unit, students will complete higher level guided notes, vocabulary word maps, a timeline, a pathway, and a rigorous Dictator Resume. The next unit after spring break will be The Cold War.

MTSS: Last week,ELA teachers across all grade levels planned an iReady incentive using ELA iReady data for students that have been actively using the platform in class and at home and who have continued to complete assignments and show passing results on those iReady assignments. It was a huge success! We are continuing to try to plan ways to help incentivize all ELA and Math students for iReady while simultaneously explaining the importance of their growth and participation in the activities.

This week, students are currently working on completing their iReady 3 Diagnostic Test. They have 3 Diagnostic tests a year, and this information is pertinent to help us see students' growth from the beginning of the year to the end of the year on Math and ELA standards. We are continuing to push working on iReady during our Center Times for at least 40 minutes a week.

ELA: 6th grade: All 6th grade teachers are using the Module 4 Anchor Text, *Hidden Figures*, and students are currently in Module 4, Unit 2. This unit focuses on students using the text to make claims that are supported by evidence in the text. Their end of unit assessment will be working on reading supplemental texts about the Space Race and West Computers and comparing and contrasting those texts to *Hidden Figures.* In Center Time, teachers are relooping standards and questions from Benchmark 2 that were most commonly missed in their classes and also in CMS as a whole to help prepare students for Benchmark 3 and the EOGs.

7th grade: All 7th grade teachers are using the Module 4 Anchor Text, *Trash Vortex*, and students are currently working on Unit 1. In Unit 1, students are introduced to the concept of plastic pollution and how it affects humans, animals, and the environment. Students will also study the documentary *A Plastic Ocean* and complete note catchers that compare the documentary to the anchor text, all while analyzing the arguments that are proposed in each. To understand these arguments, students will be looking at the author's claims as well as the central idea of both the text and the documentary. The Unit 1 test will highlight questions regarding the central idea and author's purpose (specifically how her claim is distinguished from others).

8th grade: Currently, teachers are relooping concepts that their students needed the most intentional focus on based off of the Benchmark 2 data. Teachers are working on Figurative Language, Theme, Symbolism, and Irony using short stories, poems, and plays as the anchor texts. 8th grade teachers are going to continue to work together to review iReady Diagnostic 3 Data and Benchmark 3 data to prepare lessons that are

engaging and also rigorous to help best prepare students for concepts they will see on the EOGs and in high school.

Math: 6th Grade- Currently working on their last unit, Unit 8, which focuses on Data Distributions. In this unit, students learn about populations and study variables associated with a population. They understand and use the terms "numerical data," "categorical data," "survey" (as noun and verb), "statistical question," "variability," "distribution," and "frequency." They make and interpret histograms, bar graphs, tables of frequencies, and box plots. They describe distributions (shown on graphical displays) using terms such as "symmetrical," "peaks," "gaps," and "clusters." They work with measures of center—understanding and using the terms "mean," "average," and "median." They work with measures of variability—understanding and using the terms "range," "mean absolute deviation (or MAD)," "quartile," and "interquartile range" or IQR. They interpret measurements of center and variability in contexts.

6th Grade Honors Math- Recently their last unit that addressed 6th grade standards. During the next few weeks, the focus will be on reteaching and practicing important skills, such as integer operations, rational number operations, and solving equations to both solidify their mastery of 6th grade standards and expand their learning in preparation for 7th grade honors math.

7th Grade Math- Currently working on their last unit, Unit 8, which focuses on Data Distributions. In this unit, students understand and use the terms "event," "sample space," "outcome," "chance experiment," "probability," "simulation," "random," "sample," "random sample," "representative sample," "overrepresented," "underrepresented," "population," and "proportion." They design and use simulations to estimate probabilities of outcomes of chance experiments and understand the probability of an outcome as its long-run relative frequency. They represent sample spaces (that is, all possible outcomes of a chance experiment) in tables and tree diagrams and as lists. They calculate the number of outcomes in a given sample space to find the probability of a given event. They consider the strengths and weaknesses of different methods for obtaining a representative sample from a given population. They generate samples from a given population, e.g., by drawing numbered papers from a bag and recording the numbers, and examine the distributions of the samples, comparing these to the distribution of the population. They compare two populations by comparing samples from each population.

7th Grade Honors Math- 7th Grade Honors classes have recently finished their final unit that addresses 7th grade material. Over the last several days and for the couple of weeks in April following spring break, students are working with the Pythagorean Theorem, which addresses an 8th grade standard. Additionally, we are focusing on providing additional instruction and opportunities for students to practice with rational number operations (adding, subtracting, multiplying, and dividing positive and negative fractions).

8th Grade Math- 8th Grade students are currently working in Unit 8 - Pythagorean Theorem and Irrational Numbers. In this unit, students build on what they already know

about geometry and numbers, gradually moving into more advanced concepts like square roots and the Pythagorean Theorem. Students explore the idea behind the Pythagorean Theorem using hands-on strategies. They compare the areas of squares built on the sides of a right triangle using grid paper. This helps them visually see how the areas relate to each other before diving into formal math. Next, they work with estimating side lengths and areas of squares using grid units. This is where the concept of a "square root" is introduced—helping students understand the connection between a square's side and its area. They also learn the difference between rational numbers (like 1/2 or 3) and irrational numbers (like √2 or π), and practice plotting them on a number line. Later in the unit, students learn how to use the Pythagorean Theorem to calculate distances, like the diagonal of a box or the space between two points on a graph. They explore both a visual and algebraic proof of the theorem to deepen their understanding. The unit blends visual learning, hands-on exploration, and deeper math concepts to help students understand and apply geometry and number relationships in meaningful ways.

Math I- Currently finishing up Unit 7 - Quadratic Functions. In this unit, students explore **quadratic functions**, learning how to represent them using tables, graphs, and equations. They compare their growth to **linear and exponential functions**, noting that quadratics grow faster than linear functions but slower than exponentials. Key concepts include identifying quadratic functions, understanding their patterns, and analyzing their behavior in real-world situations. This unit is heavily tested on the EOC so extra time is being dedicated to ensure mastery now since we have limited time before the end of course exam.   The last unit for Math 1 is Sequences and Functions. This unit provides an opportunity to revisit representations of functions (including graphs, tables, and expressions) and function types using the example of a sequence as a particular type of function. Through many concrete examples, students learn to identify geometric and arithmetic sequences. They see them as examples of the exponential and linear functions they learned about earlier in the year, defined by a subset of the integers.

VI. Other News or Questions

Non-Athletic Stipends- We currently have a total of 5 submissions for stipends. All submissions included the clubs' objective/purpose, number of students, frequency of meetings, etc. SIT voted to approve the submissions for Kindness Club, Art Club, Yearbook Club, Pep Band, and Jazz Band Club. A request for payment will be sent to our Financial Secretary, Kimberly Garcia for further review and approval. Funds will be dispersed by the end of the school year.

2025-2026 Hiring- We are currently hiring for the 25-26 school year. Specifically, we are hiring for Behavior Support Technician, EIT ELA, EIT Math, EC, EC Extensions, and Spanish

VII. Next Meeting- Thursday, May 15, 2025