

## Comprehensive Progress Report

### Mission:

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The mission of Kennedy Middle School is to provide a safe and orderly learning environment that focuses on the development of the whole child with an emphasis on Personalized Learning and STEM integration.

### Vision:

Charlotte-Mecklenburg Schools provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

### Goals:

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. ALIGN TO: A4.06

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. ALIGN TO: A2.01

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. ALIGN TO: A4.06

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 12% in SY2021-22 to 19% in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 42% on the Fall 2021 Panorama Screener (in Grades 6-12) to 44% in SY2022-23 and 50% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 14.3% in SY2021-22 to 9.3% in SY2022-23 and 4.3% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Kennedy Middle School grade levels had different messaging for behaviors. Incentive/demerit and behavior matrix systems were not aligned. Most student behaviors occurred during outside HAC.	Limited Development 09/07/2022		
<i>How it will look when fully met:</i>		Kennedy Middle School staff and students will have a clear understanding of school and classroom expectations through the use of surveys and discipline data quarterly.		Kevin Sudimack	06/15/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/7/22	Kennedy Middle School will implement the Wapiti Way. The Wapiti Way is a common set of expectations school wide for adults, classroom energizers to allow students a brain break, Behavior Matrix cards, Incentive/demerit cards, behavior assemblies led by administration.		Kevin Sudimack	06/15/2024
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Kennedy Middle School continues to improve our PLC processes and grow in the effectiveness of PLC meetings and collaboration across all grade levels and content areas throughout the year. Teams are working to align their discussions with the curriculum implementation and standards aligned instruction. Teacher capacity continued to grow as the year progressed and instructional leaders reflected on the current state of their individual teams, provided feedback, and implemented changes as needed to continue to develop practices and procedures to meet the needs of teachers and students.</p> <p>Content coaches are assigned to each of the four core subject areas (Math, LA, Science and Social Studies). The content coaches meet weekly with their respective teams to manage alignment and standards.</p>	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		This objective will be fully met when all core academic teachers are consistently teaching lessons that are aligned to the content standards and Instructional Leadership Team initiatives are fully inclusive in instructional practices. Evidence will be seen by EOG and EOC assessment data with an emphasis on High Growth.		Kevin Sudimack	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/8/22	The admin team will meet with PLCs weekly to ensure alignment to district curriculum and review units and teacher/student data to determine needed coaching and/or PD.		Kevin Sudimack	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	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.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Kennedy Middle School will need to prioritize our work around the concept of "thinking how we do school" and an increased focus on MTSS procedures. All staff will receive professional development around the MTSS process and potential supports that may be needed for student success.</p> <p>In addition, the use of MTSS, Ellevation, and ECATS platforms will allow the teachers, support staff and administration to see the tiered support systems for each individual student. Each staff member is provided professional development to support evidence-based instructional strategies.</p>	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		The use of MTSS, 504, Ellevation, ECATS and Behavior Plus platforms allow the teachers, support staff and administration to see the tiered support systems for each individual student. Each staff member will support all students, regardless of their background.		Kevin Sudimack	06/30/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/8/22	MTSS interventionist will push in to (2) 8th math classes full time and teach an elective for intensive 8th graders.		Adrienne Jackson	02/01/2023
<i>Notes:</i>		This will lead to KMS exceeding student growth.			
	9/8/22	Provide Professional development to the staff with best practices/strategies to support students using Branching Minds, ECATS, SuccessED, and Ellevation.		Kevin Sudimack	06/30/2024
<i>Notes:</i>		MTSS Facilitator, Interventionist, Counselors, EC, and ESL teachers will lead the PDs. This will lead KMS to exceeding student growth.			

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on the Panorama Survey data Kennedy Middle School will create additional opportunities for students to explore their own social and emotional status.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		Kennedy Middle School staff will teach Social Emotional Learning (SEL) practices through effective professional development and support. Student's academic and behavioral performance will increase (attendance and test scores). Behavioral incidents and suicide assessments will decrease.		Kevin Sudimack	06/30/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/8/22	Guidance counselors for each grade level, teachers, Social worker, psychologist and ISIC specialists to lead students using the Caring School curriculum during SEL.		Kevin Sudimack	06/30/2023
<i>Notes:</i> Data will be monitored using Branching Minds, Panorama Survey and Attendance data to increase student growth.					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Kennedy Middle School provides students with Open House and BOY assemblies to outline expectations for each grade level.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		Each grade level and area will be clearly defined and supports will be known by all students.		Kevin Sudimack	06/15/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/15/22	SS and Science Deans, ELA AP and Math Fac. (TBD) will oversee all 3 grade levels of curriculum specific content for consistent grade to grade, Counselors roll with their grade level students, Social Worker, Psychologist and ISIC specialist work with all grade levels, consistent behavior matrix for entire school, MTSS coordinator monitors all students.		Kevin Sudimack	02/01/2023
<i>Notes:</i> Math Facilitator position is currently vacant.					

Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.</p>	Limited Development 09/15/2022			

<p><b>How it will look when fully met:</b></p>	<p>Full Implementation will support the research outlined in the Wise Ways document for this indicator, as summarized below.</p> <p>When fully implemented, there will be unified work of organized, effective, and accountable teams of professionals who will commit to adopting and engaging in shared and distributed leadership. We will have results producing transformation teams with active versus passive key stakeholder representation including the superintendent at the district level and the principal at the school level. Additionally, we will have key stakeholder that include but are not limited to assistant superintendents, assistant principals, directors of curriculum, special education, early childhood, and English Language learners, teacher leaders, department chairs, teacher union representatives, school board members, community members, and parents/caregivers.</p>		<p>Kevin Sudimack</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>10/16/22</p>	<p>The school will work with the Learning Community and district support personnel to reach the goals set out by the district, while ensuring alignment to the Guardrails provided.</p>		<p>LEA, Principal</p>	<p>02/01/2023</p>
<p><i>Notes:</i> This will include participation in district and LC meetings and PD. This will also assist the planning/implementation of curriculum.</p>				
<p>10/21/22</p>	<p>The school and district will implement strong 8th grade Math and Math I PLCs with protocols for internalizing the curriculum and regularly analyzing data to meet students' needs and exceed student growth.</p>		<p>Principal and LEA</p>	<p>06/30/2023</p>
<p><i>Notes:</i> -Use of district provided interventionist/MTSS facilitators to pull small groups based on MAP data          -Provide training on MTSS process and use of Branching Minds to track students needing/receiving tiered interventions          -LC team assign academic specialists to help with planning/implementing curriculum          -District-led monthly PD for school's instructional leaders to build capacity for coaching teachers and helping to lead PLCs          -District provided funding for an allotment for a master math teacher or differentials to provide coaching and planning support to math teachers (specify the strategy used at the school)</p>				

10/21/22	The school/district will provide PLC structures and protocols to ensure teachers are planning and EC/ML support staff are included to improve teaching and learning.			Principal and LEA	06/30/2023	
<i>Notes:</i> -6th-8th EL curriculum provided and district training provided for teachers. -6th-8th Open Up curricula provided and district training provided for teachers.						
	<b>KEY</b>	<b>B1.03</b>	<b>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. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Currently we have an Instructional Leadership team and School Improvement Team that meet at least twice a month to discuss school's academic progress and responses to that progress. We make decisions about professional development. We meet to focus on improving PLCs.	Limited Development 09/15/2022		
<i>How it will look when fully met:</i>			We will reach the following goals:  The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 12% in SY2021-22 to 19% in SY2022-23 and 28% in SY2023-24.  (Aligns to A2.04 and B3.03 and CMS Goal 2)  We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)		<b>Kevin Sudimack</b>	<b>06/15/2024</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
9/15/22	Administrative team meetings every Tuesday that include all facilitators, deans, AP's and teacher grade level chairs. Content PLC meetings twice a week			Kevin Sudimack	02/01/2023	
<i>Notes:</i>						



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Kennedy Middle School ensure teachers with specific content areas have common planning. Content leads/admin provide training and academic support to the teams to ensure they are meeting PLC requirements.	Limited Development 09/15/2022		
<i>How it will look when fully met:</i>		<p>Planning will be used to focus on content and grade level teams to serve the needs of our students and meet this goal.</p> <p>We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)</p>		Kevin Sudimack	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/15/22	Re-image of the school schedule to four 90 minute blocks. Incorporated common planning times for an entire grade level, 90 minutes for PLC meetings with school specific agendas, 8th grade EC teachers in ELA and Math have common planning time with curriculum teacher		Kevin Sudimack	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Kennedy Middle School continues to have individual content leads to facilitate the courses so they can support in this work moving forward. In addition, the Goals and Guardrails will be monitored through the planning process.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		The principal will create and review all actions for content teachers to receive regular, timely, and constructive feedback from the instructional team through formal and informal observations. The principal will meet with the instructional team to effectively evaluate and review action steps for the feedback given to teachers and next steps.		Kevin Sudimack	06/30/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/8/22	The principal will lead weekly administration meetings and feedback sessions to keep a pulse on curriculum implementation and high quality learning throughout the building. In addition, a constant review of progress being made around the Goals and Guardrails will be monitored.		Kevin Sudimack	06/15/2023
<i>Notes:</i> We will analyze data from Core Action Walks, Mastery Connect, Navigator, and benchmark data.					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	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.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, Kennedy Middle School makes school improvement and professional development decisions based off data and reports in CMS Navigator and observations.	Limited Development 09/15/2022		
<i>How it will look when fully met:</i>		Kennedy Middle School will review data, reports, and notes in every meeting to drive decisions for Professional Development and School Improvement to serve our students.		Kevin Sudimack	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	9/15/22	Panorama data used to support SEL lessons, MTSS/Branching Minds progress monitoring data used by the MTSS coordinator and content specialist, Interventionist 8th grade Elective students selected by data for intensive interventions, ESL ELA in 7th and 8th grade to support bilingual support, MAP assessment and Mastery Connect data used by classroom teachers.		Kevin Sudimack	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Kennedy Middle School strives to keep our staff informed and reward throughout the school year.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>		Kennedy Middle School will develop a system that staff feels rewarded, appreciated and informed. Staff retention is increased at the end of the year.		Kevin Sudimack	06/15/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/16/22	Teacher of the year, Shout out section on the weekly bulletin, evaluation schedule, guest teacher utilization, absence coverage completed by admin and support staff		Kevin Sudimack	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	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).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Based on the data we were able to collect last year, Kennedy had a strong social media presence on Instagram. We also added live announcements to the school website to ensure students and families were able to view regular updates from home and at the school.</p> <p>Teachers and teams shared weekly communications with families that included curriculum updates and information about what work and content was being taught the following week. Parent engagement and participation on the SIT was high.</p>	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		Kennedy Middle School will communicate school announcements, reminders, curriculum information to parents/guardians several times on many different platforms throughout the school year. KMS will have all announcements disseminated in several languages to effectively communicate with all student's parents/guardians.		Kevin Sudimack	06/15/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/8/22	Parent information will be disseminated through newsletters, Connect-Ed (English and Spanish), social media, and the KMS marquee.		Kevin Sudimack	02/01/2023
<i>Notes:</i>		Parents can become involved in the School Improvement Team and Parent-Teacher Association to serve as liaisons between the school and community. Parent involvement will be encouraged through social media, Connect-EDs, Open House, Curriculum Night and teacher newsletters.			