

**Kennedy Middle School
School Improvement Team
February 15, 2024**

I. Attendance: All members received SIT minutes

II. Current Enrollment:

6th- 340 7th- 311 8th- 325 Males- 526 Females- 450 All- 976

Hispanic- 42%
African American- 40.2%
White- 6.9%
Asian- 6.3%
Two or More- 4.3%
American Indian- .2%
Pacific Islander- .2%
Students with Disabilities (SWD)- 13.2%
Academically or Intellectually Gifted (AIG)- 7.6%
Multilingual Learners (ML)- 21.9%
Students with 504s- 3.1%
McKinney-Vento- 2.9%

Announcements:

2/15: Orchestra and Pep Band Concert
2/19: President's Day holiday
2/20: Tryouts for Soccer and Baseball
2/27: Tryouts for Track
2/27-2/28: Progress Reports
3/5: Teacher Workday
3/6-3/7: Theater Performance "Hamilton"
3/11: Soccer/Baseball Game
3/13: Early Release Day
3/20: Soccer/Baseball Game
3/21: First Track Meet

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. **(4 resolved incidents)**

IV. Review of SIP

www.indistar.org

Username: GuestS16777 Password: GuestS16777

Lead Updates:

Technology/Dewalt- There are 34 students without a device. Eleven still need to pay a fine for damage to get on the waiting list. Twenty-three are waiting for devices to return from the repair depot. Forty-nine devices in repair at the depot.

Athletics/Goodrum- The 6th grade students will be taking a field trip in April (4/17 for the outside team and 4/19 for the inside team) to see the play "Danny, King of the Basement." Baseball and soccer tryouts will begin 2/20 and track will begin on 2/27. The first home game for Soccer is 3/11 and the first home track meet is 3/21.

MTSS Update/Curns- With Winter MAP testing complete, data is currently being analyzed in Reading and in Math to work to create new Progress Monitoring plans and to update current plans. In the classroom, teachers are re-looping standards that students did not show mastery on, based on MAP testing and Benchmark testing.

Science/Anderson- 6th Grade- Is currently testing, relooping/retesting, then beginning later this week, starting on Unit 5, Soil. They will be working on Standard: 6.E.2 to understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans. 7th Grade- Is currently working on the 3rd Unit which is Genetics. The class is currently on Lesson 4 Asexual Reproduction. For Standard 7.L2.2 the goal is for students to be able to describe the benefits and negative effects of asexual reproduction. They will be doing some different simulations and loads of vocabulary for this unit. 8th Grade- Has begun the unit on Earth's Hydrosphere with students learning about Earth's uniqueness of water on our planet, how it is used, and how to keep it safe and clean. This is a heavily tested subject and should be covered intensely. They will be in this unit though the first week of March with students required to take an end of unit test.

Social Studies/Cafero- 6th grade- Is currently on Ancient Greece. They just finished talking about Philosophers, Geography, Greek Culture(Theater, Olympics and Architecture). They compared Greece and Rome's geographic physical features and how they influenced how these civilizations developed. Students are getting ready to create their own Greek city-state with their understanding of Greece's history, geography, culture, economy, and the different forms of government. This will also tap into prior knowledge of how other civilizations already studied were shaped by the themes of Social Studies. They will then move on to the rise of Rome. 7th Grade-Is currently finishing up Imperialism, Unit 5. They are currently testing using the MasteryConnect assessments for Unit 5. They also have been using many reading articles to help improve literacy. Commonlit.org and readworks.org usually have one or two per unit we can use. They are excited to start WWI (Unit 6) next week. 8th grade- We're currently working on the "Immigration and Urban Growth" Unit. Next, we'll transition into the "Progressivism" Unit.

ELA/Mateen- 6th Grade is currently on the novel *Two Roads*. M3, U1

- Mid-Unit assessment was Tuesday after President's Day
- Currently analyzing character and POV during daily readings

- Using Benchmark 2 to review EOG standards and questions

7th Grade is currently on various texts from Harlem Renaissance. M3, U2

- Currently reading a short story, "His Motto," and analyzing setting, theme, characterization, and plot. Students have to determine how setting influences the theme.
- Using short, daily review passages to review important standards/question stems

8th Grade is currently on *Maus*. M3, U2

- Students are currently working on a one-pager designed to explain the structure of two texts and analyze themes within the texts.
- Using Common Lit to provide students with thorough review of EOG standards

Math/Johnson-Ritchey- 6th Grade - Both standard and honors students have begun working with linear equations that have single occurrences of one variable. They represent relationships with tape diagrams and with linear equations, explaining correspondences between these representations. 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, reinforcing previous work around dividing fractions. Students will also be introduced to integers (positive and negative numbers) in this unit. Honors students will expand their work to include 2 step equations with integers.

7th Grade - Both standard and honors level classes are currently working on solving multi-step equations and inequalities with rational numbers. To build their conceptual understanding of the different structures found in equations, students have worked with balanced hanger diagrams and tape diagrams. These are both strategies that were introduced in 6th grade. Honors students will extend this work by learning to solve equations and inequalities with variables on both sides of the equation/inequality.

8th Grade - Students have been introduced to the concept of a function as a relationship between "inputs" and "outputs" in which each allowable input determines exactly one output. Students work with relationships that are familiar from previous grades or units (perimeter formulas, proportional relationships, linear relationships), expressing them as functions. They have analyzed relationships between variables presented in sets of ordered pairs, tables, graphs, and verbal descriptions to determine whether or not the relationship represents a function and whether it is linear or not. Students are currently building on their knowledge of the formula for the volume of a right rectangular prism from grade 7, learning formulas for volumes of cylinders, cones, and spheres. Students express functional relationships described by these formulas as equations. They use these relationships to reason about how the volume of a figure changes as another of its measurements changes, transforming algebraic expressions to get the information they need.

Math 1 - Students are currently working on Unit 6 which focuses on the laws of exponents and exponential functions. These are new concepts for middle school

students enrolled in Math 1. Students will compare the differences between linear and exponential functions in various representations (table, graph, and equation).

SIP Indicators Review

A1.07: All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

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.

B1.03: 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.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

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.

C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

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-

VI. Next Meeting- 03/21/2024