

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
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2015-2016 Kennedy Middle School Improvement Plan Report

Kennedy Middle School Contact Information

School:	Kennedy Middle School	Courier Number:	434
Address:	4000 Gallant Lane	Phone Number:	980.343.5540
	Charlotte, NC 28273	Fax Number:	980.343.5412
Learning Community	South Learning Community	School Website:	http://schools.cms.k12.nc.us/kennedyMS/Pages/Default.aspx

Principal:	Kevin Sudimack
Learning Community Superintendent:	Dennis Queen

Kennedy Middle School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Kevin Sudimack	Kevin.sudimack@cms.k12.nc.us	10/13/15
Assistant Principal Representative	Brian Spaulding	Brian.Spaulding@cms.k12.nc.us	10/13/15
Teacher Representative	Beth Francis	Sarahe.francis@cms.k12.nc.us	10/13/15
Inst. Support Representative	Michelle Bitter	m.bitter@cms.k12.nc.us	10/13/15
Teacher Assistant Representative	Stephanie Smith	Stephanie.smith@cms.k12.nc.us	10/13/15
Teacher Representative	Kenneth Davis	Kennethc.davis@cms.k12.nc.us	10/13/15
Teacher Representative			
Parent Representative			
Parent Representative			

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School:

1. Provide a safe and orderly learning environment.
2. Develop the “whole” child.
3. Create an environment of academic excellence through 21st century learning with a focus on STEM education and Personalized Learning themes.

Mission Statement

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

School:

KMS Mission

By fostering a strong home, school, and community partnership, we are committed to creating a safe, nurturing, and culturally diverse setting in which all students will excel.



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Kennedy Middle School Shared Beliefs

- We believe in providing a structured teaching and learning environment for students, parents, and staff.
- We believe that student development and achievement is our primary purpose and all stakeholders are accountable for student learning and growing at high levels.
- We believe in creating developmentally appropriate opportunities for students to flourish within the classroom and throughout our global community.

Kennedy Middle School SMART Goals

- **Provide a duty-free lunch period for every teacher on a daily basis.**
- **Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.**
- **Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.**
- **Increase the literacy focus across all content areas within the building to show an increase of 10% on overall Reading proficiency as recorded by the NC EOG assessments.**
- **Increase the percentage of students meeting their expected growth goals, as provided by the State of NC, on math and reading EOG assessments to show High Growth in all assessed content areas by increasing the percent of students showing growth from 59% to 75%.**



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Kennedy Middle School Assessment Data Snapshot

SIP Composite Data Snapshot

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	717	2	53	316	239	19	87	489	84	90	20
Participation Percent	100	0	100	100	100	0	98	99	96	99	0
Participation Status	Met	Insuf.	Met	Met	Met	Insuf.	Met	Met	Met	Met	Insuf.
Proficiency Denominator	659	2	50	293	215	19	79	447	63	84	20
Proficiency Percent	30.3	0	42.0	24.9	30.2	0	41.8	25.7	3.2	2.4	0
Goal Percent	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	Insuf.	Not Met	Not Met	Not Met	Insuf.	Not Met	Not Met	Not Met	Not Met	Insuf.

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	717	2	53	316	239	19	87	489	84	90	20
Participation Percent	100	0	100	100	99	0	100	100	98	99	0
Participation Status	Met	Insuf.	Met	Met	Met	Insuf.	Met	Met	Met	Met	Insuf.
Proficiency Denominator	659	2	50	293	215	19	79	447	63	84	20
Proficiency Percent	24.9	0	44.0	16.4	27.4	0	36.7	20.8	1.6	1.2	0
Goal Percent	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	Insuf.	Not Met	Not Met	Not Met	Insuf.	Not Met	Not Met	Not Met	Not Met	Insuf.



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Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	248	1	17	116	77	9	28	154	38	28	3
Participation Percent	100	0	0	100	100	0	0	100	100	0	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.
Proficiency Denominator	231	1	17	108	71	9	25	145	32	25	3
Proficiency Percent	47.2	0	0	36.1	54.9	0	0	37.2	25.0	0	0
Goal Percent	61.8	51.9	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Met	Insuf.	Insuf.	Not Met	Met/Cl	Insuf.	Insuf.

Current Year EOC	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	60	0	8	24	13	5	10	29	2	0	5
Participation Percent	100	0	0	0	0	0	0	0	0	0	0
Participation Status	Met	~	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	~	Insuf.

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Rate	96.5	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~



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Three Year Comparison:

Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
School EOG Reading Composite	All	42.4	30.2	42.7	30.8		29.6		65.6
	African American	34.9	24.1	37.7	25.8		25.9		61.3
	American Indian	50.0	50.0	33.3	33.3		0.0		100.0
	Asian	52.8	43.4	63.8	48.9		38.0		75.6
	Hispanic	45.6	31.0	44.1	31.0		28.2		66.7
	More Than One	57.9	36.8	55.0	45.0		33.3		66.7
	Pacific Islander	0.0	0.0	0.0	0.0		0.0		100.0
	White	51.8	41.2	43.4	35.5		42.7		72.0
	EDS	36.8	26.1	37.8	26.8		23.0		61.3
	LEP	8.8	4.4	10.1	7.2		5.6		40.5
	SWD	10.1	3.4	4.5	3.0		2.6		38.0
	AIG	100.0	90.0	94.1	88.2				
School EOG Math Composite	All	31.1	24.4	29.6	22.6		18.6		79.6
	African American	22.9	16.2	21.2	17.2		13.1		74.7
	American Indian	50.0	50.0	66.7	66.7		100.0		0.0
	Asian	56.6	45.3	61.7	48.9		44.0		97.6
	Hispanic	32.3	26.5	29.1	20.2		16.0		79.3
	More Than One	31.6	26.3	45.0	35.0		8.3		77.8

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	Pacific Islander	0.0	0.0	0.0	0.0		0.0		100.0
	White	42.4	35.3	39.5	30.3		31.7		90.7
	EDS	27.7	20.6	25.2	19.0		14.6		77.5
	LEP	4.4	2.9	11.6	7.2		2.7		70.3
	SWD	5.6	2.2	3.0	1.5		0.0		62.0
	AIG	100.0	95.0	100.0	100.0				
School EOG Science Composite	All	62.3	45.9	74.1	63.4		48.3		80.5
	African American	53.9	34.8	63.0	53.3		35.7		77.2
	American Indian	100.0	0.0	100.0	100.0		100.0		
	Asian	70.6	70.6	90.9	81.8		80.0		100.0
	Hispanic	66.7	54.7	83.3	71.4		47.7		77.3
	More Than One	77.8	55.6	71.4	57.1		100.0		100.0
	Pacific Islander			100.0	100.0		0.0		
	White	74.1	51.9	73.7	63.2		77.8		91.7
	EDS	53.9	36.2	70.0	60.0		41.0		77.6
	LEP	29.4	23.5	72.7	54.5		44.8		79.0
	SWD	21.4	7.1	29.6	22.2		13.0		54.6
	AIG	66.7	66.7	100.0	100.0				
EOG Composite	All	40.5	30.1	41.4	31.8		27.6		59.9
	African American	32.8	22.4	33.9	25.7		22.0		54.9
	American Indian	60.0	40.0	62.5	62.5		66.7		0.0
	Asian	56.9	48.0	65.7	52.4		47.5		75.6



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	Hispanic	42.9	32.4	44.3	33.1		25.5		60.4
	More Than One	51.1	36.2	53.2	42.6		24.0		66.7
	Pacific Islander	0.0	0.0	20.0	20.0		0.0		100.0
	White	50.8	40.1	45.0	36.3		42.9		68.0
	EDS	35.2	25.1	37.2	28.4		22.0		55.6
	LEP	11.2	7.6	19.4	13.8		10.9		35.1
	SWD	9.7	3.4	8.1	5.6		2.9		30.4
	AIG	97.7	90.7	97.3	94.6				
EOC Composite	All	91.7	80.0	61.3	43.5		76.2		98.2
School Composite	All	42.3	31.8	42.2	32.3		28.9		74.6
	African American	34.5	24.1	34.3	26.1		22.8		70.4
	American Indian	60.0	40.0	62.5	62.5		50.0		50.0
	Asian	58.8	50.4	68.4	53.5		50.8		89.3
	Hispanic	44.1	33.5	44.7	33.1		26.6		74.3
	More Than One	55.8	42.3	56.0	44.0		24.0		80.0
	Pacific Islander	0.0	0.0	16.7	16.7		0.0		100.0
	White	53.1	42.0	45.8	36.7		44.2		83.2
	EDS	36.5	26.5	38.3	29.0		22.9		71.5
	LEP	12.2	8.7	20.2	13.5		11.9		58.6
	SWD	9.7	3.4	8.6	5.6		2.9		51.1
	AIG	97.9	91.7	97.5	95.0				



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Analysis of 3 year student subgroup performance:

Math: There has been an increase in Math over the past three years (18.6% - 22.6% - 24.4%). This trend is also reflected in the subgroup analysis. The AA population saw a large jump from 13.1% to 17.2% two years ago; however there was a small drop from 17.2% to 16.2% this last year.

Reading: There has been no statistical significance in the Reading data (29.6% - 30.8% - 30.2%). The subgroup data also shows little statistical significance from the last three years.

Science: There is some significant data flux in 8th grade science across all subgroups. The overall science data shows large increases and large decreases (48.3% - 63.4% - 45.9%). The analysis of the flux has yielded that our AIG student dropped from 100% proficient to 66% proficient. We believe this data supports a large % of the drop from last year.

EOC Math I: There was a large increase in Math I scores (43.5% to 80%). This increase was contributed to streamlining our Math I content to one teacher. In addition, the use of afterschool tutoring was used with our Math I students.

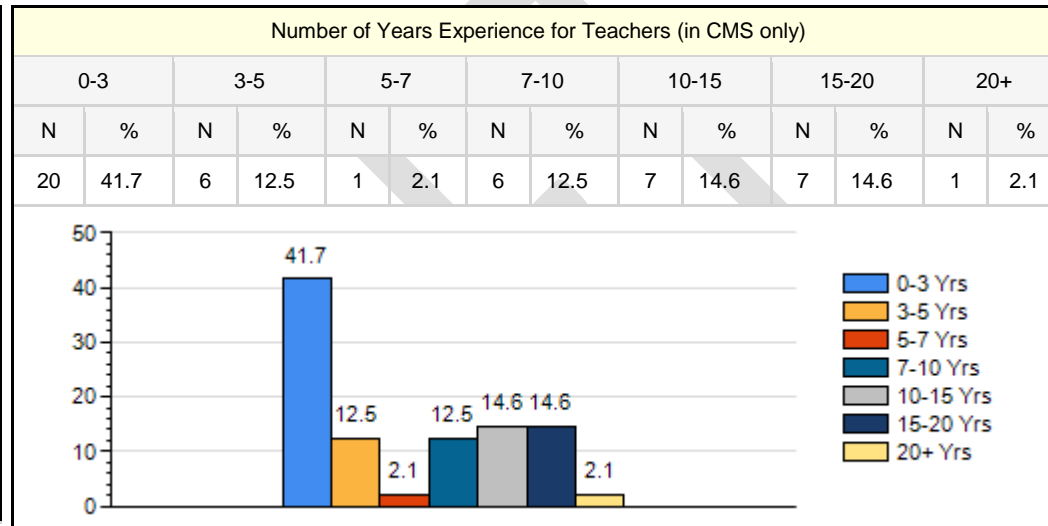
Sub Analysis of Data: There was an increase in EOG reading for our Hispanic and White populations and a decrease of 2.2% in our AA population. When reviewing the data there was no specific point of reference; however the student population of AA students attending Kennedy for the 2014-2015 were slightly lower in proficiency levels when compared to the AA students attending during the 2013-2014 school year. There was an increase in all three of our major subgroups in Math (Hispanic +2.2%, +AA 1.7%, White +2.9%). The Science subgroup data showed a major decrease in our AIG group (33% drop) and a significant drop in our Hispanic population (17% drop).



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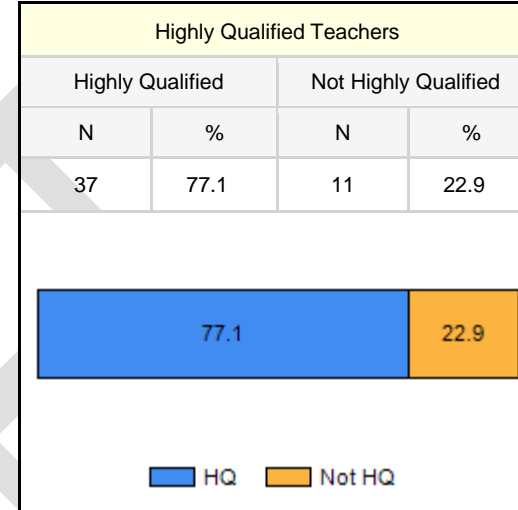
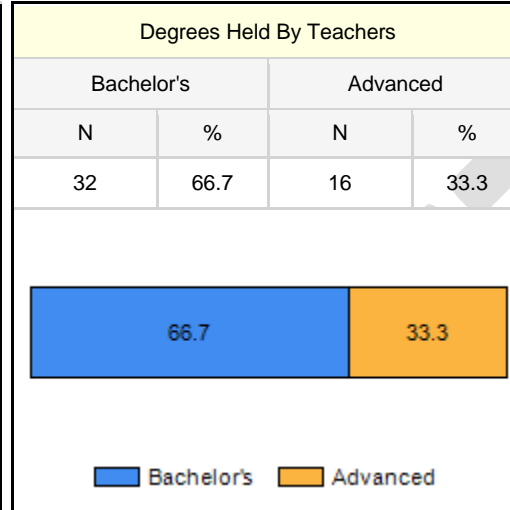
Kennedy Middle School Profile

Certified And Administrative Staff	
Position Title	Count
Total	55
Principal, Middle School	1
Assistant Principal, Middle Sc	1
Dean Of Students	1
Counselor, Middle School	2
Facilitator, Professional Dev	1
Teacher, Social Studies - 6Th	2
Teacher, Middle Grades Social	7
Teacher, EC General Curriculum	4
Teacher, Math - 6Th Grade Only	2



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Teacher, Middle Grades Math	6
Coordinator, Magnet Schools	1
Substitute, Certified Teacher	1
Teacher, Physical Education	3
Teacher, Middle Grades Language	7
Teacher, EC Spec Academic Curric	1
Teacher, CTE Business Education	2
Teacher, Science - 6Th Grade O	1
Teacher, CTE MG Math-PLTW	1
Teacher, Bilingual / ESL	1
Teacher, Spanish	1
Teacher, Middle Grades Science	5
Teacher, EC Autistic (Self-Con	1
Teacher, CTE Technology Educat	1
Teacher, 7-12 Art	1
Teacher, 7-12 Band	1



Historical community data and current trends in community demographics:

Kennedy Middle School (KMS) has a population of 760 students. The students at KMS come from a variety of ethnic and socio-economic backgrounds which creates a culturally rich learning environment for all our students. We enjoy the diversity of our student population that represents are area around Kennedy: 30% Hispanic, 40% African American, 20% White and 10% are classified as other ethnic backgrounds. Beginning with the 2015-2016 school year we have been designated as a partial STEM magnet that services the Blue Transportation Zone. Kennedy has two main feeder schools (Steele Creek and Berewick Elementary schools) however with the inclusion of our STEM magnet program we welcome students from an additional 10 elementary schools throughout the county. We predominantly feed Olympic High School. We are located just off I-485 in the Steele Creek area of Charlotte.



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Attendance data:

		Total Enrolled		Perfect Attendance		Has an Absence		Excused Absences		Unexcused Absences		ISS		OSS	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	325	45.5	32	9.8	293	90.2	192	59.1	271	83.4	16	4.9	7	2.2
	Male	389	54.5	30	7.7	359	92.3	226	58.1	329	84.6	47	12.1	30	7.7
	Total	714	100.0	62	8.7	652	91.3	418	58.5	600	84.0	63	8.8	37	5.2
Race															
African American	Total	321	45.0	28	8.7	293	91.3	172	53.6	272	84.7	45	14.0	26	8.1
American Indian	Total	78	10.9	3	3.8	75	96.2	45	57.7	70	89.7	2	2.6	3	3.8
Asian	Total	52	7.3	10	19.2	42	80.8	26	50.0	36	69.2	1	1.9	1	1.9
More Than One	Total	145	20.3	11	7.6	134	92.4	87	60.0	125	86.2	9	6.2	3	2.1
Pacific Islander	Total	2	0.3	0	0.0	2	100.0	0	0.0	2	100.0	0	0.0	0	0.0
White	Total	116	16.2	10	8.6	106	91.4	88	75.9	95	81.9	6	5.2	4	3.4
Ethnicity															
Hispanic	Total	237	33.2	14	5.9	223	94.1	137	57.8	208	87.8	12	5.1	5	2.1
Non-Hispanic	Total	477	66.8	48	10.1	429	89.9	281	58.9	392	82.2	51	10.7	32	6.7
EC Category															
AIG	Total	20	2.8	2	10.0	18	90.0	17	85.0	17	85.0	0	0.0	0	0.0
Non-EC	Total	599	83.9	54	9.0	545	91.0	342	57.1	504	84.1	55	9.2	29	4.8
SWD	Total	95	13.3	6	6.3	89	93.7	59	62.1	79	83.2	8	8.4	8	8.4

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LEP Status															
LEP	Total	83	11.6	4	4.8	79	95.2	51	61.4	68	81.9	3	3.6	1	1.2
Non-LEP	Total	631	88.4	58	9.2	573	90.8	367	58.2	532	84.3	60	9.5	36	5.7
McKinney Vento															
No	Total	709	99.3	62	8.7	647	91.3	415	58.5	595	83.9	62	8.7	37	5.2
Yes	Total	5	0.7	0	0.0	5	100.0	3	60.0	5	100.0	1	20.0	0	0.0
504 Plan															
No	Total	677	94.8	62	9.2	615	90.8	389	57.5	567	83.8	59	8.7	34	5.0
Yes	Total	37	5.2	0	0.0	37	100.0	29	78.4	33	89.2	4	10.8	3	8.1

Attendance Data Analysis and Discipline Data:

The data shows that students come to school on a consistent basis. There is no statistical significance between our three major subgroups as it related to having one absence (Hispanic 94%, White 91%, AA 91%). A larger percent of our AA population have perfect attendance than our other students. The overall attendance of our students is very good – we have an average of 98.2% students that are present each day.

Discipline Data:

Our male students are suspended at a higher rate than our female students. AA students account for 70% of the suspensions. After analyzing the discipline data it was concluded that a large quantity of our 37 OSS were a result of fighting. Furthermore, it was found that our AA male students were involved in the majority of fights on campus. We also found that SWD students account for 8 of the 37 suspensions and a rate of 24% of the schools OSS. There was no statistical significance of when the 37 OSS suspensions occurred during the instructional day. There were multiple incidents of fighting that took place at the bus stop or at an after school event which is represented in the data.



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2014-2015 Discipline Data

Act Type/Code		Acts to Date
Reportable Offense		<u>8</u>
03	003-RO: Assault on school personnel not serious	<u>1</u>
09	006-RO: Possession of marijuana	<u>4</u>
11	008-RO: Possession of a weapon (excl firearm, expl)	<u>2</u>
09	017-RO: Possession of controlled substance-other	<u>1</u>
Unacceptable Behavior		<u>368</u>
	018-UB: Unlawfully setting a fire (G.S. 14-277.1)	<u>1</u>
	019-UB: Communicating threats (G.S. 14-277.1)	<u>5</u>
	022-UB: Disorderly conduct (G.S. 14-288.4(a)(6))	<u>4</u>
	024-UB: Fighting	<u>19</u>
	025-UB: Harassment - verbal	<u>2</u>
	027-UB: Aggressive behavior	<u>49</u>
	031-UB: Dress code violation	<u>2</u>
	032-UB: Inappropriate language/disrespect	<u>32</u>
	033-UB: Insubordination	<u>51</u>
	036-UB: Theft	<u>4</u>
	037-UB: Bus misbehavior	<u>22</u>
	038-UB: Harassment - sexual	<u>1</u>
	039-UB: Property damage	<u>1</u>



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040-UB: Inappropriate items on school property	1
041-UB: Possession of tobacco	3
042-UB: Disruptive behavior	70
044-UB: Assault on student	12
051-UB: Possession of chemical or drug paraphernal	2
052-UB: Bullying	4
058-UB: Other School Defined Offense	1
061-UB: Disrespect of faculty/staff	24
066-UB: Leaving class without permission	11
072-UB: Assault on student w/o weapon	1
074-UB: Cutting class	27
091-UB: Misuse of school technology	4
092-UB: Repeat offender	4
094-UB: Cyber-bullying	1
101-UB: Harassment - Racial	1
107-UB: Threat of physical attack without a weapon	5
114	
114-UB: Inappropriate Behavior	4
Total Number of Acts	376
Total Number of Incidents	287
Total Number of Suspensions (all Act types) to date	176
Total Number of Expulsions (all Act types) to date	0



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Retention Information:

Kennedy Middle School							
	2015-2016			2014-2015		2013-2014	
Grade Level	# Enrolled	# Retained	% Retained	# Retained	% Retained	# Retained	% Retained
06	278	<u>0</u>	0.0	<u>0</u>	0.0	<u>0</u>	0.0
07	259	<u>1</u>	0.4	<u>1</u>	0.4	<u>0</u>	0.0
08	224	<u>1</u>	0.4	<u>0</u>	0.0	<u>0</u>	0.0
School Total	761	<u>2</u>	0.3	<u>1</u>	0.1	<u>0</u>	0.0

Retention analysis: Three students have been retained in the past three years. It has been determined that this has no statistical significance nor impact on student achievement.



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Kennedy has two main feeder schools (Steele Creek and Berewick Elementary schools); however, with the inclusion of our STEM magnet program, we welcome students from an additional 10 elementary schools throughout the county. We predominantly feed Olympic High School. We are located just off I-485 in the Steele Creek area of Charlotte.

We have three main education pillars that drive our decisions at KMS:

4. Provide a safe and orderly learning environment.
5. Develop the “whole” child.
6. Create an environment of academic excellence through 21st century learning with a focus on STEM education and Personalized Learning themes.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Teachers will be provided coverage during lunch.
Strategic Plan Focus Area:	To ensure adequate staff will cover lunches for teachers.
Data Used:	Staff input on effectiveness of duty free lunches.

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create schedule for lunch coverage while still providing a safe and orderly environment. 2. Create time during PD	Principal/ Sudimack	Increased time for parent/teacher communication and planning.	N/A	Counselors, administration, SRO, support staff	Sept. 2015-June 2016



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Create a master schedule that allows for at least five hours of planning.
Strategic Plan Focus Area:	Ensure that teachers utilize duty-free time.
Data Used:	Teacher feedback.

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create a master schedule that allows for 60 minute duty free period each day.	Assistant Principal/ Spaulding	With more time to plan individually/team/content, teachers will be better prepared with lessons that will positively impact student learning.	N/A	All staff	Sept. 2015-June 2016
2. Create a Learning Experience schedule to provide additional 2:30 hours of planning each week.	Assistant Principal/ Spaulding	With more time to communicate with parents, teachers will better meet the needs of their students.	N/A	Elective teachers	Sept. 2015-June 2016
3. Provide supervision during lunch to allow teachers additional 20 minutes of duty free time each day.	Principal/ Sudimack	With time to collaborate and eat with their team, teachers will build morale and discuss student needs.	N/A	Administration , counselors, SRO, support staff	Sept. 2015-June 2016



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	To provide support for staff and students in the area of bullying and harassing behaviors.
Strategic Plan Focus Area:	To reduce the number of referrals for harassing and bullying.
Data Used:	Incidents reported into PowerSchool.

Strategies (determined by what data) • Task • Task	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
1. Bully Liaison / Bully-prevention	Janawsky/ Counselor, Sledge/ Counselor	Reduced number of incident referrals in PowerSchool.	N/A	Counselors	Monthly meetings with the School Health Team
2. Character Education	Janawsky/ Counselor, Sledge/ Counselor	Reduced number of incident referrals in PowerSchool.	N/A	Counselors	Monthly meetings with the School Health Team
3. Healthy Active Child 30 min.	Assistant Principal/ Spaulding	Ensure that every student in the school has participated in Health/P.E.	N/A	P.E/Health teachers and counselors	Sept. 2015-June 2016
4. School Health Team	Dixon/Nurse	Ensure that all students have up to date immunizations.	N/A	Duncan/ Registrar	Monthly meetings with the School Health Team

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SMART Goal (4):	Increase the literacy focus across all content areas within the building to show an increase of 10% on overall Reading proficiency as recorded by the NC EOG assessments.
Strategic Plan Goal:	1
Strategic Plan Focus Area:	II
Data Used:	EOG Assessment Data

Strategies (determined by what data) <ul style="list-style-type: none"> Task Task 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
1. LLI implementation by elective teachers and all support staff <ul style="list-style-type: none"> 30 minute LLI sessions 3 times a week Train elective and support 	Bitter, Price, Guy Check point quarterly with Bitter	-Winter and Spring MAP assessments -Increased Lexile levels through the LLI process	CMS	Elective Teachers and Support Staff	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
2. Daily 30 minute Close Read activity across the building <ul style="list-style-type: none"> 30 minutes at the beginning of each PL Newsela articles 	ILT Check point monthly with ILT	-Winter and Spring MAP assessments -Increased Lexile levels through the LLI process	Paper	All Staff	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
3. Combination of LA and SS departments to reflect one unified Literacy Department <ul style="list-style-type: none"> Teams meet together to plan and create literacy lessons 	Bitter Weekly PLC meetings as check points	-Learning pathways -Formal observations -Informal walkthroughs	None	All LA and SS Staff	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
4. Create the position of a Reading Specialist to tutor and enrich students on literacy strategies and LLI <ul style="list-style-type: none"> Work with SLC to make position trade 	Sudimack Monthly Data meetings as check points	-Media Center circulation -MAP and EOG data used to create LLI groups -Lexile band increase on quarterly MAP data	Position Trade	Sudimack, Bitter, Price	Monthly data meetings with the Reading Specialist



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SMART Goal (5):	Increase the percentage of students meeting their expected growth goals, as provided by the State of NC, on math, science and reading EOG assessments to show High Growth in all assessed content areas by increasing the % of students showing growth from 59% to 75%.
Strategic Plan Goal:	1
Strategic Plan Focus Area:	II
Data Used:	EOG Assessment Data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Support 7 th grade Math team with targeted PD from a certified new teacher coach • Hire experienced coach with PD funds	Virella Weekly PLC meetings as check points	-Formal Observations -MAP Assessment data -Common Assessment data	\$2500 – PD fund	Sudimack	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
2. Combination of LA and SS departments to reflect one unified Literacy Department • Teams meet together to plan and create literacy lessons	Bitter Weekly PLC meetings as check points	-Learning pathways -Formal observations -Informal walkthroughs	None	All LA and SS Staff	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
3. Double block Math 8 and Math I • Create master schedule to allow for double blocking through PL time	Spaulding Check point observations by administration	-Formal Observations -MAP Assessment data -Common Assessment data	None	Stinson Spaulding	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End



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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	2014-2015 EOG

Strategies (determined by what data) • Task	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
1. Common assessments	Bitter Weekly PLC meetings as check points	Common assessment scores. District CA's will be used	Paper copy cost	All staff	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
2. Data disaggregation	Sudimack Weekly PLC meetings as check points	Common assessment data trackers will be used by all staff to monitor student growth	N/A	All core teachers, support staff, administrators	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
3. Flexible grouping	Instructional Lead Weekly PLC meetings as check points	PL time for all grade levels will be used for flexible grouping	N/A	All staff	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
4. Late and make-up work	Instructional Lead Weekly PLC meetings as check points	Evidence from grade book in PowerSchool.	N/A	All teachers	Sept. 2015- June 2016



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5. Additional Learning	Sudimack Weekly PLC meetings as check points	PL time observations	N/A	All staff	October 2 November 24 January 29 April 8 May 13 Assessment Cycles End
6. Grade Reporting	Duncan Spaulding Quarterly check in with report card	Grade analysis worksheets	N/A	All staff	Quarterly Sept. 2015- June 2016



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Kennedy Middle School - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Kevin Sudimack	<i>[Signature]</i>	10/13/15
Assistant Principal Representative	Brian Spaulding	<i>[Signature]</i>	10/13/15
Teacher Representative	Beth Francis	<i>Beth Francis</i>	10-13-15
Inst. Support Representative	Michelle Bitter	<i>Michelle Bitter</i>	10-13-15
Teacher Assistant Representative	Stephanie Smith	<i>[Signature]</i>	10-13-15
Teacher Representative	Lizzie Parsons	<i>Lizzie Parsons</i>	10/13/15
Teacher Representative	Kathleen Price	<i>Kathleen Price</i>	10/13/15
Teacher Representative	Rebecca Grigora	<i>Rebecca Grigora</i>	10/13/15
Teacher Representative	Kenneth Davis	<i>Kenneth T. Davis</i>	10/13/15
Parent Representative	Brenda Moore	<i>Brenda Moore</i>	10/13/15
Parent Representative			
School Counselor	Gabrielle Sledge	<i>Gabrielle Sledge</i>	10/13/15