


2021-2022 State of the School Report

Kennedy Middle School	
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Principal Name	Kevin Sudimack
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I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	40.2	39.3	29.7	62.1	11.1	13.5
	CCR	19.2	14.3	12.9	34.5	<5	<5
Grade 7	GLP	44.0	34.1	38.7	68.3	6.8	6.1
	CCR	29.2	18.2	27.0	48.8	<5	<5
Grade 8	GLP	37.3	32.3	33.0	53.3	<5	12.5
	CCR	21.7	12.9	24.0	30.0	<5	5.0
School	GLP	40.5	35.1	34.0	62.0	7.7	10.9
	CCR	23.5	15.1	21.5	39.0	<5	<5
Math		All	Black	Hispanic	White	English	Students

						Learners	with Disabilities
Grade 6	GLP	35.8	30.1	25.0	69.0	14.8	16.2
	CCR	17.7	10.8	10.0	48.3	<5	<5
Grade 7	GLP	35.3	18.2	30.6	70.0	<5	12.1
	CCR	23.1	11.4	17.1	52.5	<5	<5
Grade 8	GLP	28.8	21.1	25.0	61.5	15.2	7.7
	CCR	15.2	11.6	13.5	19.2	6.1	<5
Math I	GLP	86.5	78.9	85.0			
	CCR	55.8	47.4	50.0			
School	GLP	33.3	22.9	27.0	67.4	10.6	11.9
	CCR	18.8	11.3	13.7	42.1	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	64.3	58.4	61.9	86.2	35.5	40.0
	CCR	55.7	48.3	54.6	72.4	25.8	22.5

EOG School Composite	40.7
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 15, 2024, Kennedy Middle School will increase grade level proficiency in English Language Arts from 40.5 to 51.1%, Math from 33.4% to 56.2%, Math I from 90.4% to 100%,

and Science from 64.6% to 72% on End-of-Grade and End-of-Course assessments. Aligned to A2.04 and A4.01

By the Spring Panorama Survey 2022, Kennedy Middle School will increase overall domain scores in Emotional Regulation, Sense of Belonging, and Cultural Awareness and Action. Emotional Regulation (41% to 45%) Sense of Belonging (42% to 45%) Cultural Awareness and Action (57% to 60%) Aligned to A4.06

III. CHIEF CHALLENGES

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. Chief challenge: Finding the time within the current school day to deliver the MTSS strategies on a consistent basis. Federal, State, and Local time requirements associated with HAC, SEL, and testing have pulled time away from instructional classes.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Chief challenge: The SEL approved curriculum was created prior to the COVID-19 pandemic and student social/emotional needs have changed. All educators are working to find ways to deal with student's SEL needs as we have never seen the effects a pandemic has had on students prior to this time.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Chief challenge: The Principal position has evolved over the last 2 years. Increased responsibilities and increased COVID-19 protocols have pulled the Principal away from instructional initiatives. Assistant Principals, Deans of Students and Instructional Facilitators have had to take a more active role in instruction.

IV. PLANS FOR THE YEAR: SIP ACTIONS

The high leverage school improvement plan actions/strategies include, assigning a singular staff member to oversee the MTSS process, modify the ISS position, and remove barriers for instructional leads to focus on instruction. The MTSS process now has a singular employee that monitors and tracks all MTSS Data and supports. The ISS position has been changed from a reactive position to a proactive position through the incorporation of restorative practices and relationship building. Finally, the administrative team has been created to support all core subject areas with a singular administrator or facilitator.