

## Comprehensive Progress Report

**Mission:**

District: The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

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 the CMS Goals and Guardrails.

**Vision:**

District: The vision of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

School: The vision of Kennedy Middle School is to inspire and empower students to excel both academically and socially, while preparing them to be enrolled, enlisted, or employed.

**Goals:**

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (ALIGNS 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. (ALIGNS TO: A2.04)

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

The percentage of 6th-8th grade students who score at the College and Career Ready (CCR) -4 or 5- on Reading End of Grade will increase from 23.2% in SY2024-25 to 33.2% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The number of lost instructional days due to OSS will decrease from 176 days in SY 2024-25 to 158 days in SY 2025-26 (Aligns to A4.06 and CMS Guardrail 2)

We will increase our Students with disabilities (SWD) subgroup's performance grade from a F to a D or higher in 2025-2026. (Guardrail 1)

The percentage of 7th and 8th grade students who score at the College and Career Ready (CCR)- 4 or 5- on the Math 1 EOC will increase from 79.7% in SY2024-25 to 89.7% in SY2025-26. (Aligns to A4.16 and CMS Goal 3)

The percent of students scoring Grade Level Proficient (GLP) on Science End of Grade assessments in grades 8 will increase from 65.8% in SY 2024-2025 to 75.8% in SY 2025-2026. (Aligns to A4.01, B3.03, D1.02)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity, including Social Contracts. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Retain at least 90% of effective teachers, as defined by the CMS Minimum Evaluation Requirements, who plan to remain in CMS, excluding those who accept promotional opportunities. (Aligns to CMS Guardrail 4).

We will reduce the number of chronically absent students in grades 6th-8th by 5% from 31.91% in SY 2024-25 to 26.91% in SY 2025-26 (Aligns to A4.06, E1.06 and CMS Guardrail 3).

The percent of Students with Disabilities scoring Grade Level Proficient (GLP), on the Reading End of Grade assessments in grades 6-8 will increase from 16.8% in SY 2024-25 to 26.8% in SY 2025-26 and Math will increase from 10.9% in SY2024-2025 to 20.9% in SY2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1).



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
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	

**Initial Assessment:**

The SIP goal that aligns to this indicator is the percentage 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 17.6% in SY2023-24 to 22.8% in SY2024-2025 and 32% in SY2025-2026.

We did not increase percentage 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 17.6% in SY2023-24 to 22.8% in SY2024-2025 and 32% in SY2025-2026. The percent of 8th grade students who scored at the College and Career (CCR) level on the Grade 8 Mathematics EOG was 15.1%. Spring MVPA indicated that 10.8% of Grade 8 students scored in the 80th percentile or higher, which generally corresponds to grade-level proficiency. MVPA data predicted that 12% of Grade 8 students would score grade level proficient. We were successful in meeting this goal due to our intensive implementation of a school-wide data analysis protocol to analyze and common assessment data at least once a week to drive instruction. We were successful in implementing small group instruction planning expectations, monitoring, and feedback loops through PLC instructional planning, and PLC data meetings. As evidenced in core learning walks, ILT walks and administrative walkthrough data, teachers consistently developed and implemented targeted small group instruction which led to success on EOG measures. The challenges we face for the 2025-2026 school year aligned to this indicator include developing teacher leader capacity to lead PLC meetings, data discussions and coaching. The opportunities that exist to address these challenges include hiring and developing teacher capacity to lead this work and to design differentiated instructional tasks and lessons that reflect a deep understanding of the standards, the vertical articulation of these standards, and high yield strategies to teach these standards. We will also use data from core learning walks, PLC meetings and data analysis meetings to develop and align the use of instructional strategies to those that yield consistently positive results. In addition, we have an opportunity to differentiate PD to develop staff capacity.

Limited Development  
08/06/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>When this objective is fully met, 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, including classroom walkthroughs and Core Action Walks. The principal will meet with the instructional team to effectively evaluate and review action steps for the feedback given to teachers and next steps. Teachers will receive informal walkthroughs observation with accompanying feedback. The Instructional Leadership Team will meet weekly to discuss common trends observed during walkthroughs and plan for differentiated professional development and prescribed coaching. The leadership team will analyze feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data for the support of continuous improvement.</p>			<b>Stuart Turnbull</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
8/6/24	<p>The principal will create a schedule for Core Action Walkthroughs and formal observations to ensure that all teacher feedback documentation is completed in a timely manner and effectively monitored (Aligns to all goals and FAM-S 29).</p>			Stuart Turnbull	12/01/2025
<i>Notes:</i>					
8/6/24	<p>The principal will monitor and review Core Action walkthrough data (Google form/spreadsheet) with the ILT during the administrative meetings to determine individual feedback to increase the effectiveness of prescriptive coaching, professional development opportunities, and feedback throughout the school year, using Get Better Faster (Goal 2, Goal 3).</p>			Stuart Turnbull	06/15/2026
<i>Notes:</i>					
8/6/24	<p>Tiered coaching plans will be developed and implemented based on walkthrough and observation data to provide targeted and timely feedback. These coaching plans will be directly aligned to the Kennedy Look Fors and North Stars to ensure clarity, consistency, and a shared vision of high-quality instruction across all classrooms (Aligns to all goals, FAM-S 29).</p>			Stuart Turnbull	06/15/2026
<i>Notes:</i>					

	6/24/25	The principal will monitor walkthrough data submitted by the instructional leadership team to ensure teachers are effectively coached, providing individualized support to team members to assist teachers. (Aligns to Goals 2 & 3 and FAM-S 3)		Stuart Turnbull	06/15/2026
<i>Notes:</i>					
	9/2/25	Walkthrough data will be collected and reviewed during each ILT meeting to identify instructional strengths and areas of opportunity. These trends will inform PLC support, guide coaching priorities, and shape future professional development offerings (Aligns to all goals).		Stuart Turnbull	06/15/2026
<i>Notes:</i>					
<b>Implementation:</b>			06/23/2025		
	<b>Evidence</b>	6/23/2025			
	<b>Experience</b>	6/23/2025			
	<b>Sustainability</b>	6/23/2025			
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The SIP goal that aligns to this indicator is the percentage 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 17.6% in SY2023-24 to 22.8% in SY2024-2025 and 32% in SY2025-2026.

We did not increase the percentage 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 17.6% in SY2023-24 to 22.8% in SY2024-2025 and 32% in SY2025-2026. The percent of 8th grade students who scored at the College and Career (CCR) level on the Grade 8 Mathematics EOG was 15.1%. Spring MVPA indicated that 10.8% of Grade 8 students scored in the 80th percentile or higher, which generally corresponds to grade-level proficiency. MVPA data predicted that 12% of Grade 8 students would score grade level proficient. We were successful in meeting this goal due to our intensive implementation of a school-wide data analysis protocol to analyze and common assessment data at least once a week to drive instruction. We were successful in implementing small group instruction planning expectations, monitoring, and feedback loops through PLC instructional planning, and PLC data meetings. As evidenced in core learning walks, ILT walks and administrative walkthrough data, teachers consistently developed and implemented targeted small group instruction which led to success on EOG measures. The challenges we face for the 2025-2026 school year aligned to this indicator include developing teacher leader capacity to lead PLC meetings, data discussions and coaching. The opportunities that exist to address these challenges include hiring and developing teacher capacity to lead this work and to design differentiated instructional tasks and lessons that reflect a deep understanding of the standards, the vertical articulation of these standards, and high yield strategies to teach these standards. We will also use data from core action learning walks, PLC meetings and data analysis meetings to develop and align the use of instructional strategies to those that yield consistently positive results. In addition, we have an opportunity to differentiate PD to develop staff capacity.

Limited Development  
09/14/2023

<p><b>How it will look when fully met:</b></p>	<p>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. ILT will review Core Action walkthrough data to determine coaching opportunities for staff needing additional support with aligning standards. Content teachers will receive regular, timely, and constructive feedback from the instructional team through formal and informal observations, including classroom walkthroughs and Core Action Walks. The ILT will consistently meet to effectively evaluate and review action steps for the feedback given to teachers and next steps. Teachers will receive informal walkthroughs observation with accompanying feedback. The Instructional Leadership Team will meet weekly to discuss common trends observed during walkthroughs and plan for differentiated professional development and prescribed coaching using RELAY strategies. The leadership team will analyze feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data for the support of continuous improvement.</p>		<p>Jolundra Anderson</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>9/2/25</p>	<p>Within the 2025-2026 school year, our school identified the following resources inequity: Students with Disabilities need more access to materials and professional development that will support their efforts to progress toward grade level proficiency. Our school plan to mitigate this inequity through professional development on effective teaching practices for SWD and the allocations of funds towards materials. (Goal 2, Guardrail 1)</p>		<p>Stuart Turnbull</p>	<p>01/31/2026</p>
<p><i>Notes:</i></p>				
<p>9/14/23</p>	<p>Our school identified the following resource inequity, instructional/training, as a result, our school plans to mitigate this inequity by engaging in RELAY/NCILA professional development to increase leader capacity around instructional best practices. (Guardrail 1, Goal 2 and Goal 3)</p>		<p>Stuart Turnbull</p>	<p>06/15/2026</p>

Notes: CNA 23-24

[https://drive.google.com/file/d/1MUWVvaFuCHvhpVmpTT9IEzwYGv6MG1D2/view?usp=drive\\_link](https://drive.google.com/file/d/1MUWVvaFuCHvhpVmpTT9IEzwYGv6MG1D2/view?usp=drive_link)

Relay Practice Clinic Tracker was created with our admin team to improve teacher capacity (Tier 3) through cycle plans around instructional best practices through walkthroughs.

[https://docs.google.com/document/d/1JTA6UPUbXvyazV7IHEZik0TMN\\_CEWyKgD1m4QYHUbq0/edit?usp=sharing](https://docs.google.com/document/d/1JTA6UPUbXvyazV7IHEZik0TMN_CEWyKgD1m4QYHUbq0/edit?usp=sharing)

6/24/25 ATSI self-assessment (RAR)

Stuart Turnbull

06/30/2026

Notes: <https://docs.google.com/document/d/1QRnvy69BIIF4hr-1eRWGwzqaxweecFoc2buYgDf2UCc/edit?usp=sharing>

**Core Function:**

**Domain 3: Instructional Transformation**

**Effective Practice:**

**Practice 3A: Diagnose and respond to student learning needs**

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
-----	-------	--	-----------------------	-------------	-------------

**Initial Assessment:**

The SIP goal that aligns to this indicator is that we will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-2026. In SY2024-2025- our schoolwide EVAAS data was +8.49 .

Successes for the 24-25 school year include professional development has been offered to all staff for each of the platforms. During the school year after student projections were available in EVAAS, Kennedy's ILT trained teachers on how to analyze and better use these projections. The big task for teachers was to triangulate this data with other previously analyzed data to ensure that their small groups were accurate for reteaching and relooping. Each class has 20 minutes to add this support so it does not take away from general classroom time. The lab structure has been successful in meeting the needs of students. Small class sizes allow for better direct instruction while the lab provides repetition of schools and remediation/extension opportunities. One ML teacher pushes into Math 8. The structure has been successful in meeting the needs of ML students. Small class sizes allow for better direct instruction while the ML teacher provides remediation/extension opportunities. Challenges for the 25-26 school year include engaging our students in effective interventions so that their tier direction is downward. Our core instruction needs more support to meet the needs of our students. The opportunities that exist to address these challenges include hiring and developing teacher capacity to lead this work and to design differentiated instructional tasks and lessons that reflect a deep understanding of the standards, the vertical articulation of these standards, and high yield strategies to teach these standards. We have the opportunity to reset PLC coaching sessions and data discussions, as we move into the next school year to increase teacher capacity.

Limited Development  
07/30/2024

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, 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. Students' academic needs will be met through core instruction and interventions (supplemental and intensive) to exceed expected growth measured by EVAAS at the end of the school year. We will achieve 95% or higher participation at the Fall, Winter, and Spring I-Ready universal screener to have accurate data and make informed instructional decisions. Teachers will differentiate core instruction and facilitate small groups to address more specific trends, within the class to increase student achievement across all student subgroups. Individual interventions will be provided to students at the top tier of support and will progress monitor. We will progress monitor by tracking student achievement of I-Ready growth goals from Fall to Winter and Winter to Spring, leading to exceed expected growth by EVAAS.</p>		<p>Stuart Turnbull</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 6 (0%)</b></p>		
<p>7/30/24</p>	<p>ML teachers will push into ELA and Math to deliver language development using the PACE Toolkit, while EC teachers will provide specially designed instruction aligned to IEP goals. Push-in support will be coordinated with classroom teachers to align with learning targets and formative data, promoting inclusive, data-driven practices that close achievement gaps (Goal 2 and Goal 3 and Guardrail 1).</p>		<p>Stuart Turnbull</p>	<p>12/01/2025</p>
<p><i>Notes:</i></p>				
<p>7/30/24</p>	<p>The ILT will provide professional development at the beginning and midpoint of the year to build teacher capacity in using key MTSS platforms, including Branching Minds, ECATS, SuccessEd, and Ellevation. These sessions will focus on applying platform tools to classroom instruction for students with Tier 2 and Tier 3 intervention plans (Guardrail 1, Goal 2 and Goal 3).</p>		<p>Stuart Turnbull</p>	<p>01/31/2026</p>
<p><i>Notes:</i></p>				
<p>8/7/24</p>	<p>The ELA Master teacher will ensure all ELA Honors teachers implement the Advanced Studies Honors ELA Companion resources within their classroom instruction to enhance opportunities for advanced learners (Goal 2).</p>		<p>Margaret Curns</p>	<p>02/15/2026</p>
<p><i>Notes:</i></p>				

9/13/24	Students will complete at least 45 minutes per week in both Math and Reading on i-Ready My Path. The ILT will monitor usage biweekly, review progress in PLCs, and support teachers in using i-Ready data to inform instruction and improve GLP and CCR outcomes. (Aligns with Goal 2 and Goal 3)		Stuart Turnbull	06/15/2026
<i>Notes:</i>				
6/24/25	Teachers will implement differentiated centers aligned to grade-level standards and informed by formative data, including i-Ready My Path, collaborative tasks, teacher-led small groups, and review activities. The ILT will support planning and monitor implementation through walkthroughs and PLC discussions. (Aligns with Goal 2 and Goal 3, FAM-S 3)		Stuart Turnbull	06/15/2026
<i>Notes:</i>				
7/30/24	Kennedy Middle School will implement RELAY and NCILA professional development for selected teachers as part of its ATSI intervention strategy. These evidence-based training programs will focus on instructional best practices that support the academic growth of students with disabilities.(Guardrail 1)		Stuart Turnbull	06/15/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The SIP goal that aligns to this indicator is the percentage 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 17.6% in SY2023-24 to 22.8% in SY2024-2025 and 32% in SY2025-2026.

We increased the percentage of 8th grade students who scored at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG or increased from 17.1% in SY2022-2023 to 17.6% in SY2023-24 to 22.8% SY2024-25. Spring MVPA indicated that 10.8% of Grade 8 students scored in the 80th percentile or higher, which generally corresponds to grade-level proficiency. MVPA data predicted that 12% of Grade 8 students would score grade level proficient.

We were successful in meeting this goal due to our intensive implementation of a school-wide data analysis protocol to analyze and common assessment data at least once a week to drive instruction. We were successful in implementing small group instruction planning expectations, monitoring, and feedback loops through PLC instructional planning, and PLC data meetings. As evidenced in core learning walks, ILT walks and administrative walkthrough data, teachers consistently developed and implemented targeted small group instruction which led to success on EOG measures. The challenges we face for the 2025-2026 school year aligned to this indicator include continuing to develop teacher leader capacity to lead PLC meetings, data discussions and coaching. The opportunities that exist to address these challenges include hiring and developing teacher capacity to lead this work and to design differentiated instructional tasks and lessons that reflect a deep understanding of the standards, the vertical articulation of these standards, and high yield strategies to teach these standards. We will also use data from core learning walks, PLC meetings and data analysis meetings to develop and align the use of instructional strategies to those that yield consistently positive results. In addition, we have an opportunity to differentiate PD to develop staff capacity.

Limited Development  
07/30/2024

<b>How it will look when fully met:</b>	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. ILT will review Core Action walkthrough data to determine coaching opportunities for staff needing additional support with aligning standards. Teachers will utilize the district provided curriculum to develop standards-aligned units of instruction that include learning objectives and their criteria for mastery, pre and post-tests to assess student mastery, well-designed learning activities that align to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Student growth on assessments will be met. Discussions will leads to focusing on unpacking the standards, analyzing the data, and having the rigor and student engagement during weekly PLCs. Content alignment will be seen among the classroom teachers. To support the facilitation of small groups, a consistent review of I-Ready data, MVPA data, common assessments, and exit tickets during PLCs will ensure alignment, as well as serve as an indication of proficiency and growth. Evidence will be seen by EOG and EOC assessment data with an emphasis on Exceeding Expected Growth.		Stuart Turnbull	06/30/2026
<b>Actions</b>		<b>0 of 5 (0%)</b>		
7/30/24	The Instructional Leadership Team (ILT) will meet weekly to review schoolwide instructional data, including walkthrough trends, Core Action Walks, i-Ready diagnostics, and MVPA benchmarks. These meetings will be used to identify PLC glows and grows and to develop aligned professional development and coaching supports that ensure consistent, rigorous instruction (Aligns with Goal 2 and Goal 3).		Stuart Turnbull	12/01/2025
<i>Notes:</i>				
7/30/24	PLCs will meet weekly to analyze formative assessment data, identify trends in standards mastery, and plan standards-aligned lessons and instructional centers that provide remediation, acceleration, and targeted interventions based on student needs. (Aligns with Goal 2, Goal 3, and FAM-S 29)		Stuart Turnbull	06/15/2026
<i>Notes:</i>				

7/30/24	The ILT will develop and implement a protocol that guides PLCs in unpacking and internalizing priority content standards. This protocol will also ensure that any supplemental instructional resources are reviewed, approved, and aligned to the standards. (Aligns with Goal 2 and Goal 3)		Stuart Turnbull	06/15/2026
<i>Notes:</i>				
9/15/24	The leadership team, in collaboration with CMS district data specialists, will provide three guided data dive sessions throughout the year. These sessions will support PLCs in creating small group instructional plans informed by students data (Aligns with Goal 2 and Goal 3).		Stuart Turnbull	06/15/2026
<i>Notes:</i>				
9/15/24	Teachers will attend professional development sessions provided by CMS district specialists that focus on data analysis, curriculum internalization, and instructional differentiation (Aligns with Goal 2, Goal 3, and FAM-S 29).		Stuart Turnbull	06/15/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The SIP goal that aligns to this indicator is the number of lost instructional days due to Out-of-School suspensions will decrease from 111 days in SY2023-24 to 176 days in SY2024-25 to 158 days in SY2025-26.

Kennedy Middle School did not meet this goal, as our short-term suspension rate for the 24-25 school year was 9.35%. Our challenges for the 25-26 school year include our work to develop consistent procedures to decrease our suspension data as a whole. In addition, we need to identify the root cause of behaviors and review interventions that we have in place to decrease our suspension and attendance rate. Currently, our chronically absent students are 23.8% for the 24-25 school year. It was 28.65% for the 23-24 school year. For the 24-25, the eighth grade were chronically absent 30.2%, seventh grade 34.5%, and sixth grade was 25.1%. There is an opportunity to focus on as a school is to meet consistently to review our discipline data, monitor strategies, and make plans for those students who are repeat offenders. As a school, we need to have a better system to meet, manage, and review data and develop inventions to improve our student outcome.

Limited Development  
08/06/2024

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, 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. Teachers will consistently facilitate SEL circles each day based on lessons created for them using the Caring Schools Community curriculum. Administration and the School Services team will conduct walkthroughs and provide feedback to teachers and reflect on implementation of the curriculum. Additionally, the SST will review Chronic absenteeism data and discipline data to make adjustments to core SEL curriculum and move students into supplemental or intensive behavioral interventions.</p> <p>Our school will achieve full implementation once 100% of the staff has been fully trained on Capturing Kids' Hearts and implemented within the classrooms and throughout the school. School-based refreshers will take place each semester to discuss the importance of consistent routines and procedures.</p>		<p>Stuart Turnbull</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>8/6/24</p>	<p>The principal and admin team will lead whole-staff training and provide ongoing coaching in Capturing Kids' Hearts. This training will focus on building a relationship-driven campus culture, increasing student connectedness, and supporting social-emotional well-being. Implementation will be monitored through classroom walkthroughs and coaching conversations. (Aligns to Guardrail 3)</p>		<p>Stuart Turnbull</p>	<p>12/01/2025</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>The admin team will provide teacher professional development and student assemblies within the first two weeks of each semester to increase student's understanding of expectations around the KMS school-wide behavior matrix (Guardrail 2, FAM-S 30).</p>		<p>Stuart Turnbull</p>	<p>02/15/2026</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>Kennedy Middle School will implement a structured three-tiered Attendance Plan designed to reduce the number of chronically absent students by 10%. The plan will include targeted interventions, family outreach, and consistent progress monitoring across all three tiers. (Aligns to Guardrail 3)</p>		<p>Stuart Turnbull</p>	<p>06/15/2026</p>
<p><i>Notes:</i> Tiered Attendance Plan:  <a href="https://docs.google.com/document/d/1-O-cXStjplmRsm-CAIQtwZyOYZiyHNhvnvSmG_K30jE/edit?usp=sharing">https://docs.google.com/document/d/1-O-cXStjplmRsm-CAIQtwZyOYZiyHNhvnvSmG_K30jE/edit?usp=sharing</a></p>				

8/6/24	Grade-level counselors, teachers, the social worker, school psychologist, and ISIC specialists will deliver SEL lessons and restorative practices using the Caring School curriculum. These lessons will incorporate attendance and behavior data to promote positive student engagement and reduce chronic absenteeism and OSS incidents. (Aligns to Guardrail 3 and FAM-S 31)		Stuart Turnbull	06/15/2026
--------	---	--	-----------------	------------

*Notes:*