Jean Childs Young Middle School
Go Team Meeting

January 27, 2022

6:00 pm

ATLANTA PUBLIC SCHOOLS

Young Middle School Strategic Plan Workbook & Template

2022-2025

Young Middle School

Mission: The mission of Jean Childs Young Middle School is to prepare students to be globally competitive through rigorous and equitable instruction, a continuum of care and services, and active partnerships with parents and community stakeholders.

Vision: Jean Childs Young Middle School will be a high performing IB school of choice where students want to learn, parents and families engage, educators empower students to succeed, and the community collaborates with the school to rebuild the legacy.

SMART GOALS

As measured by Milestones, ELA - (Lvl 3 and up) will increase from 17.3% to 20.3% and (Lvl 2 and up) will increase from 46% to 53%

As measured by Milestones, Math - (Lvl 3 and up) will increase from 11% to 18% (Lvl 2 and up) will increase from 43% to 53%

There will be a 1:1 correlation between the number of incidents and Den referrals for behavioral concerns.

APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	1. Use data to drive instruction and academic decisions. 2. Increase academic achievement and promote growth in ELA and Math. 3. Implement IB Program standards and practices with fidelity.	**1A** Analysis of whole school MAP data quarterly & create plans based on the data. **1B.** Use data analysis protocol in PLCs to consistently review current student data and inform the classroom instruction **2A.** Monitor and support the implementation of the Intervention Block **2B.** Lesson internalization in PLCs **3A.** Implement monthly IB PLCs to train and support staff members on IB integration **3B.** Facilitate IB walkthroughs, observations, and modeling to ensure integration
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	4. Increase student attendance and engagement 5. Implement a whole child support system to meet the individual needs of every student, supports social emotional learning, and promotes wellness 6. Utilize flexible learning tools, technology, and targeted instruction to personalize learning for all students	**4A.** CARE Team will monitor students with less than 80% ADA, excluding excused absences, through Individualized Success Plan **4B.** CARE Team and identified staff will make weekly outreach calls for all students with less than 80% ADA **4C.** Offer opportunities for students to be engaged in clubs, extra-curricular activities, and extended learning experiences. **5A.** Den services will be provided to match the specific needs of each student **5B**. Advisory classes with integrated SEL lessons **6A.** Provision of devices to create a 1:1 access, tech support, ………. **6B.** Utilization of interactive technology platforms to promote personalized and adaptive student learning and create individualized student learning paths

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APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	**7.** Build teacher capacity to support academic achievement	**7A.** Ongoing professional learning and promote opportunities for teachers to serve as leaders within the building (recruitment ambassadors, serving as instructional exemplars, etc.) **7B.** Teachers will facilitate PLCs using an established protocol
Creating a System of School Support Collective Action, Engagement & Empowerment	**8.** Sustain and enhance family engagement that fosters positive relationships with all stakeholders in an effort to promote academic achievement	**8A.** Maintain and promote an active GO Team **8B.** Create opportunities for parents, local businesses, community partnerships, and other stakeholders to engage with the school on a consistent basis **8C.** Create and sustain a warm culture where everyone feels valued and welcomed **8D.** Maintain consistent communication with all stakeholders **8E**. Establish a PTA

ACTIVITY: Reflect on the Work

Review what you said you were going to do in your **previous strategic plan** and reflect on whether you achieved the impact you expected. These guiding questions will help set that stage for the rest of the needs assessment.

Impact: Did you achieve or make progress towards the goals identified in your strategic plan? What evidence/data do you have?

YES. Evidence/data includes MAP data, SEL implementation, Math 180/Read 180/System 44 usage data, intentional REP design, clearly defined protocols for weekly data meetings and lesson internalization professional learning communities, implemented IB standards and practices through IB professional learning communities, common formative assessment data, math and reading inventory data, establishment of Den Wraparound Support Center with statistics and impact data.

Implementation: Did you do (with fidelity) what you said you were going to do in your strategic plan? What evidence/data do you have?

YES. MAP administration three times per year, Weekly SEL lessons during advisory and embedded in the curriculum, Math 180/Read 180/System 44 four times per week during the intervention block and five times per week during REP classes, weekly 60 minute data analysis collaboration sessions for the purpose of identifying learning gaps – determining reteach – and establishing next steps, structured monthly IB professional learning communities, bi-weekly common formative assessments, math and reading inventory administered 3-5 times per year, weekly review of Den statistics and impact data.

ACTIVITY: Reflect on the Work

Review what you said you were going to do in your **previous strategic plan** and reflect on whether you achieved the impact you expected. These guiding questions will help set that stage for the rest of the needs assessment.

Reflection: If you did not have the impact expected or implement with fidelity, why? What should you be aware of in this planning process?
NA – expected impact has been met and there has been an implementation of the strategies with fidelity and consistency.

Strengths	Opportunities
The Den whole child wraparound center provides real time support for students and families	Math data suggests that 50% of our students are performing at the beginning level according to MAP data
Robust weekly PLC structure that enables data and lesson internalization	ELA data suggests that 50% of our students are performing at the beginning level according to MAP data
Focus on student growth data (growth mindset)	Implementation of signature programming (IB) has been stagnant prior to the 2021-2022 school year
"Small school" structure with learning communities/2-person teams for grades 6 and 7.	Leverage The Den services to ensure that every student receives appropriate support in order to remove barriers to learning
An emphasis on school culture and staff morale	

Our Overarching Needs

(ES/MS: Literacy Proficiency) Improve 6-8 growth and proficiency on GMAS	(ES/MS: Numeracy Proficiency) Improve 6-8 growth and proficiency on GMAS	(Whole Child/Student Support) Increase opportunities for real time student support

Why?

Half of our students are beginning level readers according to MAP data

Why?

Students struggle with reading and writing proficiency

Why?

Students have comprehension and writing skills deficits

Why?

Half of our students are beginning level in math according to MAP data

Why?

Students struggle with basic math skills that prohibit them from accessing grade level content

Why?

Gaps in foundational mathematical knowledge

Why?

There have been challenges and barriers for students receiving the appropriate support needed for academic success

Why?

Structural challenges in the SST/RTI process prohibited the proper support

Why?

The proper human resources were not allocated for the SST/RTI process

Root Cause

(ES/MS: Literacy Proficiency) Students lack foundational reading skills	(ES/MS: Numeracy Proficiency) Students lack conceptual understanding of mathematical concepts	(Whole Child/Student Support) The structural process did not support the proper implementation of the SST/RTI process

Universal Screener
Data Review

Dec. MAP Quintiles - Reading

K-8 Aggregate Quintiles for Achievement

The below percentages show what percent of students at each school land in each quintile based on the percentile from MAP Growth.

*click in a school to see grade level performance if there are above 10 students per grade

Data is updated nightly during each testing window.

Percentile Quintile

- 🟥 Lo %ile <21
- 🟧 LoAvg %ile 21-40
- 🟨 Avg %ile 41-60
- 🟩 HiAvg %ile 61-80
- 🟦 Hi %ile > 80

School	Window	Exams	Lo	LoAvg	Avg	HiAvg	Hi
DISTRICT	Winter 2021-2022	7,549	32%	19%	18%	17%	14%

School	Window	Exams	Lo	LoAvg	Avg	HiAvg	Hi
Howard	Winter 2021-2022	1,108	11%	9%	15%	27%	37%
Sutton	Winter 2021-2022	1,477	13%	16%	21%	26%	24%
AVA	Winter 2021-2022	54	22%	20%	19%	20%	19%
CSK	Winter 2021-2022	127	18%	16%	28%	26%	12%
AVA - Direct	Winter 2021-2022	105	36%	14%	13%	18%	18%
King	Winter 2021-2022	731	36%	19%	20%	14%	11%
BEST MS/HS	Winter 2021-2022	66	30%	21%	26%	18%	5%
Young	Winter 2021-2022	692	41%	21%	19%	14%	5%
Bunche	Winter 2021-2022	757	39%	22%	21%	14%	4%
H Russell	Winter 2021-2022	325	45%	20%	18%	10%	6%
Sylvan	Winter 2021-2022	443	43%	25%	17%	12%	
Hollis	Winter 2021-2022	232	46%	24%	16%	9%	6%
Long	Winter 2021-2022	653	46%	24%	17%	11%	
Invictus	Winter 2021-2022	752	49%	23%	17%	8%	
Hank Aaron	Winter 2021-2022	19	79%			16%	5%

School	Grade	Window	Exams	Lo	LoAvg	Avg	HiAvg	Hi
Young	06	Winter 2021-2022	197	48%	18%	17%	11%	5%
	07	Winter 2021-2022	247	36%	23%	19%	18%	4%
	08	Winter 2021-2022	248	42%	21%	19%	13%	5%

Dec. MAP Quintiles - Math

K-8 Aggregate Quintiles for Achievement

The below percentages show what percent of students at each school land in each quintile based on the percentile from MAP Growth.

*click in a school to see grade level performance if there are above 10 students per grade

Data is updated nightly during each testing window.

Percentile Quintile

- ■ Lo %ile <21
- ■ LoAvg %ile 21-40
- ■ Avg %ile 41-60
- ■ HiAvg %ile 61-80
- ■ Hi %ile > 80

School	Window	Exams					
DISTRICT	Winter 2021-2022	7,652	41%	22%	16%	10%	11%

School	Window	Exams					
Howard	Winter 2021-2022	1,107	13%	11%	19%	21%	36%
Sutton	Winter 2021-2022	1,471	24%	18%	21%	18%	19%
AVA	Winter 2021-2022	57	28%	25%	21%	16%	11%
AVA - Direct	Winter 2021-2022	106	36%	30%	15%	10%	8%
BEST MS/HS	Winter 2021-2022	67	36%	27%	19%	15%	
CSK	Winter 2021-2022	127	31%	31%	23%	10%	5%
King	Winter 2021-2022	747	49%	24%	13%	8%	6%
Sylvan	Winter 2021-2022	450	42%	28%	18%	9%	
Bunche	Winter 2021-2022	820	50%	26%	15%	6%	
Young	Winter 2021-2022	696	48%	28%	15%	7%	
H Russell	Winter 2021-2022	336	55%	23%	14%	6%	
Hollis	Winter 2021-2022	232	64%	20%	10%	5%	
Hank Aaron	Winter 2021-2022	23	65%	26%	4%	4%	
Invictus	Winter 2021-2022	749	62%	24%	10%		
Long	Winter 2021-2022	655	61%	20%	16%		

School	Grade	Window	Exams					
Young	06	Winter 2021-2022	192	50%	28%	18%		
	07	Winter 2021-2022	241	47%	24%	15%	11%	
	08	Winter 2021-2022	263	48%	31%	12%	7%	

GMAS Projections Based on MAP

Reading

MAP Growth Achievement Level Predictions by Grade ⓘ

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English
click a grade-level or section to generate a list of students in that category combination below

School	Window	Grade	Exam	Exams			
Young	Winter 2021-2022	06	Reading	197	57%	21%	19%
		07	Reading	247	45%	38%	16%
		08	Reading	248	48%	31%	19%

MATH

MAP Growth Achievement Level Predictions by Grade ⓘ

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English
click a grade-level or section to generate a list of students in that category combination below

School	Window	Grade	Exam	Exams			
Young	Winter 2021-2022	06	Math	192	46%	49%	
		07	Math	241	53%	34%	13%
		08	Math	263	49%	41%	7%