

King Middle Strategic Plan (Jackson Cluster)

District Mission & Vision

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system

Cluster Mission & Vision

MJHS Cluster Mission; to graduate students who are productive, caring and lifelong learners.

MJHS Cluster Vision; a high-performing cluster where students love to learn, educators inspire, families engage and the community trusts the system.

School Mission & Vision

Our mission is to prepare students for a globally competitive environment in which students' graduate college and career ready while fostering principles of responsibility, service, respect, compassion, international-mindedness within an academically challenging educational framework.

Our vision is to work collaboratively with each community and stakeholder to develop active, globally-minded citizens prepared to create positive change on a local, national, and international scale.

Signature Program: International Baccalaureate Middle Years Programme



School Priorities

1. Focus on increasing **Black students, White students, Hispanic students, Economically Disadvantage students, English Learner Students, and Students with Disabilities** at Proficient Learner or above on the GMAS EOG in in ELA, Reading, and Math.
2. Increase rigor into the curriculum through the implementation of the International Baccalaureate Middle Years Programme.

School Strategies

1. Integrate district wide instructional practices in all contents
2. Focus on teaching daily lessons in ways that clarify the objectives of the lesson, reinforce what is taught, and meaningfully engage students, such as utilizing the Instructional Framework, outlined by Atlanta Public Schools.
3. Incorporate the International Baccalaureate Learner Profiles and Approaches to Learning skills to develop lifelong learners and address our students' diverse learning styles.
4. Differentiated Instruction based on all students' academic needs.
5. Provide additional instructional time focused on student needs.
6. Support classroom teachers in their efforts to help lower-performing students close the achievement gap, through strategic scheduling, use of tutors, after school tutorials (face to face and virtual), integrated technology/educational platforms, and Thinking Maps.
7. Vertical alignment of reading and writing strategies from middle to high school across content areas.
8. Provide additional academic support for students through post-secondary institution partnerships.

Uses of Flexibility/Innovation

Math teachers will use virtual on-line calculators or handheld calculators to support the integration of technology into the math classroom. Teachers will also utilize accompanying software that they can be used with their LED/Promethean boards to assist students, including document cameras and amplifiers.

Implement a minimum of 50 hours of engaging and rigorous learning experiences through interdisciplinary units.

Teachers will provide an end of the year learner profile report card to reflect on student growth.

Connections teachers will provide students with daily learning experiences with the approaches to learning skills.

In addition to face-to-face instruction, provide students with virtual academic support if needed.

Amplify consumables (journals and unit lessons) will be used to support students with the digital ELA Amplify curriculum.

IXL will be utilized in 6th, 7th, and 8th grade to help students use strengths to build on weaknesses in language skills and concepts.

Write Score, LLC will provide students with different types of writing prompts via student writing testing booklets. The program then scores the essays using Georgia specific scoring rubrics and reporting categories. Write Score provides teachers with data reports broken down into four categories, Ideas, Organization, Style, and Convention. Teachers can then use this information to drive instruction as it relates to student achievement in writing.

All special education students will be exposed to Reading Plus through their English Language Arts class to provide more personalized instruction.

Key Performance Measures

ELA

Using 2019 data as a benchmark and due to the virtual learning environment caused by the pandemic, our school will strive to:

- Maintain the percentage of Full Academic Year (FAY) **Black** students scoring developing and above on the **ELA Georgia Milestone Assessment at 58.3% in 2022.**
- Maintain the percentage of FAY **Hispanic** students scoring developing and above on the **ELA Georgia Milestone Assessment at 61.3 in 2022.**
- Maintain the percentage of FAY **Economically Disadvantaged** students scoring developing and above on the **ELA Georgia Milestone Assessment will at 59.5 % in 2022.**
- Maintain the percentage of FAY **English Learners** scoring developing and above on the **ELA Georgia Milestone Assessment will at 25% in 2022.**
- Maintain the percentage of FAY **Students with Disabilities** scoring developing and above on the **ELA Georgia Milestone Assessment at 19.6% in 2022.**

We will strive to increase each subgroup by at least three percentage



Academic Program

School Priorities

School Strategies

Key Performance Measures



3. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.

1. Provide professional development that focuses on teaching daily lessons in ways that clarify the objectives of the lesson, reinforce what is taught, and meaningfully engage students.
2. Provide collaborative opportunities through common planning
3. Ensure 100% of our teachers receive IB training with the Center for the Advancement and Study of International Education.
4. Provide professional development to teachers on the three reading strategies to improve literacy.
5. **Utilize a full-time instructional coach for all content areas by 2023.**

Uses of Flexibility/Innovation

Thinking Maps, Classworks, IXL, I-Ready (Curriculum Associates), and IB MYP unit planning will provide professional development that provides teachers with strategies and resources that will create standards-based, inquiry based, student-centered curricula and effectively integrate technology to inform data-driven instruction. As a result, the teacher's ability to raise and sustain student achievement is increased.

Math
Using 2019 data as a benchmark and the impact virtual learning environment caused by the pandemic, our school will strive to:

- Maintain the percentage of FAY **Black** students scoring developing and above on the **Math** Georgia Milestone Assessment at **60.8% in 2022.**
- Maintain the percentage of FAY **Hispanic** students scoring developing and above on the **Math** Georgia Milestone Assessment at **69.4% in 2022.**
- Maintain the percentage of FAY **Economically Disadvantaged** students scoring developing and above on the **Math** Georgia Milestone Assessment at **62.6 in 2022.**
- Maintain the percentage of FAY **English Learners** students scoring developing and above on the **Math** Georgia Milestone Assessment at **45.8% to 2022.**
- Maintain the percentage of FAY **Students with Disabilities** scoring developing and above on the **Math** Georgia Milestone Assessment at **22.5% in 2022.**



4. Incorporate systems to identify and address academic concerns.

1. Teachers and staff will engage in Data Talks using the districtwide universal screener to address individual academic needs of students (remediation or enrichment)
2. Student led data talk.
3. Teachers will assess students using the IB criterion, twice a year.

Uses of Flexibility/Innovation

Bi-weekly Assessments -Classroom teachers will develop common assessments on their grade level to monitor student progress every two weeks. The Instructional Coaches will review all tests to make sure that all test questions are formatted in a manner consistent with Common assessments.

Data Talks- Teachers will meet with the Instructional Coaches and administrative team to analyze data and discuss strategies for helping those students who are meeting, as well as those students that are not meeting the standards. The Instructional coaches will assist the teachers with developing and implementing differentiation strategies accordingly.

Differentiation of Instruction- At King, teachers will use such differentiation needs as flexible groups, hands-on manipulatives, tiered assignments, technology, process, product, content, environment, guided practice, and Direct Instruction.



5. Develop a positive, and collaborative environment for students, staff, and all stakeholders.

1. Implement Positive Behavior Intervention Strategies.
2. Implement Social Emotional Learning (SEL) for staff and students.
 - a) Exposing students to IB Learner Profiles
 - b) Staff participating in professional development
 - c) Team building activities for staff and students
3. Build community awareness through IB community projects, Go Team, PTA, and Parent Liaison.
 - a) Establish a family engagement committee
 - b) Parent University (IB, Technology, Classworks, Testing)
 - c) Menu of parent involvement activities
 - d) *Uses of Flexibility/Innovation*

*Second Step Curriculum
*Parent Workshops
*Cluster collaborations
*After school, All Stars
*TKES surveys and Parent Engagement surveys

*Social Media
*Community outreach
*Virtual meeting platforms

We will strive to increase each subgroup by at least three percentage points in 2023.

Implement 3 interdisciplinary units per grade level by May 2022.

100% of our full academic year (FAY)students will receive a learner profile report card in May of 2022.

Enroll at least 50 students in Young Kings and Queens Program
Enroll 120 students in afterschool all stars.