



Young Middle School  
GO Team  
Business Meeting #2

Where we are - Where we're going

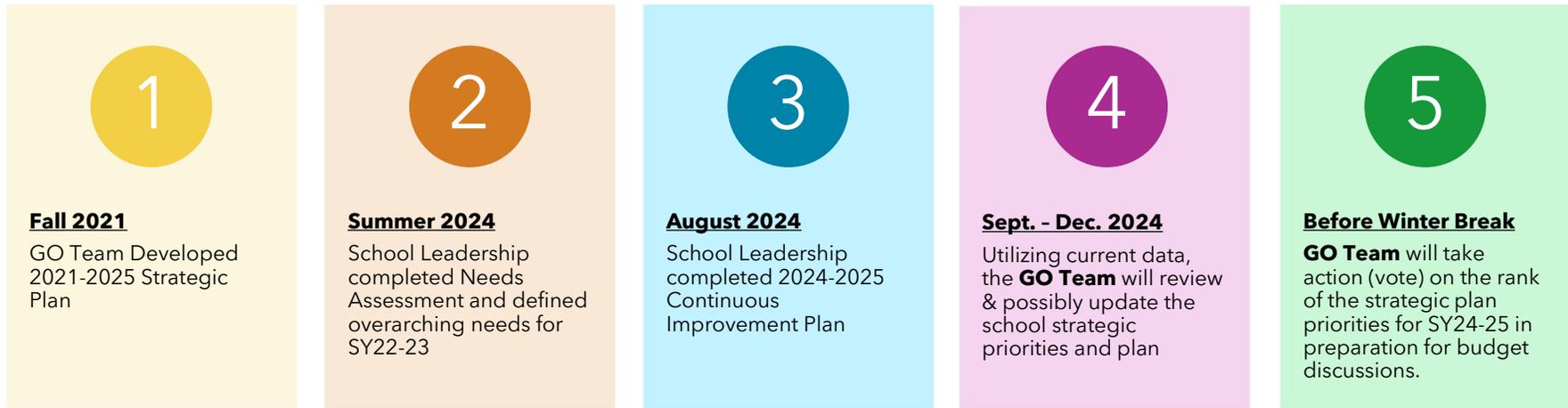
# Where We Are

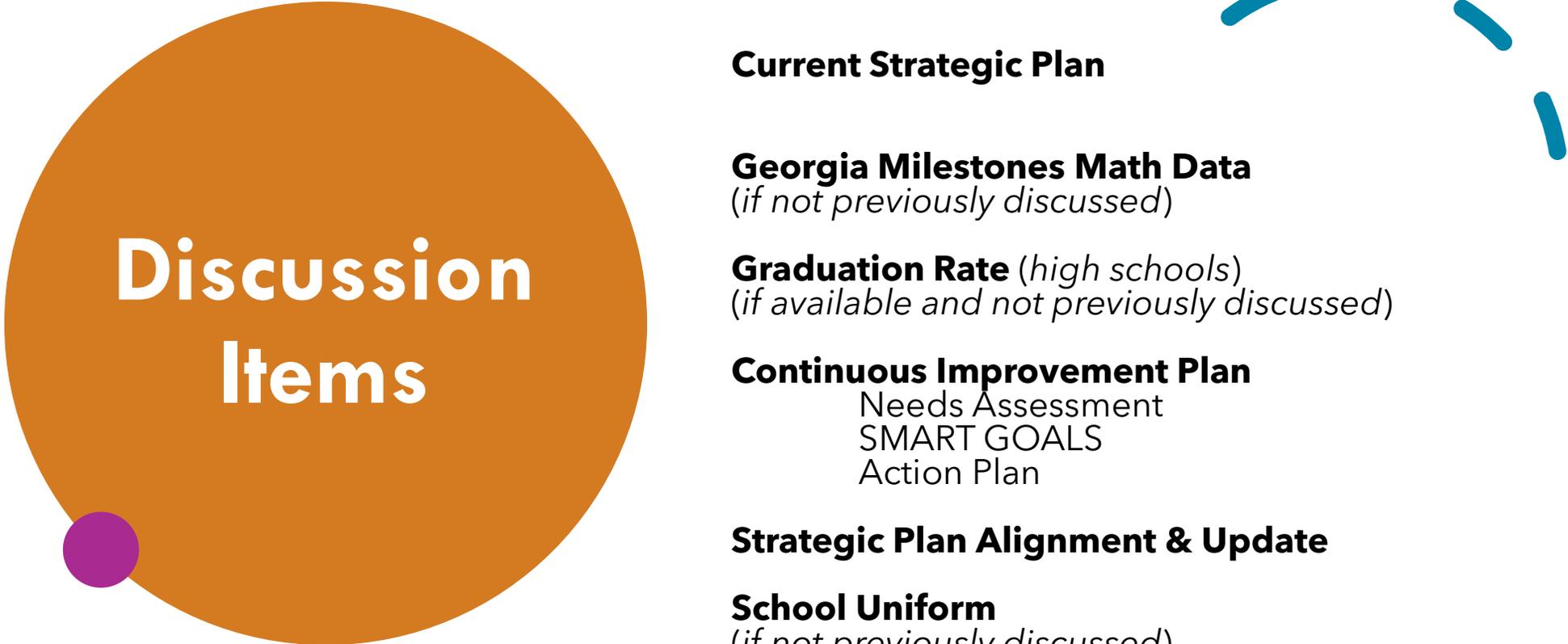
Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



# Timeline for GO Teams

You are **HERE**





# Discussion Items

## **Current Strategic Plan**

**Georgia Milestones Math Data**  
*(if not previously discussed)*

**Graduation Rate** *(high schools)*  
*(if available and not previously discussed)*

**Continuous Improvement Plan**  
Needs Assessment  
SMART GOALS  
Action Plan

## **Strategic Plan Alignment & Update**

**School Uniform**  
*(if not previously discussed)*



# Current Strategic Plan

2021-2025

**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.

## Young Middle School

**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% to 20% and (Lvl 2 and up) will increase from 48% to 51%

As measured by Milestones, Math - (Lvl 3 and up) will increase from 13% to 16% (Lvl 2 and up) will increase from 47% to 50%

Increase ADA from 87.8% to 90% by May 2025

### APS Strategic Priorities & Initiatives

**Fostering Academic Excellence for All**  
Data  
Curriculum & Instruction  
Signature Program

### School Strategic Priorities

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.

### School Strategies

- 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

## Young Middle School

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### APS Strategic Priorities & Initiatives

#### Equipping & Empowering Leaders & Staff

Strategic Staff Support  
Equitable Resource Allocation

#### Creating a System of School Support

Collective Action, Engagement & Empowerment

### School Strategic Priorities

7. Build teacher capacity to support academic achievement

8. Sustain and enhance family engagement that fosters positive relationships with all stakeholders in an effort to promote academic achievement

### School Strategies

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

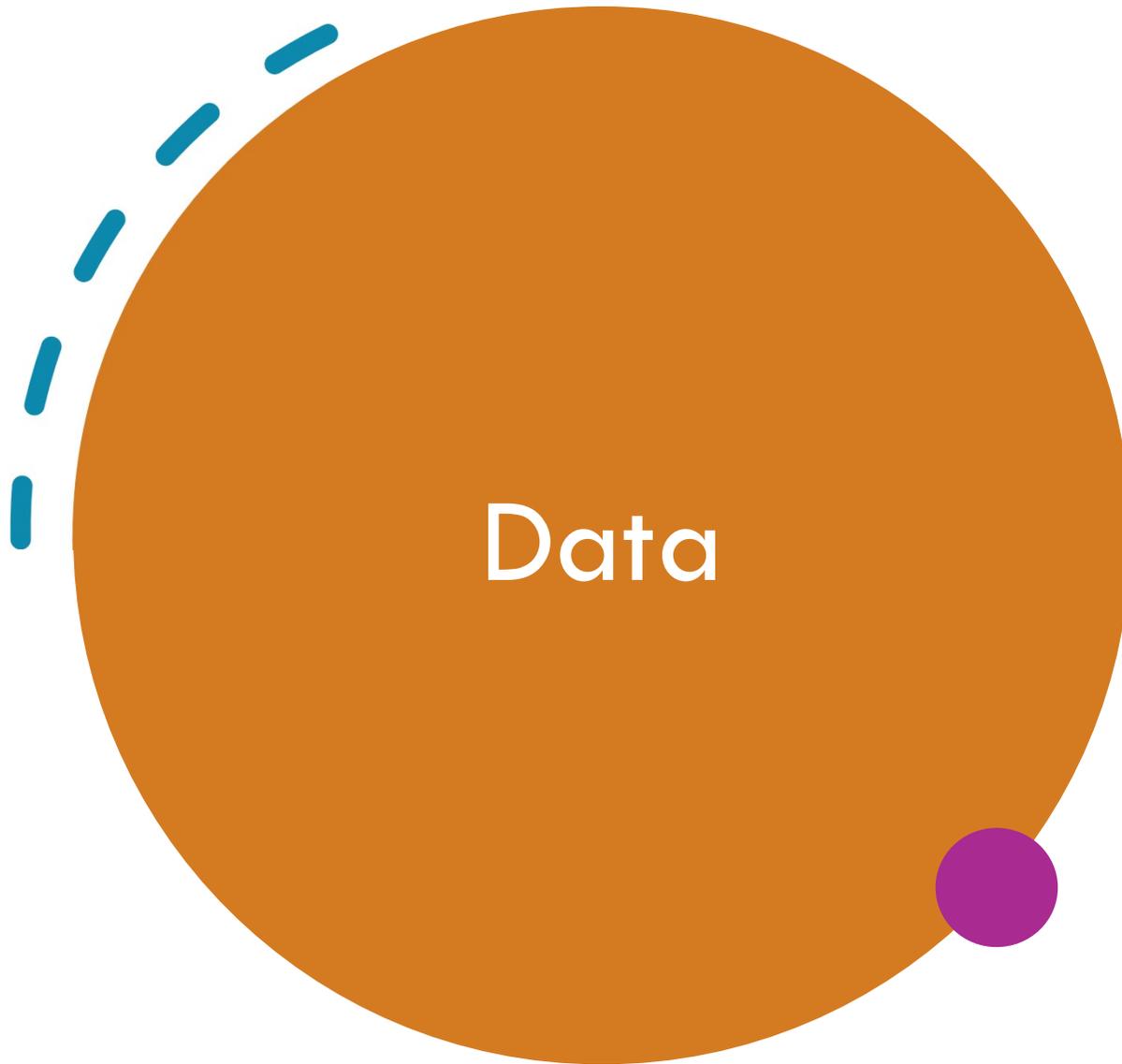
8A. Maintain and promote an active GO Team

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



Data



# GA MILESTONES MATH RESULTS

## Milestone Comparison

Click School Name or Year to show results by Grade-Level.

District	2023	40%	31%	18%	11%
	2024	35%	33%	19%	12%
Young	2023	60%	31%	8%	
	2024	55%	34%	10%	



# GA MILESTONES MATH RESULTS

## Milestone Grade and Subject Comparison: District

District	display subj..	Grade	Year	Comparison G..				
District	Math	6	2023	All	46%	33%	14%	6%
			2024	All	40%	37%	15%	9%
		7	2023	All	39%	38%	15%	8%
			2024	All	38%	36%	17%	9%
		8	2023	All	44%	31%	16%	9%
			2024	All	37%	35%	16%	13%

## Milestone Grade and Subject Comparison for Young

Young	Math	6	2023	All	67%	26%		
			2024	All	53%	37%	10%	
		7	2023	All	48%	42%	11%	
			2024	All	53%	33%	11%	
		8	2023	All	63%	25%	9%	
			2024	All	57%	31%	9%	

# GA MILESTONES ELA, SCI & SS RESULTS

Milestone Grade and Subject Comparison: District

District	display subj..	Grade	Year	Comparison G..				
District	ELA	6	2023	All	42%	27%	24%	8%
			2024	All	41%	25%	24%	9%
		7	2023	All	38%	29%	26%	6%
			2024	All	41%	28%	24%	7%
	8	2023	All	35%	33%	22%	9%	
		2024	All	30%	34%	24%	11%	
	Sci	8	2023	All	54%	24%	16%	6%
			2024	All	62%	22%	13%	
Soc	8	2023	All	43%	33%	17%	7%	
		2024	All	41%	34%	19%	6%	

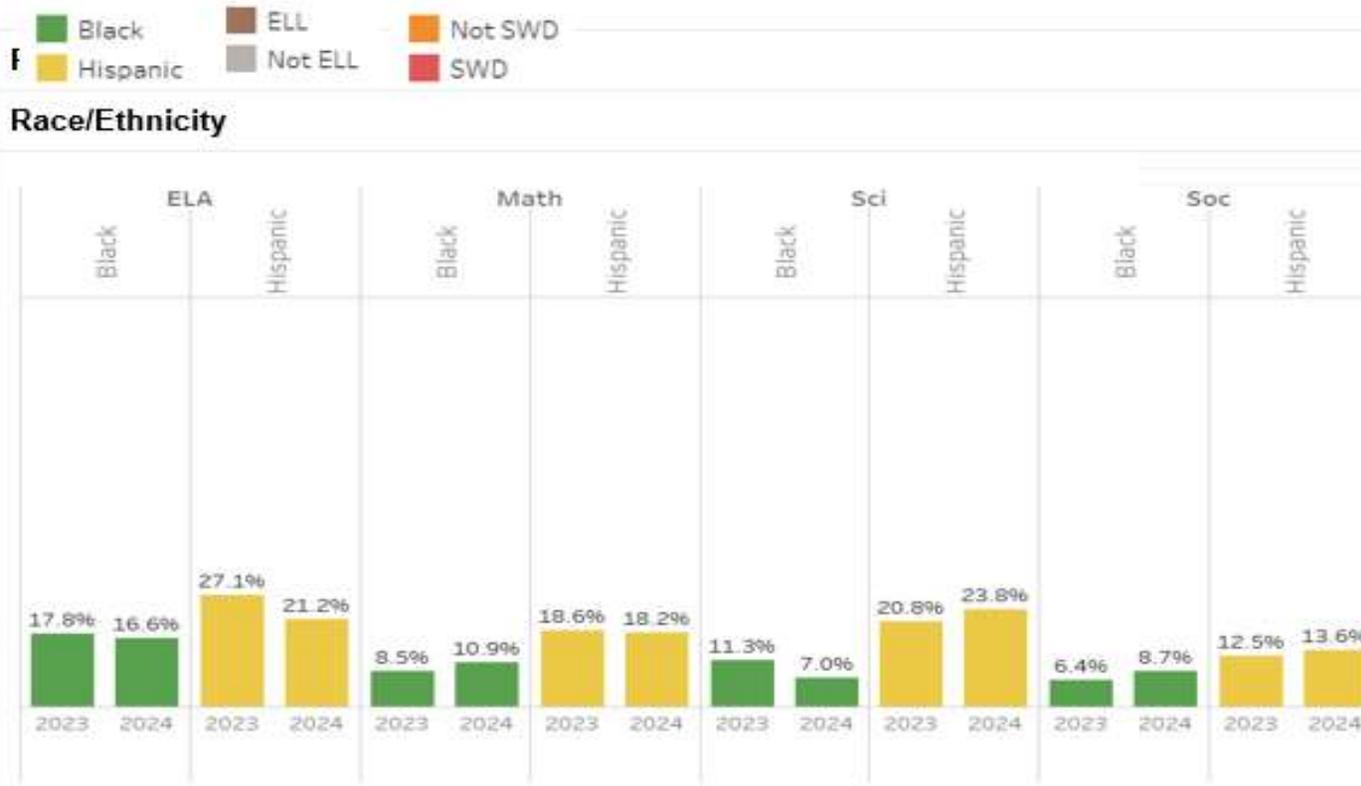
Milestone Grade and Subject Comparison for Young

Young	ELA	6	2023	All	61%	24%	15%
			2024	All	57%	27%	14%
		7	2023	All	50%	29%	19%
			2024	All	54%	31%	14%
	8	2023	All	48%	33%	17%	
		2024	All	46%	34%	17%	
	Sci	8	2023	All	72%	15%	9%
			2024	All	71%	20%	8%
Soc	8	2023	All	66%	27%	7%	
		2024	All	72%	18%	9%	

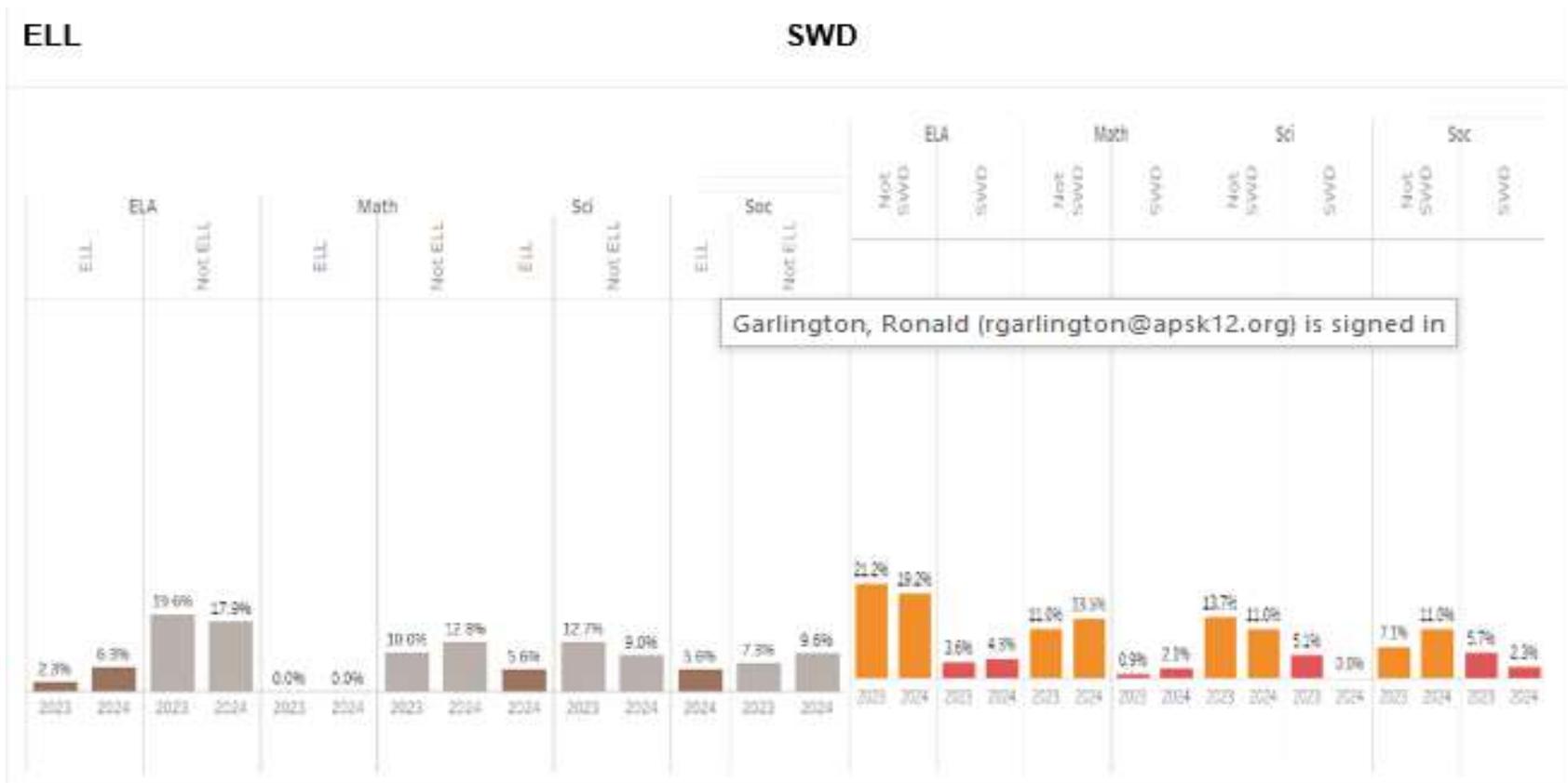
# GA MILESTONES SUBGROUP PERFORMANCE

## Subgroup Performance

Comparison Group (End of Grade Preview-Year by Year Comparison view [District](#) | [School](#))



# GA MILESTONES SUBGROUP PERFORMANCE



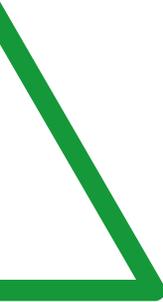


# GA MILESTONES RESULTS

## Bright Spots

- 6th and 8th grade showed improvement on both Math and ELA. Gains in 6th grade Math
- SWD students showed improvement for both Math and ELA schoolwide.

## Opportunities

- There were declines in 7th grade across the board as well as in 8th grade Social Studies.
- 

# GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?





# Continuous Improvement Plan



School Name: Jean Childs Young Middle School



Needs Assessment

Strengths		Challenges	
Continued trajectory of student achievement growth		Subgroup academic achievement	
Increase in student achievement rates		Student attendance (ADA)	
The Den with Robust partnerships to provide comprehensive		Student discipline (OSS rates/student engagement)	
PLCs/weekly data meetings that supports a detailed instructional		Consistent and coherent instructional practices (teacher	
			
Our Overarching Needs			
Literacy	Numeracy	Whole Child & Intervention	
Literacy: To increase the percent of students reading and writing on or above grade level.	Numeracy: To increase the percentage of students mastering grade-level math standards.	Whole Child & Intervention: To create a culture and climate that invites and welcomes students while removing barriers that prevent them from fully engaging in daily instruction.	
			
Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement	
According to GMAS, about half of our students are not reading and writing on grade level.	According to GMAS, the majority of our students are not proficient on grade level standards.	The adults have not created a culture in which students feel fully welcomed and supported, therefore students are reluctant to fully engage in the educational experiences and opportunities that are provided.	

## Slide 17

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**OL3** After reviewing your data (both qualitative and quantitative), identify some strengths and weaknesses as a CIP Team and list them here. From there, please identify an overarching need for each priority area.

Ojezua, Lami, 5/3/2022

**OL4** Click on this jamboard link. Allow 5 min for all members of your team to brainstorm a problem statement for each area: Literacy, Numeracy, and Culture/Climate. Choose ONE Problem Statement for each area (literacy, numeracy, and climate/culture).

Ojezua, Lami, 5/3/2022



## Goals

### SMART Goals

#### Literacy

As measured by Milestones, ELA - (Lvl 3 and up) will increase from **17%** to **20%** and (Lvl 2 and up) will increase from **48%** to **51%**.

#### Numeracy

As measured by Milestones, Math - (Lvl 3 and up) will increase from **13%** to **16%** (Lvl 2 and up) will increase from **47%** to **50%**

#### Whole Child & Intervention

Increase ADA from **87.8%** to **90.0%** by May 2025

### Progress Monitoring Measures

#### Literacy

- MAP Growth data
- Interim assessment data
- Common formative assessments
- GMAS

#### Numeracy

- MAP Growth data
- \*Common formative assessments
- Interim assessment data
- GMAS

#### Whole Child & Intervention

- Monthly attendance tracker via APS Graph Dashboard
- Weekly monitoring of teacher attendance take rate
- Social Worker list monitoring data (CCRPI attendance)
- Den Referrals (Counselor referrals)
- WCI Team data review

### Literacy SMART Goal

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Implement Literacy Enhancement block/Targeted reading and writing instructional block	Principal, Instructional Coaches, Teachers (all), assistant principals, master teacher leaders	August 2024-May 2025	90% of teachers will implement Literacy Enhancement block/Targeted reading and writing instructional block at an evident level or above.	80% of assessed students will score 70% or above on bi-weekly common formative assessments.	PL
Monitor the effective implementation of a formal framework for personalized learning small group instruction in ELA for General Ed and SPED teachers following the bi-weekly observation	Principal, Assistant principals, Instructional coaches, master teacher leaders	August 2024 - May 2025	90% of teachers will implement small group instruction at the operational level or above according to the small group look for documentation data	80% of all students will score 70% or above on bi-weekly common formative assessments.	PL
Monitor implementation of weekly collaborative planning meetings, focusing on lesson internalization and teach back procedures in order to reduce instructional variability among	Principal, Assistant Principals, Instructional Coaches	August 2024-May 2025	90% percent of ELA teachers score evident or above according to the JCYMS observation tool	80% of all students will score 70% or above on bi-weekly common formative assessments	Data and CI

#### Subgroup Action Steps for Literacy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Provide tiered support and appropriate accommodations, per the learning plan	SWD Teachers, ESOL Teachers, ESOL POC, & SELT	August 2024-May 2025	90% of teachers will provide the tiered supports and appropriate accommodations based on students' needs at an evident level or above.	80% of assessed students will score 70% or above on bi-weekly common formative assessments.	PL WCI
DSE Walk (observation tool) will be used to improve the quality of literacy instruction with a focus on specially designed instruction (SDI), progress monitoring, and best practices.	Principal, APs, SELT, ESOL POC	September 2024-May 2025	90% percent of teachers score evident according to the JCYMS observation data.	80% of assessed students will score 70% or above on bi-weekly common formative assessments.	Data , CI and PL

Numeracy SMART Goal					
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Implement Intervention/Target instructional block	Instructional Coaches and Intervention Teachers	August 2024-May 2025	90% of teachers will implement Numeracy Enhancement block/Targeted numeracy instructional block at an evident level or above.	80% of assessed students will score 70% or above on bi-weekly common formative assessments.	PL
Monitor the effective implementation of a formal framework for personalized learning small group instruction in math for General Ed and SPED teachers following the bi-weekly observation	Principal, Assistant principals, Instructional coaches, master teacher leaders	August 2024 - May 2025	90% of teachers will implement small group instruction at the operational level or above according to the small group look for documentation data	80% of all students will score 70% or above on bi-weekly common formative assessments.	PL
Monitor implementation of weekly collaborative planning meetings, focusing on lesson internalization and teach back procedures in order to reduce instructional variability among	Principal, Assistant Principals, Instructional Coaches	August 2024-May 2025	90% percent of Math teachers score evident or above according to the JCYMS observation tool	80% of all students will score 70% or above on bi-weekly common formative assessments	Data and CI
Subgroup Action Steps for Numeracy (required)					
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Provide tiered support and appropriate accommodations, per the learning plan	SWD Teachers, ESOL Teachers, ESOL POC, & SELT	August 2024-May 2025	90% of teachers will provide the tiered supports and appropriate accommodations based on students' needs at an evident level or above.	80% of assessed students will score 70% or above on bi-weekly common formative assessments.	PL WCI
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Whole Child & Intervention SMART Goal

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5
Teacher will take daily and accurate attendance	Classroom teachers	August 2024-May 2025	Daily/period by period attendance checks by office clerks to ensure that all teachers have taken attendance	Monitor take rate reports to ensure 100% completion	WCI
Daily use of student incentive program (WolfBucks) to acknowledge the expected behaviors from students	Classroom teachers	August 2024 - May 2025	Behavior Specialist and Assistant Principals will use usage reports to ensure that all teachers are issuing WolfBucks on a daily basis	LiveSchool/WolfBucks reports to demonstrate that 100% of teachers are issuing points weekly	WCI
Ensure that at least 80% of suspended students receive wrap-around services within the DEN.	Den Support Staff: Behavior Specialist, Counselors, Assistant Principals, Classroom Teachers	August 2024 - May 2025	Students will be monitored weekly in the WCI meetings	Attendance through Counseling session, SST/MTSS processes, CICO, and behavior plans	WCI

**GO TEAM DISCUSSION:** Review the priorities and goals in your strategic plan and the information and goals CIP. Reflect on if updates need to be made to the Strategic Plan.

# GO Team Activity & Discussion

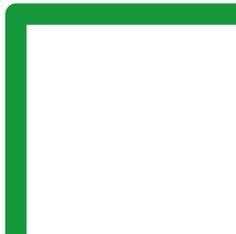
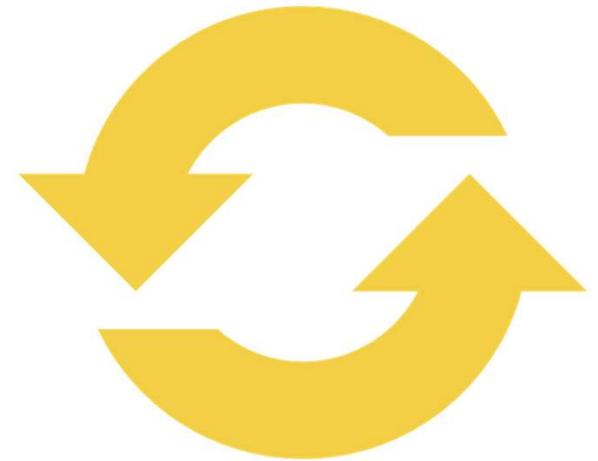
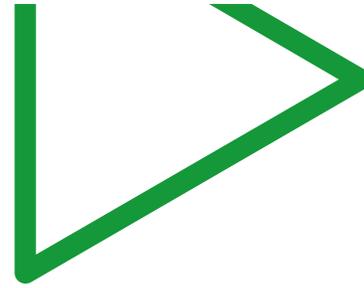
**Are all CIP Goals reflected in our Strategic Plan Priorities?**

**If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?**

Three empty blue rectangular boxes stacked vertically, connected to the central question box by a bracket-like line, intended for listing missing CIP goals.

# Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*





Strategic planning will help  
you fully uncover your  
available options, set priorities  
for them, and define the  
methods to achieve them.

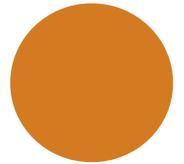
Robert J. Mckain

## Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take **Action** (vote) on any updates to our strategic plan and the ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.





# Principal's Report



# Security Grant Update

**\$45,000 security grant will be used to fund  
a full time monitor for the front  
entrance/vestibule**

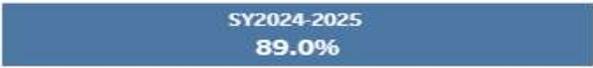


# INFORMATION ABOUT OUR SCHOOL



## District ADA

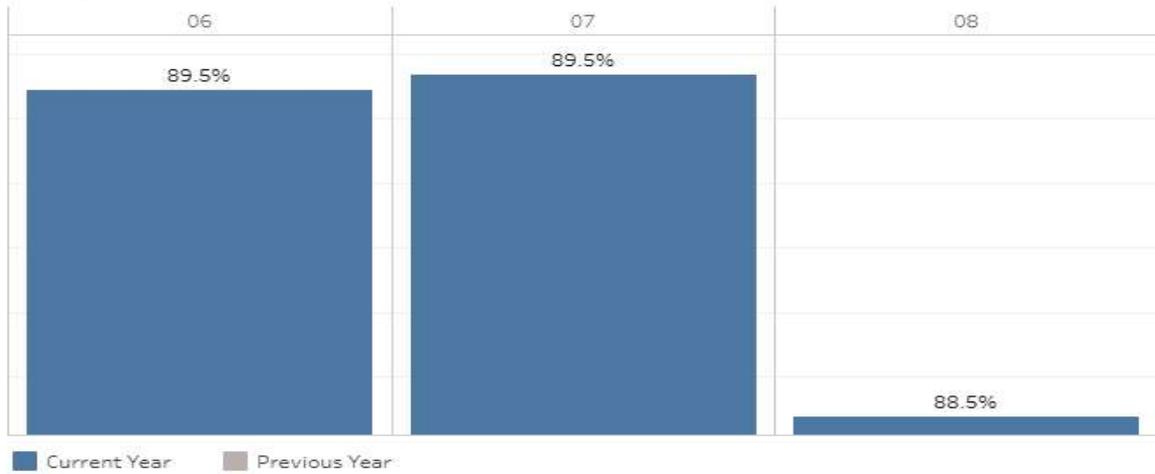
Subject to filters above



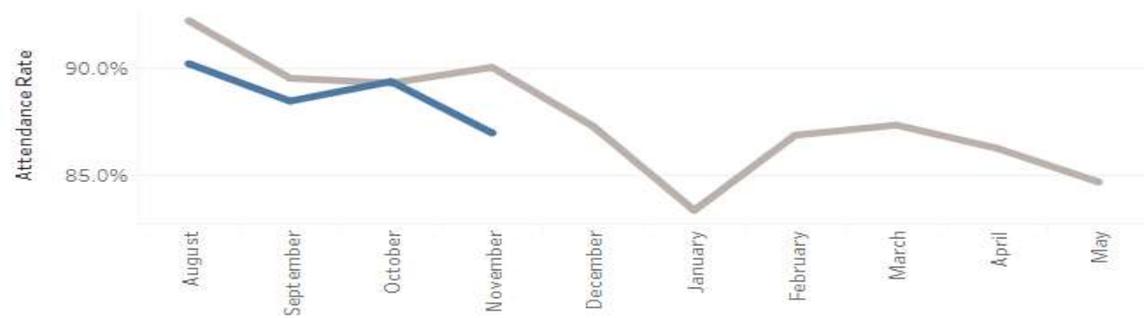
## School ADA Attendance Comparison SY2024-2025



## Comparison Across Grades



## Comparison Across Years



# INFORMATION ABOUT OUR SCHOOL



## APS Suspension Comparison

Select Year:

Suspension Rate:

Associate:

School Type:

Cluster:

Month:

Gender:

Grade:

SWD:

Race/Ethnicity:

Cohort:

EL Status:

Homeless:

**School Comparison**

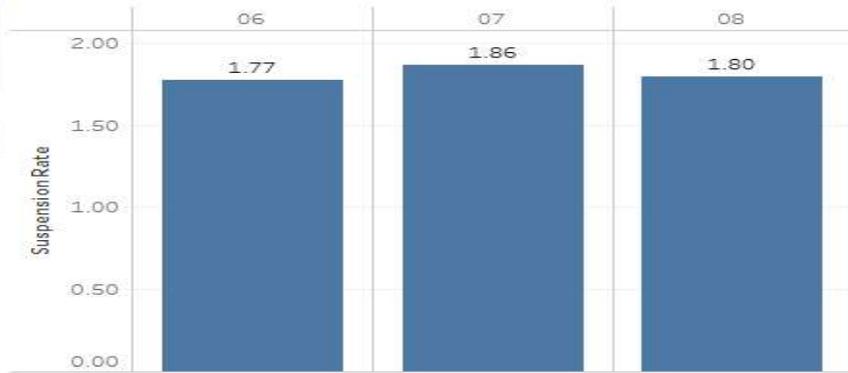
SY2024-2025

Young: 1.81

Suspension Rate: 0.00 0.50 1.00 1.50

Change From:

### Suspension by Grade



■ Current Selected Year ■ Prior Year to Selected

### Monthly Suspension



# INFORMATION ABOUT OUR SCHOOL



## Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

### Jean Childs Young Middle School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
06	5/15/20	-	-	88/94/182	0/1/1	-	0/1/1	93/111/204
07	6/13/19	-	-	95/94/189	1/2/3	-	2/1/3	104/110/214
08	9/12/21	-	0/1/1	100/99/199	-	1/0/1	0/1/1	110/113/223
All Grades	20/40/60	-	0/1/1	283/287/570	1/3/4	1/0/1	2/3/5	307/334/641

### Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
Jean Childs Young Middle School	640	99.84%



Thank you