

Jean Childs Young Middle School Go Team Meeting

November 2, 2023

5:30 pm



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 16% to 20% and (Lvl 2 and up) will increase from 50% to 53%

As measured by Milestones, Math - (Lvl 3 and up) will increase from 9% to 12% (Lvl 2 and up) will increase from 40% to 43%

Increase ADA from 88.6% to 92% by May 2023

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

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.

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%

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

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

APS Strategic Priorities & Initiatives

Equipping & Empowering Leaders & Staff

Strategic Staff Support
Equitable Resource Allocation

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

Creating a System of School Support

Collective Action, Engagement & Empowerment

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



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

2023 Continuous Improvement Plan



APS Board Goals

Goals



Goal 1: Literacy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in reading, as measured by the Georgia Milestones



Goal 2: Numeracy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in math, as measured by the Georgia Milestones



Goal 3: Post-Graduation Preparedness

Increase the percentage of high school students who graduate prepared for their next step as demonstrated on a multi-dimensional assessment based on the Profile of a Graduate.



Goal 4: College and Career Readiness

The percentage of high school students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, work-based learning, or entering TCSG/USG without needing remediation



UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES	
Strengths	Challenges
Continued trajectory of student growth for all groups	Subgroup achievement
Level 3 and 4 achievement	Student attendance
Robust new partnerships to provide wraparound support services	Student discipline
Daily attendance increase	Consistent and coherent instructional practices

Our Overarching Needs		
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: The interventions provided by the Den should result in increased students attendance and decreased suspension rate.



Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
According to GMAS, the majority 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.	According to discipline and attendance data, our whole school wraparound center/Den is not resulting in the desired outcomes

Our Overarching Needs: Elementary & Middle Schools**Literacy:**

Our students need teachers who consistently meet the varied needs of their students through strong tier 1 instruction and well planned targeted instruction. (personalized instruction).
Our students with disabilities need targeted instruction that uses researched-based, instructional practices that addresses the needs outlined in their IEPs.

Numeracy:

Our students need teachers who consistently meet the varied needs of their students through strong tier 1 instruction and well planned targeted instruction. (personalized instruction).
Our students with disabilities need targeted instruction that uses researched-based, instructional practices that addresses the needs outlined in their IEPs.

Whole Child & Intervention:

As a school, we need to implement and practice a robust level of alternative to suspension possibilities for the students as well as increase engagement opportunities for students so they feel connected and ultimately attend school at higher rates.

SMART Goals (Elementary and Middle Schools)

As measured by Milestones, ELA - (Lvl 3 and up) will increase from 18.8% to 20% and (Lvl 2 and up) will increase from 47.7% to 50%.

As measured by Milestones, Math - (Lvl 3 and up) will increase from 9.4% to 11% (Lvl 2 and up) will increase from 40.1% to 42%

Increase ADA from 88.8% to 90% by May 2024.

Root Cause

Students arrive to middle school with deep deficits in their reading and writing ability. Middle schools teachers do not have the skills necessary to meet the varied ELA instructional needs of the of the students in their classrooms.

Students arrive to middle school with deep deficits in their grade level math standards proficiency. Middle schools teachers do not have the skills necessary to meet the varied math instructional needs of the of the students in their classrooms.

Our percent of students receiving OSS increased from 14% in 2021-22 to 32% in 2022-23 as a result of increased level 2 and up infractions.



Elementary & Middle Schools Literacy CIP Goal:						
By May 2023, as measured by Milestones, ELA - (Lvl 3 and up) will increase from 18.8% to 20% and (Lvl 2 and up) will increase from 47.7% to 50%.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Implement Intervention/Target instructional block	Instructional Coaches and Intervention Teachers	August 2023 - May 2024	80% of teachers will implement Read 180 or System 44 at an evident level according to the Intervention Look Fors Rubric data.	80% of students will meet their expected usage of 15 minutes twice per week in Reading.	CARES III	Data, Personalized Learning
Monitor the effective implementation of a formal framework for small group instruction in ELA for General Ed and SPED teachers following the bi-weekly observation schedule	Assistant principals, Instructional coaches, master teacher leaders	August 2023 - May 2024	80% of general teachers and sped teachers will implement small group instruction at the operational/proficient level according to the small group look for documentation data	80% of all students will score 80% or above on bi-weekly exit tickets. 80% of special ed students will score 80% or above on bi-weekly exit tickets	General Funds	personalized learning
Monitor implementation of weekly collaborative planning meetings, focusing on lesson internalization and teach back procedures in order to reduce instructional variability among classrooms in ELA using the district WDM Implementation Rubric	Assistant Principals, Instructional Coaches	August 2023-May 2024	80% percent of ELA and Special Education teachers score evident according to the JCYMS observation data.	80% of all students will score 80% or above on bi-weekly exit tickets. 80% of special ed students will score 80% or above on bi-weekly exit tickets	General Funds CARES III	Data, Curriculum and Instruction



Action Plans

Elementary & Middle Schools Numeracy CIP Goal:						
By May 2023, as measured by Milestones, Math -(Lvl 3 and up) will increase from 9.4% to 11% and (Lvl 2 and up) will increase from 40.1% to 42%.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Implement Intervention/Target instructional block	Instructional Coaches and Intervention Teachers	August 2023-May 2024	80% of teachers will implement Math 180 at an evident level according to the Intervention Look Fors Rubric data	80% of students will meet their expected usage of 15 minutes twice per week in Reading	General Funds CARES III	Data, Personalized Learning
Monitor the effective implementation of a formal framework for small group instruction in Math for General Ed and SPED teachers following the bi-weekly observation schedule	Assistant principals, Instructional coaches, master teacher leaders	August 2023 - May 2024	80% of general teachers and sped teachers will implement small group instruction at the operational/proficient level according to the small group look for documentation data	80% of all students will score 80% or above on bi-weekly exit tickets. 80% of special ed students will score 80% or above on bi-weekly exit tickets	General Funds	personalized learning
Monitor implementation of weekly collaborative planning meetings, focusing on lesson internalization and teach back procedures in order to reduce instructional variability among classrooms in Math using HIP CP Rubric: •Standards Analysis •Reflective Teaching Practices •Lesson Plan Development •Assessment & Evidence of Student Learning	Assistant Principals, Instructional Coaches	August 2023 - May 2024	80% percent of Math and Special Education teachers score evident according to the JCYMS observation data.	80% of all students will score 80% or above on bi-weekly exit tickets. 80% of special ed students will score 80% or above on bi-weekly exit tickets	General Funds CARES III	Data, Curriculum and Instruction



Action Plans

Whole Child & Intervention CIP Goal:

By May 2023, there will be an increase in ADA from 88.6% to 90%.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Teacher will take daily and accurate attendance	Classroom teachers	August 2023-May 2024	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	General Funds	Data
Daily use of student incentive program (WolfBucks) to acknowledge the behavior we want to see in students	classroom teachers	August 2023 - May 2024	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 daily	General Funds	Whole Child & Intervention
School Counselors, mentors, and other Den staff will implement small groups with students to review behavior and personal goals, SEL strategies & behavior	Counselors, Den staff, Den Assistant Principal	August 2023-May 2024	SEL lesson plans, small group lesson plans and small group rosters will be submitted	Review results of student satisfaction surveys quarterly and a review of attendance and behavior data	General Funds	Whole Child & Intervention

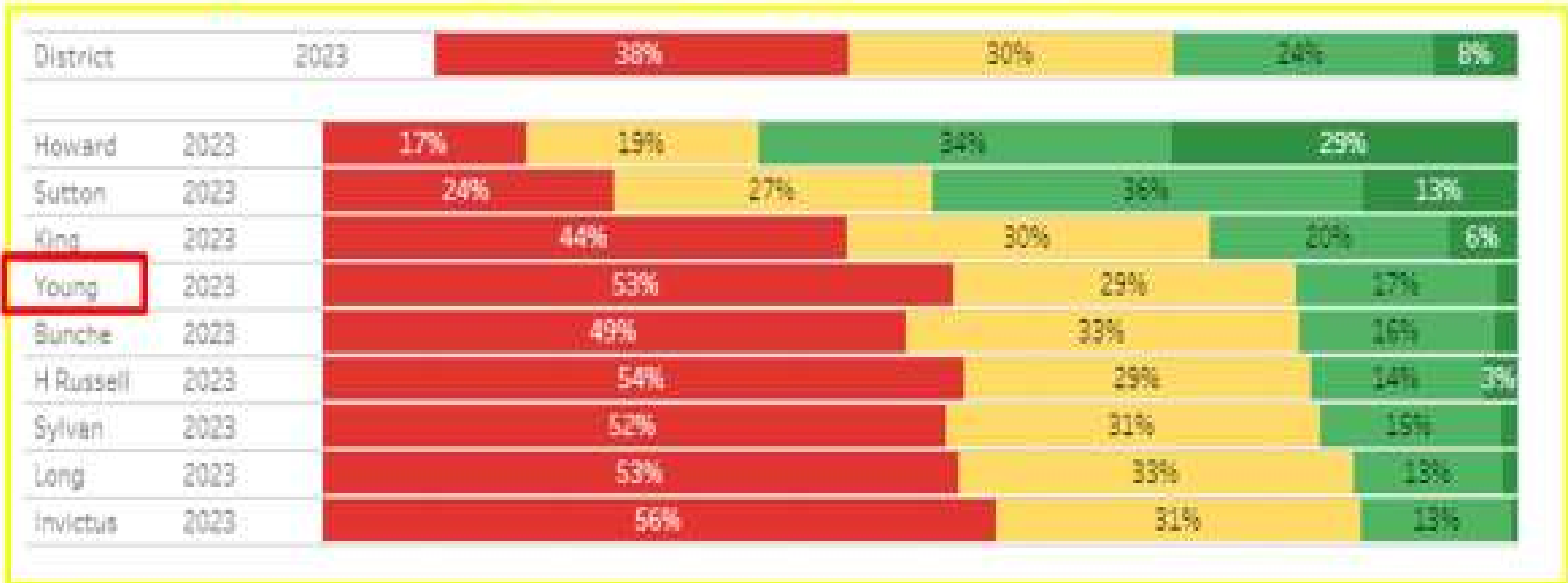
JC Young

Data Review

2023-2024

School-Wide Georgia Milestones Assessment Data (GMAS)

ELA



School-Wide Georgia Milestones Assessment Data (GMAS)

Math

■ Beginning
 ■ Developing
 ■ Proficient
 ■ Distinguished



School-Wide Georgia Milestones Assessment Data (GMAS) Science

■ Beginning
 ■ Developing
 ■ Proficient
 ■ Distinguished



School-Wide Georgia Milestones Assessment Data (GMAS)

Social Studies

■ Beginning
 ■ Developing
 ■ Proficient
 ■ Distinguished



ELA MAP Achievement 2023-2024

School	Window	Exams	Achievement Levels			
DISTRICT	Fall 2023-2024	7,109	38%	30%	24%	8%
School	Window	Exams	Achievement Levels			
Howard	Fall 2023-2024	573	14%	21%	41%	24%
Sutton	Fall 2023-2024	1,514	20%	31%	35%	13%
AVA Self-Paced	Fall 2023-2024	16	25%	31%	38%	6%
AVA Distance Learning	Fall 2023-2024	61	38%	25%	31%	7%
CSK	Fall 2023-2024	149	28%	38%	30%	5%
BEST MS/HS	Fall 2023-2024	105	30%	29%	30%	
King	Fall 2023-2024	765	41%	30%	22%	7%
Bunche	Fall 2023-2024	675	45%	33%	19%	
Young	Fall 2023-2024	531	48%	33%	17%	
Sylvan	Fall 2023-2024	409	54%	28%	17%	
Long	Fall 2023-2024	582	52%	34%	14%	
H Russell	Fall 2023-2024	338	53%	33%	12%	
Hollis	Fall 2023-2024	193	52%	34%	13%	
Invictus	Fall 2023-2024	665	59%	31%	9%	
Hank Aaron	Fall 2023-2024	31	67%		13%	

MATH MAP ACHIEVEMENT 2023-2024

School	Window	Exams	Achievement Breakdown			
DISTRICT	Fall 2023-2024	7,103	39%	37%	15%	9%
Howard	Fall 2023-2024	996	12%	24%	31%	33%
Sutton	Fall 2023-2024	1,493	21%	38%	26%	15%
AVA Self-Paced	Fall 2023-2024	18	22%	50%	17%	11%
BEST MS/HS	Fall 2023-2024	102	32%	44%	21%	
King	Fall 2023-2024	772	45%	38%	13%	5%
AVA Distance Learning	Fall 2023-2024	59	37%	47%	8%	7%
CSK	Fall 2023-2024	149	35%	51%	11%	
Bunche	Fall 2023-2024	679	49%	35%	9%	
Young	Fall 2023-2024	640	52%	37%	10%	
Sylvan	Fall 2023-2024	405	48%	42%	8%	
H Russell	Fall 2023-2024	336	57%	35%	7%	
Long	Fall 2023-2024	575	55%	38%	6%	
Invictus	Fall 2023-2024	660	59%	36%	5%	
Hollis	Fall 2023-2024	193	54%	43%		
Hank Aaron	Fall 2023-2024	24	92%	8%		

Science MAP Achievement 2023-2024

Jean Childs Young Middle School

Achievement - All Students

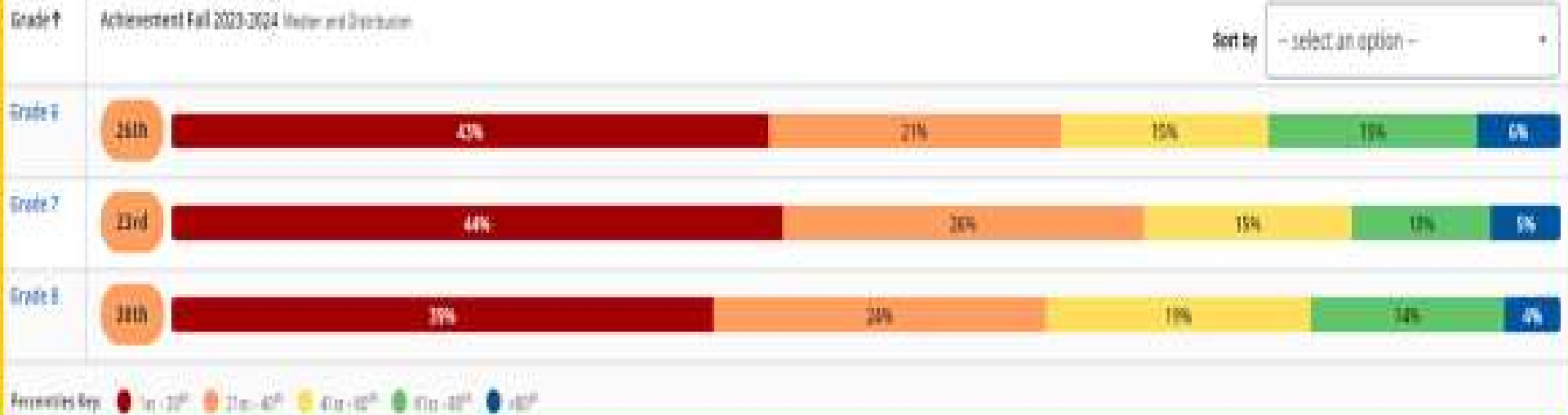
Jean Childs Young Middle School | Science 6-12

Grade	Achievement Fall 2023-2024 (Mean and Distribution)	Number of Students
All Grades		528
Performance Key:		Score 6-12 Jean Childs Young Middle School Reported Fall 2023-2024 Tested Fall 2023-2024

Science MAP Achievement 2023-2024

Achievement by Grade

Jean Childs Young Middle School | Science K-12



Are We Meeting Our Goals?

ELA

Grade	Level 2 and up 50%	Level 3 and up 20%
6th	53%	22%
7th	45%	13%
8th	58%	23%
School	52%	19%

Are We Meeting Our Goals?

Math

Grade	Level 2 and up 42%	Level 3 and up 11%
6th	55%	13%
7th	41%	11%
8th	48%	10%
School	48%	11%

Are We Meeting Our Goals?

Science

Grade	Level 2 and up 31%	Level 3 and up 14%
6th	41%	18%
7th	35%	16%
8th	43%	20%
School	39%	17%

Principal's Updates

- Current Enrollment = 653
 - 6th = 216
 - 7th = 221
 - 8th = 216
- Enrollment Projection for 2023-24 = 701
- Leveling Update