



# GO Team 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**



1

## **Fall 2021**

GO Team Developed  
2021-2025 Strategic  
Plan

2

## **Summer 2022**

School Leadership  
completed Needs  
Assessment and defined  
overarching needs for  
SY22-23

3

## **August 2022**

School Leadership  
completed 2022-2023  
Continuous  
Improvement Plan

4

## **Sept. - Dec. 2022**

Utilizing current data,  
the **GO Team** will review  
& possibly update the  
school strategic  
priorities and plan

5

## **Before Winter Break**

**GO Team** will take  
action (vote) on the rank  
of the strategic plan  
priorities for SY23-24 in  
preparation for budget  
discussions.



# Discussion Items

## **Current Strategic Plan**

## **Continuous Improvement Plan**

Needs Assessment

SMART GOALS

Monitoring Measures

## **MAP Data**

Data Protocol



# 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 17.3% 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

**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% AQA, 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% AQA.
- 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

**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



# Continuous Improvement Plan

SY 2022-2023





## Jean Childs Young Middle School



## Needs Assessment

Strengths	Opportunities/Challenges
10 Day Lesson cycle	Fully execute and implement the "JCY 5"
Instructional Planning protocol/process	Achievement data in Math and ELA – 50% + at level 1
The Den	MTSS protocols/execution
MTL Support model	Personalized PD for staff
Student growth data	Feedback/Coaching Cycle
"Small school" structure with learning communities/2 person teams	Enhance/restructure the design of the SLT to increase capacity

Our Overarching Needs		
Literacy: Increase literacy proficiency on GMAS and continue student growth.	Numeracy: Increase numeracy proficiency on GMAS and continue student growth.	Whole Child & Student Support: Increase student attendance and SEL support.



[Jamboard Link](#)

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
According to GMAS, more than half of our students are performing in the beginning performance band.	According to GMAS, more than half of our students are performing in the beginning performance band.	We are currently at 88.6% daily attendance rate as compared to our pre-Covid percentage of 92% in 2018-2019.



**Our Overarching Needs**

Literacy: Increase literacy proficiency on GMAS and continue student growth.

Numeracy: Increase numeracy proficiency on GMAS and continue student growth

Whole Child & Student Support: Increase student attendance and SEL support

**SMART Goals (Elementary/Middle School)**

By May 2023, 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%.

By May 2023, 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.

**SMART Goals (High School)**

**Progress Monitoring Measures**

- MAP Growth data
- Interim assessment data
- Amplify
- HMH
- GMAS

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- Interim assessment data
- Amplify
- HMH
- GMAS

- Monthly attendance tracker via APS Graph Dashboard
- Monthly monitoring of teacher take rate
- Social Worker hot list monitoring data



# Our Current Progress Monitoring Measures

## Literacy

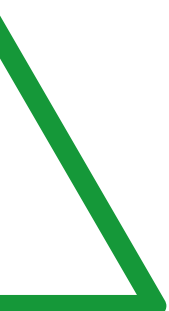
- MAP
- Common Formative Assessments

## Numeracy

- MAP
- Common Formative Assessments

## Whole Child

- Attendance Data
- Wolf Buck Data
- Discipline Data





# MAPS Data

1<sup>st</sup> Administration

# MAP GROWTH RESULTS – ELA

Growth Timeframe  
Fall to Spring

Exam  
Reading

Associate Superintendent  
(All)

Cluster  
(All)

Tested Grade  
(All)

SWD  
(All)

Gifted  
(All)

EL Status  
(All)

Ethnicity  
(All)

Gender  
(All)

Test Language  
English

Growth Target Category  
■ Growth Target Exceeded  
■ Growth Target Met  
■ Did Not Meet Growth Target

## Growth Target Category\* Percentage (Reading)

[Click on a school below to see grade-level performance.](#)

\*The determination of whether or not a student met/exceeded their growth target is based on a calculation comparing the projected and observed growth. Each of these growth measures, as well as RIT scores in general, come with a standard error of measurement (SEM) meaning that the true score/growth lies within a range of values. We currently do not know how well MAP Growth data may align with Milestones SGP data – so each of these percentages will most likely vary from what a school and individual student might expect to see with growth data on the Georgia Milestones.

Data is updated nightly during each testing window.



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring	29,800	54%	5%	41%
School	Growth Timeframe	Exams			
Young	Fall to Spring	619	36%	6%	58%
West Manor	Fall to Spring	194	37%	10%	53%
Springdale	Fall to Spring	687	38%		58%
Perkerson	Fall to Spring	280	39%		58%
Burgess	Fall to Spring	437	41%	5%	54%
Beecher	Fall to Spring	182	42%		54%
Howard	Fall to Spring	1,064	42%	6%	52%
Brandon	Fall to Spring	766	42%	5%	52%
Cascade	Fall to Spring	258	44%		53%
Parkside	Fall to Spring	460	45%		51%
Hutchinson	Fall to Spring	237	45%	5%	50%
Lin	Fall to Spring	628	46%		50%
Benteen	Fall to Spring	182	46%	5%	48%
H Russell	Fall to Spring	262	46%	7%	47%
Scott	Fall to Spring	251	46%		50%
Jackson Elementary	Fall to Spring	426	46%	5%	49%
Garden Hills	Fall to Spring	360	47%	6%	48%
Long	Fall to Spring	551	47%		49%
Sylvan	Fall to Spring	412	48%	6%	46%
Invictus	Fall to Spring	587	48%		48%
Smith	Fall to Spring	719	49%	6%	45%
Kimberly	Fall to Spring	248	49%		47%
Hope-Hill	Fall to Spring	288	50%		47%
CSK	Fall to Spring	275	50%	5%	45%
Bolton	Fall to Spring	425	50%	5%	45%
Morningside	Fall to Spring	790	51%	5%	44%
Dobbs	Fall to Spring	307	51%		47%
Heritage	Fall to Spring	344	52%		45%



# MAP GROWTH RESULTS – MATH

Growth Timeframe  
Fall to Spring

Exam  
Math

Associate Superintendent  
(All)

Cluster  
(All)

Tested Grade  
(All)

SWD  
(All)

Gifted  
(All)

EL Status  
(All)

Ethnicity  
(All)

Gender  
(All)

Test Language  
English

Growth Target Category  
■ Growth Target Exceeded  
■ Growth Target Met  
■ Did Not Meet Growth Target

## Growth Target Category\* Percentage (Math)

[Click on a school below to see grade-level performance.](#)

\*The determination of whether or not a student met/exceeded their growth target is based on a calculation comparing the projected and observed growth. Each of these growth measures, as well as RIT scores in general, come with a standard error of measurement (SEM) meaning that the true score/growth lies within a range of values. We currently do not know how well MAP Growth data may align with Milestones SGP data – so each of these percentages will most likely vary from what a school and individual student might expect to see with growth data on the Georgia Milestones.

Data is updated nightly during each testing window.



School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring	29,926	48%	6%	46%
School	Growth Timeframe	Exams			
Springdale	Fall to Spring	686	22%	5%	73%
Sylvan	Fall to Spring	410	27%	5%	68%
Perkerson	Fall to Spring	280	28%	9%	63%
Beecher	Fall to Spring	182	34%		62%
Lin	Fall to Spring	628	34%	7%	59%
Young	Fall to Spring	597	35%	6%	60%
Cascade	Fall to Spring	256	37%		60%
Brandon	Fall to Spring	765	37%	6%	58%
Hope-Hill	Fall to Spring	284	37%	9%	54%
Jackson Elementary	Fall to Spring	424	38%	6%	56%
AVA	Fall to Spring	13	38%	8%	54%
Heritage	Fall to Spring	341	40%	7%	52%
Burgess	Fall to Spring	438	42%	7%	51%
Scott	Fall to Spring	256	42%	7%	52%
Smith	Fall to Spring	711	42%	7%	51%
Parkside	Fall to Spring	458	43%	5%	53%
Benteen	Fall to Spring	189	43%		54%
Bolton	Fall to Spring	435	43%	5%	51%
Finch	Fall to Spring	258	44%	6%	50%
Hutchinson	Fall to Spring	237	44%	5%	51%
Midtown	Fall to Spring	1,277	44%	5%	50%
Garden Hills	Fall to Spring	354	44%		51%
Howard	Fall to Spring	1,067	45%	8%	48%
Mays	Fall to Spring	810	45%	5%	50%
West Manor	Fall to Spring	195	45%		50%
E Rivers	Fall to Spring	584	45%	6%	48%
CSK	Fall to Spring	276	45%	6%	49%
Cleveland	Fall to Spring	219	46%	6%	47%



## MATH - NWEA MAP ASSESSMENT RESULTS FALL 2021 TO FALL 2022 COMPARISON

Young	Fall 2021-2022	665	54%	38%	7%
	Spring 2021-2022	734	52%	38%	8%
	Fall 2022-2023	688	44%	44%	10%

## ELA - NWEA MAP ASSESSMENT RESULTS FALL 2021 TO FALL 2022 COMPARISON


Young	Fall 2021-2022	681	48%	34%	17%
	Spring 2021-2022	737	45%	33%	20%
	Fall 2022-2023	685	41%	36%	21%

## GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- What additional questions do you have?







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

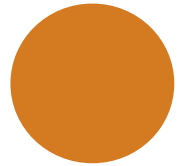
Robert J. Mckain

## 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 ranking our strategic priorities for the 2023-2024 school year.

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



A collection of colorful geometric shapes including a purple semi-circle, a green L-shaped line, a blue semi-circle, a green L-shaped line, a blue dashed semi-circle, and an orange semi-circle, arranged around the central text.

Thank you