45 Day Check-in and Preparing for Budget Development

GO Team Business Meeting #3

December 11, 2024
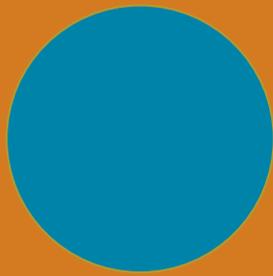
Agenda

Continuous Improvement Plan

    45 Day Check-in

Fall to Winter MAP Data Discussion

Review of Strategic Plan and priorities progress

    Strategic Plan Updates

Preparing for the Budget Development

    Rank Strategic Priorities

Timeline for GO Teams

You are **HERE**

1

Fall 2021
GO Team Developed 2021-2025 Strategic Plan

2

Summer 2024
School Leadership completed Needs Assessment and defined overarching needs for SY24-25

3

August 2024
School Leadership completed 2024-2025 Continuous Improvement Plan

4

Sept. – Dec. 2024
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 school's strategic plan and vote on the ranked strategic plan priorities for SY25-26 budget discussions.

Continuous Improvement Plan

Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?

- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

CIP Quarterly Check-In

Build Out Short Term Action Plan (STAP)

School Name:	Jean Childs Young Middle School	SES Name:	N/A
Date STAP Started:	August 2024	Length of STAP:	45 Days

CIP Goal #1	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%**.		

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures are this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Create and implement a Strong tier 1 instruction using the 10 day leson cycle		Weekly internalization PLCs/ ELA instructional coach	N/A	May 2025	ILT: Principal, APs, Instructional Coaches	Bi-Weekly assessment data, exit ticket data, MAP growth, and achievement data. Data will be reviewed in weekly data meetings. The goal is for each student to show growth and meet their MAP growth goals.	MA P student growth and achievement data will be used to "progress monitor" the success of this action step. GMAS data will be used to gauge the overall success of the implementation of this action step.	
Implement Personalized learning: small group targeted instruction based on data		Weekly internalization PLCs/ ELA instructional coach/Personalized learning training resources	Personlized learning PD/Targeted instruction PD/ Data informed ionstruction PD	May 2025	ILT: Principal, APs, Instructional Coaches	MA P student growth and achievement data will be used to "progress monitor" the success of this action step. GMAS data will be used to gauge the overall success of the implementation of this action step.	The % of students meeting or exceeding their growth targets will be used to measure the succes of this action step. The % of stduents meeting and/or exceeding their growth targets should increase by the end of the school year.	

CIP Quarterly Check-In

CIP Goal #2	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%**							
School Action Steps	**GSCI Systems and Structures**	**Resources**	**District Support**	**Timeline**	**Position(s) Responsible**	**Implementation Measurable Goal**	**Student Progress Measurable Goal**	**Completion of Action Step**
What action steps will the school team implement to meet this goal?	What systems and structures are this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Create and implement a Strong tier 1 instruction using the 10 day leson cycle		Weekly internalization PLCs/ Math instructional coach	N/A	May 2025	ILT: Principal, APs, Instructional Coaches	Bi-Weekly assessment data, exit ticket data, MAP growth, and achievement data. Data will be reviewed in weekly data meetings. The goal is for each student to show growth and meet their MAP growth goals.	MA P student growth and achievement data will be used to "progress monitor" the success of this action step. GMAS data will be used to gauge the overall success of the implementation of this action step.	
Implement Personalized learning: small group targeted instruction based on data		Weekly internalization PLCs/ Math instructional coach/Personalized learning training resources	Personlized learning PD/Targeted instruction PD/ Data informed ionstruction PD	May 2025	ILT: Principal, APs, Instructional Coaches	MA P student growth and achievement data will be used to "progress monitor" the success of this action step. GMAS data will be used to gauge the overall success of the implementation of this action step.	The % of students meeting or exceeding their growth targets will be used to measure the succes of this action step. The % of stduents meeting and/or exceeding their growth targets should increase by the end of the school year.	

CIP Quarterly Check-In

CIP Goal #3	Increase ADA from **87.8 %** **to 92.8%** by May 2025							
School Action Steps	**GSCI Systems and Structures**	**Resources**	**District Support**	**Timeline**	**Position(s) Responsible**	**Implementation Measurable Goal**	**Student Progress Measurable Goal**	**Completion of Action Step**
What action steps will the school team implement to meet this goal?	What systems and structures are this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Implement a strong tier comprehensive 1 behavioral supports system		tier 1 behavior training/PD to help the leadership and staff develop a comprehensive plan for tier 1 behavior support	Support in developing or acquiring a tier 1 behavior program.	August 2024	Behavior specialist	The number of behavior referrals from teachers and staff can be used to determine the program's success. The number of behavior referrals should decrease over time.	The suspension rate will provide quantitative data about the success of the program. The goal is for the number of suspensions to decrease from previous years.	
Provide alternative to suspension possibilities for all students		More training/PD around restorative behavior management options. Develop a list of alternatives to suspension.	Suggestions for alternatives to suspension.	August 2024	Behavior specialist	The number of behavior referrals from teachers and staff can be used to determine the program's success. The number of behavior referrals should decrease over time.	The suspension rate will provide quantitative data about the success of the program. The goal is for the number of suspensions to decrease from previous years.	
Provide increased engagement opportunities for students		Prioritize authentic engagement as an academic focus for the 2024-2025 school year.	Offer on going PD on authentic engagement and how to authentically engage students	Ongoing	Behavior specialist and academic coaches	The number of behavior referrals from teachers and staff can be used to determine the program's success. The number of behavior referrals should decrease over time.	The ADA will provide quantitative data about the level of engagement. The goal is for the ADA to increase from previous years.	

Data Discussion Reading

FALL & WINTER MAP RESULTS: READING (ALL STUDENTS)

School	Window	Exams				
DISTRICT	Fall 2024-2025	7,142	36%	30%	25%	9%
	Winter 2024-2025	6,824	36%	29%	25%	10%

School	Window	Exams			
Young	Fall 2024-2025	608	46%	34%	19%
	Winter 2024-2025	591	45%	35%	18%

FALL & WINTER MAP RESULTS: READING (SPECIAL EDUCATION)

School	Window	Exams			
DISTRICT	Fall 2024-2025	971	71%	19%	8%
	Winter 2024-2025	892	71%	18%	9%

School	Window	Exams			
Young	Fall 2024-2025	80	81%	13%	6%
	Winter 2024-2025	76	79%	14%	7%

FALL & WINTER MAP RESULTS: READING (GIFTED)

School	Window	Exams			
DISTRICT	Fall 2024-2025	1,290	8%	47%	44%
	Winter 2024-2025	1,258	7%	45%	47%

School	Window	Exams				
Young	Fall 2024-2025	30		23%	57%	17%
	Winter 2024-2025	28		18%	64%	18%

FALL & WINTER MAP RESULTS: READING (ESOL)

School	Window	Exams			
DISTRICT	Fall 2024-2025	441	64%	29%	7%
	Winter 2024-2025	430	67%	27%	6%

School	Window	Exams			
Young	Fall 2024-2025	35	34%	57%	9%
	Winter 2024-2025	36	36%	50%	14%
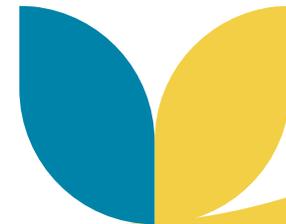
Are We Meeting Our Goals?

ELA

Grade	Level 2 and up ≥ 51%	Level 3 and up ≥ 20%
6th	55%	21%
7th	53%	16%
8th	57%	25%
School	55%	21%

FALL & WINTER MAP RESULTS: MATH (ALL STUDENTS)

School	Window	Exams				
DISTRICT	Fall 2024-2025	7,148	38%	37%	16%	10%
	Winter 2024-2025	6,136	37%	34%	17%	12%

School	Window	Exams				
Young	Fall 2024-2025	610	50%	40%	7%	
	Winter 2024-2025	587	57%	33%	7%	

FALL & WINTER MAP RESULTS: MATH (SPECIAL EDUCATION)

School	Window	Exams			
DISTRICT	Fall 2024-2025	980	75%	18%	5%
	Winter 2024-2025	796	75%	17%	5%

School	Window	Exams			
Young	Fall 2024-2025	82	85%	13%	
	Winter 2024-2025	78	88%	10%	

FALL & WINTER MAP RESULTS: MATH (GIFTED)

School	Window	Exams			
DISTRICT	Fall 2024-2025	1,291	11%	38%	50%
	Winter 2024-2025	1,244	9%	38%	52%

School	Window	Exams			
Young	Fall 2024-2025	30	33%	37%	30%
	Winter 2024-2025	28	39%	36%	25%

FALL & WINTER MAP RESULTS: MATH (ESOL)

School	Window	Exams			
DISTRICT	Fall 2024-2025	419	58%	37%	
	Winter 2024-2025	377	63%	31%	5%

School	Window	Exams			
Young	Fall 2024-2025	36	39%	58%	
	Winter 2024-2025	36	64%	33%	

Are We Meeting Our Goals?

Math

Grade	Level 2 and up ≥ 50%	Level 3 and up ≥ 16%
6th	48%	6%
7th	39%	13%
8th	42%	12%
School	43%	10%

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?

Strategic Plan Progress

Our Strategic Plan

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% 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	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

Our Strategic Plan

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% 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	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 & Discussion

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

- Growth in ELA & Math (MAP)
- Strong whole child systems of support (WCI, MTSS)

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?

- Maintain current systems and review additional data to monitor success at next checkpoint
- More teacher training and PD (esp. subgroup) to intensify learning
- Impactful tutorial opportunities for students

Updates to the Strategic Plan

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

Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

27

Discussion

Strategic Plan Priority Ranking

In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

29

Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher
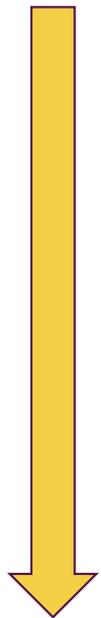
Lower

1. Increase academic achievement and promote growth in ELA and Math.

2. Implement a whole child support system to meet the individual needs of every student, supports social emotional learning, and promotes wellness

3. Implement IB Program standards and practices with fidelity.

Action on the Strategic Plan Priorities

The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Where we're going

At our next meeting we will begin the discussion of the 2025-2026 budget.

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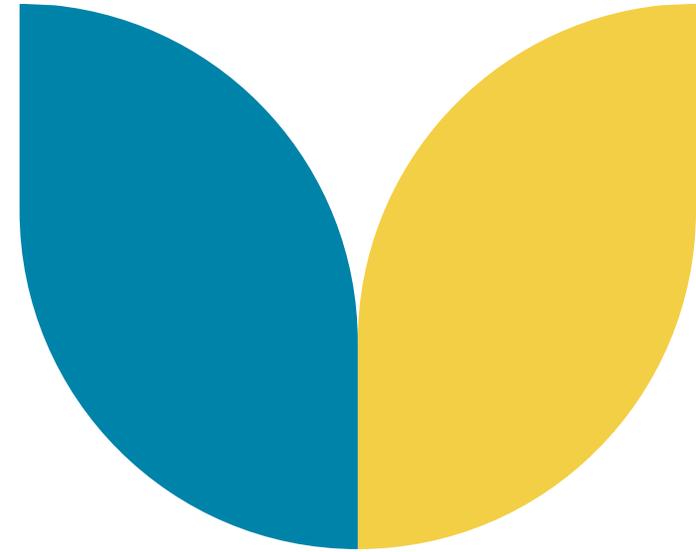
Principal's Report

INFORMATION ABOUT OUR SCHOOL

District ADA
Subject to filters above
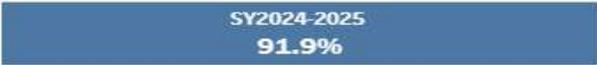
	SY2024-2025
	91.9%

School ADA Attendance Comparison SY2024-2025

Young	88.9%

60.0%	80.0%	100.0%		-1.0%	-0.5%	0.0%

Attendance Rate

Sort By
Attendance ▾

Change From
Last Year to Date ▾

Comparison Across Grades

06	07	08
89.5%	89.2%	88.0%

■ Current Year   ■ Previous Year

Comparison Across Years

Attendance Rate — 90.0%, 85.0%

August, September, October, November, December, January, February, March, April, May
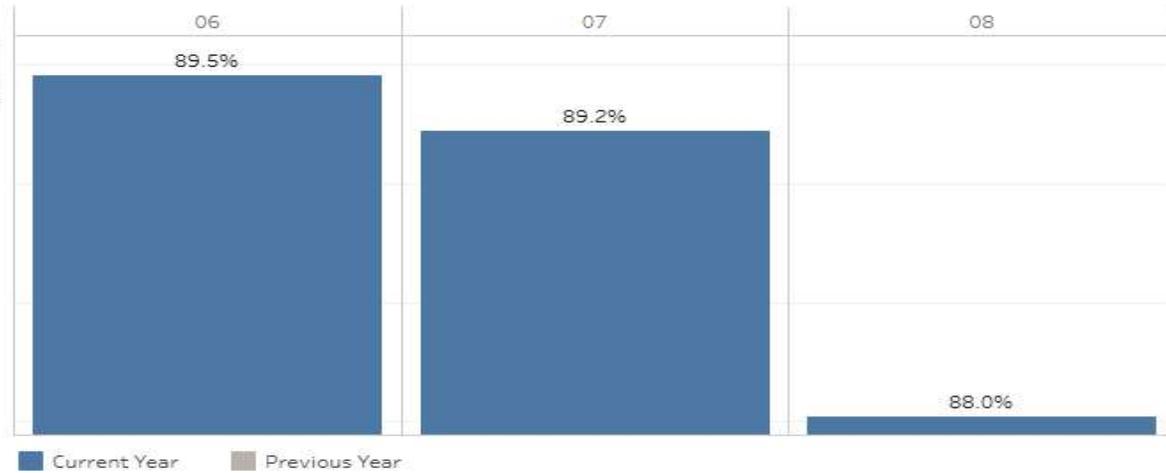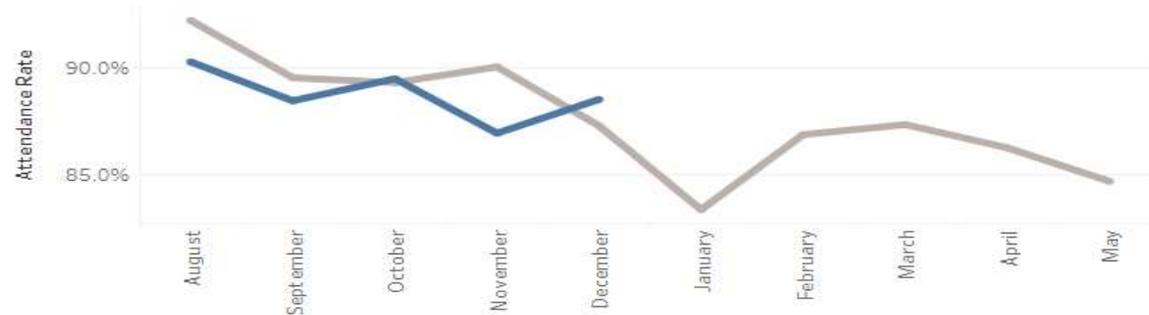
INFORMATION ABOUT OUR SCHOOL

APS Suspension Comparison

Select Year
Current School Year

Suspension Rate
OSS Rate

Associate
(All)

School Type
MS

Cluster
Mays

Month
(Multiple values)

Gender
(Multiple values)

Grade
(Multiple values)

SWD
(All)

Race/Ethnicity
(All)

Cohort
(All)

EL Status
(All)

Homeless
(All)

School Comparison

SY2024-2025

Young | 1.93 | ●

0.50 1.00 1.50 2.00 | 0

Suspension Rate

Change From
Last Year
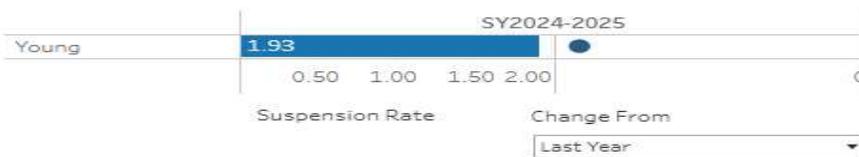
### Suspension by Grade

06	07	08
1.69	1.88	2.21
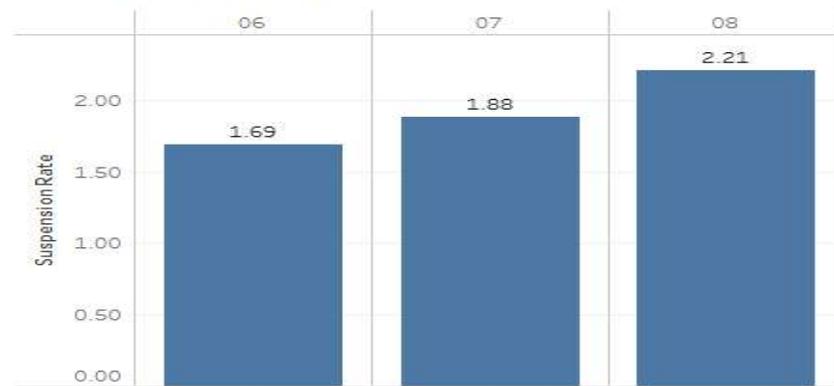
- Current Selected Year
- Prior Year to Selected

Monthly Suspension
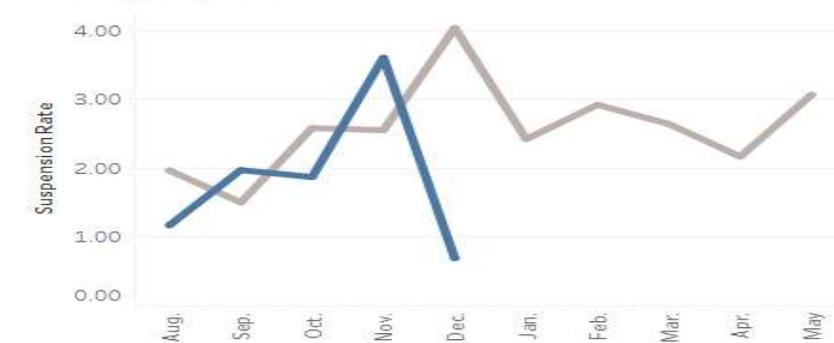
INFORMATION ABOUT OUR SCHOOL

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	6/15/21	-	-	86/94/180	0/1/1	-	0/1/1	92/111/203
07	5/12/17	-	-	94/97/191	1/2/3	-	2/1/3	102/112/214
08	9/12/21	-	0/1/1	98/98/196	-	1/0/1	0/1/1	108/112/220
All Grades	20/39/59	-	0/1/1	278/289/567	1/3/4	1/0/1	2/3/5	302/335/637

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
Jean Childs Young Middle School	636	99.84%

Cluster Advisory Team Update

Cluster Advisory Team

- Team Met 11/14/24

- Agenda Items Included:

  - Safety & Security (Centegix, Raptor, Emergency Management Services, Safe Haven Audit)

  - Athletics Dept.

  - Finance Dept

- Cluster Priorities Established:

  - Special Education (SDI)

  - Literacy

Thank you