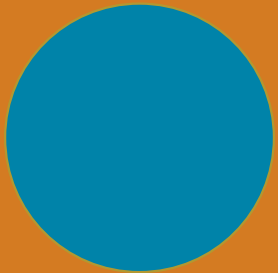# GO Team

Business Meeting #2

Where we are – Where we're going

45 Day Check-in and Preparing for Budget Development

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

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 2023
School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

August 2023
School Leadership completed 2023-2024 Continuous Improvement Plan

4

Sept. – Dec. 2023
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 SY24-25 in preparation for budget discussions.

Discussion Items

Current Strategic Plan

Continuous Improvement Plan
Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

MAP Data
Data Protocol

Current Strategic Plan

2021-2025

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 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 88.6% to 90% by May 2024

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

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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

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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 17.3% 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	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

Continuous Improvement Plan

Needs Assessment

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 discpline
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 ar 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

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 pritority 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

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.
Progress Monitoring Measures		
•MAP Growth data •Interim assessment data •Amplify •HMH •GMAS	•MAP Growth data •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 •Den Referrals •WCI Team data review

STAP/Sustainability Plan 2023-24

School Name: Jean Childs Young Middle School	SES Name: N/A
Date STAP Started: 8/2023	Length of STAP: 9 weeks

School Improvement Plan Goal #1:
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%.
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%.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Success Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is 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.
1. Monitor implementation and usage of the Read 180, System 44, and Math 180 intervention programs by conducting weekly scheduled observation walkthroughs using the Look Fors Rubric.	CI-3	Observation Tool Observation Schedule	District support with reports	October 2023	Principal APs ELA & Math Instruc Coach	80% of teachers will implement Math 180, 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 and 15 minutes three times per week in Math.	
2. Monitor the effective implementation of a formal framework for small group instruction in ELA and Math for General Ed and SPED teachers following the bi-weekly observation schedule.	CI-2	Grade Level/Content Bi-Weekly Observation Schedule: Bi-weekly Classroom Observation Schedule Data	District PL for small group instruction	October 2023	Small Group Implementation Data: Grade Level APs Exit Ticket Data – Math & ELA Instruc Coaches MAP Data – Dr. Bennett (AP)	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.	

3. 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, Math, Science, and Social Studies using the district WDM Implementation Rubric:	CI-1	Ongoing Training WDM/Collaborative Planning look-fors and Rubric; Achievement Level Descriptors; Lesson Internalization Templates Observation Notes	N/A	October 2023	APs – Observation Rubric Data Exit Ticket Data –Instructional Coaches	Weekly PLCs in ELA, Math, Science, and Social Studies will score operational on at least 3 of 4 indicators of the WDM Implementation Rubric	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.
4. Conduct weekly classroom observations using the JCYMS observation tool to drive the observation-feedback coaching cycle for ELA, Social Studies, Math Science, and Special Ed teachers.	CI-2 PC-2	Classroom Observation Schedule JCYMS Observation Tool Coaching Cycle Protocol	District training on coaching protocol	October 2023	APs	80% percent of ELA, Math, Science, Social Studies, 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.

School Improvement Plan Goal #2: By May 2023, there will be an increase in ADA from 88.6% to 90%.								
School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Success Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district be providing 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.
1. Monitor the implementation of the Den referral process to ensure alignment of interventions and services	SLE-1	Ongoing Den training	N/A	October 2023	Den AP	100% of students with 3 or more office/administrative referrals will also have a Den referral.	By the end of the school year, the Rate of Attendance will be at 90% or above.	
2. Monitor the implementation of the schoolwide positive behavior system through the participation of teachers in the school's token economy (Wolfbucks).	SLE-3	-Positive Behavior Matrix -Ongoing training for staff on using Matrix and Wolf Bucks -Wolf Bucks	N/A	October 2023	Grade Level APs Behavior Specialist - Pulls Reports	90% of teaching staff issue wolf bucks on a weekly basis.	By the end of the school year, the Rate of Attendance will be at 92% or above.	

GO Team Activity & Discussion

Are <u>all</u> CIP Goals reflected in our Strategic Plan Priorities?

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

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MAP Data

Winter MAP Data Review

J C Young Middle School
December 2023

MAP Growth Data

District Growth Data: Math

School	Growth Timeframe	Exams	Did Not Meet	Met	Exceeded
DISTRICT	Fall to Winter (same school year)	21,101	48%	6%	46%

School	Growth Timeframe	Exams	Did Not Meet	Met	Exceeded
CSK	Fall to Winter (same school year)	140	44%	9%	46%
Howard	Fall to Winter (same school year)	913	48%	7%	45%
Sutton	Fall to Winter (same school year)	1,438	51%	7%	42%
BEST MS/HS	Fall to Winter (same school year)	101	51%	9%	40%
AVA Distance Learning	Fall to Winter (same school year)	61	52%	8%	39%
King	Fall to Winter (same school year)	513	56%		40%
Long	Fall to Winter (same school year)	486	56%	9%	35%
Young	Fall to Winter (same school year)	527	56%	7%	37%
Sylvan	Fall to Winter (same school year)	358	57%		38%
Bunche	Fall to Winter (same school year)	538	60%		35%
Invictus	Fall to Winter (same school year)	578	60%	6%	33%
H Russell	Fall to Winter (same school year)	300	62%		34%
Hollis	Fall to Winter (same school year)	170	64%		32%
Hank Aaron	Fall to Winter (same school year)	33	79%		21%

Grade Level Growth Data: <mark>Math</mark>

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

School	Growth Timeframe	Grade	Exams			
Young	Fall to Winter (same school year)	06	178	63%	7%	30%
		07	169	52%	8%	40%
		08	180	52%	7%	41%

Subgroup Growth Data: Math
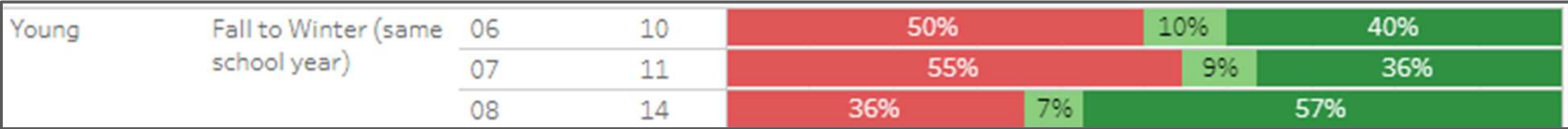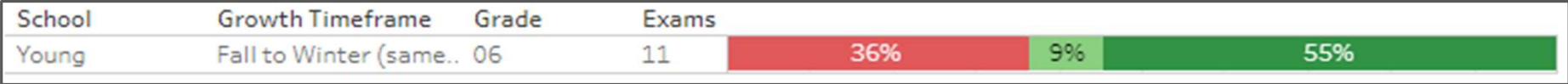
Growth Target Category
- Growth Target Exceeded
- Growth Target Met
- Did Not Meet Growth Target

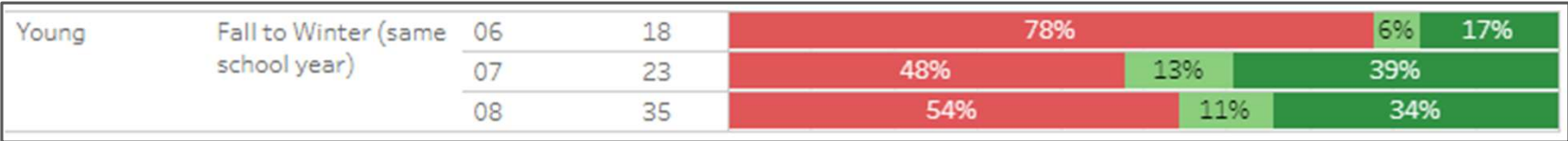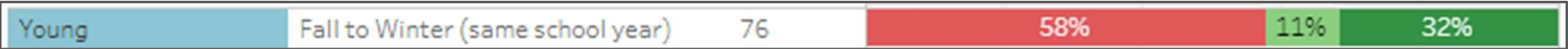| Young	Fall to Winter (same school year)	76	58%	11%	32%

Young	Fall to Winter (same school year)	06	18	78%	6%	17%	**SWD**
		07	23	48%	13%	39%	
		08	35	54%	11%	34%	

Young	Fall to Winter (same school year)	35	46%	9%	46%

Young	Fall to Winter (same school year)	06	10	50%	10%	40%	**ELL**
		07	11	55%	9%	36%	
		08	14	36%	7%	57%	

School	Growth Timeframe	Grade	Exams				**Gifted**
Young	Fall to Winter (same..	06	11	36%	9%	55%	

District Growth Data: ELA

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

School	Growth Timeframe	Exams	Did Not Meet	Met	Exceeded
DISTRICT	Fall to Winter (same school year)	22,787	49%		45%

School	Growth Timeframe	Exams	Did Not Meet	Met	Exceeded
Howard	Fall to Winter (same school year)	896	45%	7%	48%
CSK	Fall to Winter (same school year)	141	46%	8%	46%
BEST MS/HS	Fall to Winter (same school year)	103	50%		46%
Young	Fall to Winter (same school year)	533	50%	7%	44%
Sylvan	Fall to Winter (same school year)	360	50%		46%
Hollis	Fall to Winter (same school year)	174	51%	6%	43%
AVA Distance Learning	Fall to Winter (same school year)	61	51%		44%
King	Fall to Winter (same school year)	538	51%	6%	42%
Sutton	Fall to Winter (same school year)	1,450	53%		41%
Long	Fall to Winter (same school year)	494	54%		40%
Bunche	Fall to Winter (same school year)	464	60%	6%	34%
H Russell	Fall to Winter (same school year)	305	61%		36%
Invictus	Fall to Winter (same school year)	604	62%		33%
Hank Aaron	Fall to Winter (same school year)	35	66%	11%	23%

Grade Level Growth Data: <mark>ELA</mark>

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

School		Growth Timeframe	Grade	Exams			
Young		Fall to Winter (same school year)	06	182	52%	10%	37%
			07	169	46%	6%	48%
			08	182	51%		46%

Subgroup Growth Data: ==ELA==

Young	Fall to Winter (same school year)	78	44%	9%	47%

SWD

School		Growth Timeframe	Grade	Exams			
Young		Fall to Winter (same school year)	06	18	44%	11%	44%
			07	23	35%	17%	48%
			08	37	49%		49%

Young	Fall to Winter (same school year)	35	66%	31%

ELL

School		Growth Timeframe	Grade	Exams			
Young		Fall to Winter (same school year)	06	10	60%		40%
			07	11	73%	9%	18%
			08	14	64%		36%

Gifted

School	Growth Timeframe	Grade	Exams		
Young	Fall to Winter (same..	06	11	55%	45%

MAP Achievement/Proficiency Data

District Proficiency Data: Math

School	Window	Exams				
DISTRICT	Winter 2023-2024	6,538	41%	35%	15%	9%

School	Window	Exams				
Howard	Winter 2023-2024	935	12%	26%	29%	33%
Sutton	Winter 2023-2024	1,483	23%	36%	25%	15%
BEST MS/HS	Winter 2023-2024	106	33%	45%	18%	
CSK	Winter 2023-2024	141	33%	51%	13%	
King	Winter 2023-2024	542	47%	39%	10%	
AVA Distance Learning	Winter 2023-2024	66	52%	35%	12%	
Young	Winter 2023-2024	565	52%	36%	9%	
Bunche	Winter 2023-2024	582	50%	39%	10%	
Sylvan	Winter 2023-2024	397	52%	39%	7%	
Long	Winter 2023-2024	548	59%	34%	6%	
H Russell	Winter 2023-2024	330	61%	33%	6%	
Invictus	Winter 2023-2024	625	64%	31%	4%	
Hollis	Winter 2023-2024	180	58%	38%	4%	
Hank Aaron	Winter 2023-2024	39	87%	10%		

Grade Level Achievement Data: <mark>Math</mark>

School	Grade	Window	Exams			
Young	06	Winter 2023-2024	196	47%	39%	13%
	07	Winter 2023-2024	177	60%	31%	6%
	08	Winter 2023-2024	192	49%	38%	9%

Subgroup Proficiency Data: Math

Young	Winter 2023-2024	80	85%	14%	

SWD

School	Grade	Window	Exams		
Young	06	Winter 2023-2024	18	78%	22%
	07	Winter 2023-2024	23	87%	9%
	08	Winter 2023-2024	39	87%	13%

Young	Winter 2023-2024	37	65%	30%	5%

ELL
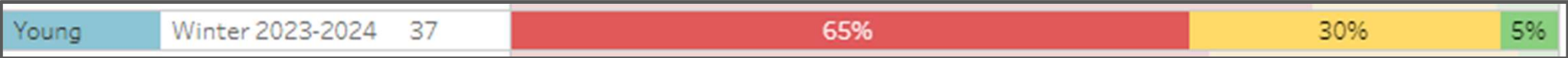
School	Grade	Window	Exams		
Young	06	Winter 2023-2024	10	60%	30% / 10%
	07	Winter 2023-2024	13	77%	23%
	08	Winter 2023-2024	14	57%	36% / 7%

Gifted

School	Grade	Window	Exams		
Young	06	Winter 2023-2024	11	27%	73%

District Proficiency Data: ==ELA==

School	Window	Exams				
DISTRICT	Winter 2023-2024	6,530	40%	28%	23%	9%

School	Window	Exams				
Howard	Winter 2023-2024	925	13%	22%	37%	29%
Sutton	Winter 2023-2024	1,506	25%	29%	32%	14%
CSK	Winter 2023-2024	142	34%	32%	28%	6%
AVA Distance Learning	Winter 2023-2024	66	39%	27%	30%	
King	Winter 2023-2024	568	41%	27%	22%	9%
BEST MS/HS	Winter 2023-2024	106	35%	40%	24%	
Bunche	Winter 2023-2024	496	47%	31%	20%	
Young	Winter 2023-2024	576	51%	29%	17%	
Sylvan	Winter 2023-2024	393	52%	30%	16%	
Long	Winter 2023-2024	552	55%	30%	14%	
H Russell	Winter 2023-2024	331	55%	32%	11%	
Hollis	Winter 2023-2024	185	52%	37%	10%	
Invictus	Winter 2023-2024	649	66%	25%	9%	
Hank Aaron	Winter 2023-2024	37	86%	14%		

Grade Level Proficiency Data: ELA

School	Grade	Window	Exams			
Young	06	Winter 2023-2024	201	56%	21%	19%
	07	Winter 2023-2024	181	52%	33%	14%
	08	Winter 2023-2024	194	43%	35%	19%

Subgroup Proficiency Data: ELA

School	Window	Exams		
Young	Winter 2023-2024	83	78%	14%	6%

School	Grade	Window	Exams		
Young	06	Winter 2023-2024	18	83%	11% 6%
	07	Winter 2023-2024	24	83%	13%
	08	Winter 2023-2024	41	73%	22%

SWD

School	Window	Exams		
Young	Winter 2023-2024	39	72%	23%	5%

School	Grade	Window	Exams		
Young	06	Winter 2023-2024	11	64%	27%	9%
	07	Winter 2023-2024	14	86%	14%
	08	Winter 2023-2024	14	64%	29%	7%

ELL

School	Window	Exams		
Young	Winter 2023-2024	23	26%	57%	17%

School	Grade	Window	Exams		
Young	06	Winter 2023-2024	11	27%	55%	18%

Gifted

MAP Growth Achievement Level Predictions

Math

Young	Winter 2023-2024	570	52%		36%		9%

Young	Winter 2023-2024	06	Math	196	47%	39%		13%
			Reading	201	56%	21%	19%	
		07	Math	177	60%	31%		6%
			Reading	181	52%	33%		14%
		08	Math	192	49%	38%		9%
			Reading	194	43%	35%		19%

Did We Meet Our Goal?

Math

Grade	Level 2 and up 42%	Level 3 and up 11%
6th	53%	13%
7th	40%	8%
8th	51%	13%
School	48%	12%

Did We Meet Our Goal?

ELA

Grade	Level 2 and up 50%	Level 3 and up 20%
6th	44%	23%
7th	48%	15%
8th	57%	22%
School	49%	20%

GO Team Discussion: Data Protocol

- What do you notice?

- What are your wonderings?

- What additional questions do you have?

Strategic Plan Progress

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.

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SMART GOALS

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 88.6% to 90% by May 2024

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

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 17.3% 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*	*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

GO TEAM DISCUSSION: Review the priorities and goals in your **strategic plan** and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

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

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

Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*
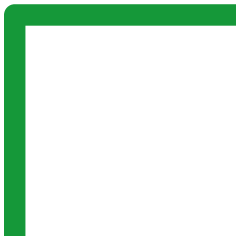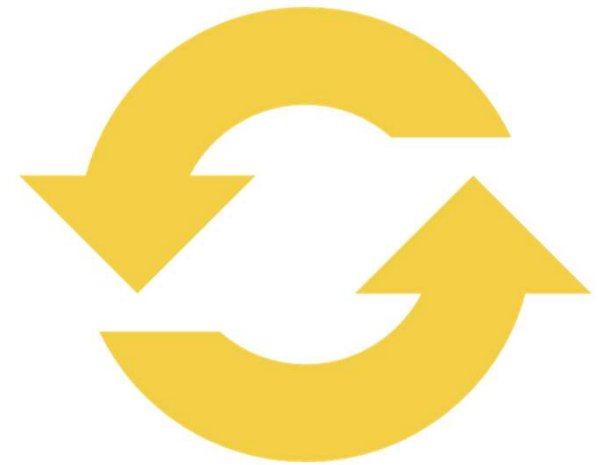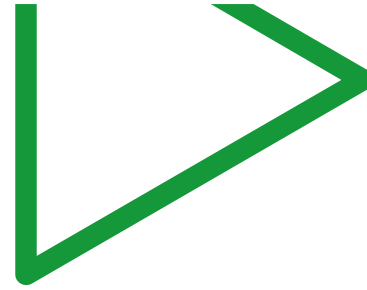
Action on the Updated Strategic Plan

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.

43

Discussion

Strategic Plan Priority Ranking

In preparation for the 2024-2025 Budget Development (January–March 2024), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

45

Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher

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.

Lower

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 2024-2025 budget.

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

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

Robert J. Mckain

Thank you