45 Day Check-in

GO Team Meeting #3

December 8, 2022

Agenda

CIP-45 Day Check-in

Fall ACES Presentation

School Strategic Plan

Discussion on Strategic Plan and progress

Updates for Strategic Plan (*as necessary*)

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 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 school's strategic plan and vote on the ranked strategic plan priorities for SY23-24 budget discussions.

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)?

4

Build Out Short Term Action Plans (STAP)

School Name: Jean Childs Young Middle School	SES Name: Ms. Gail Parmer
Date STAP Started:	Length of STAP:

Continuous Improvement Plan Goal #1:
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%.

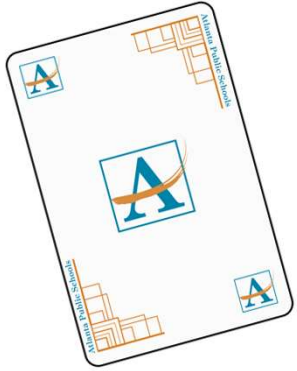| School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures is this 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 and System 44 intervention programs by conducting weekly observation walkthroughs using Look Fors Rubric		Observation Tool Observation Schedule	District support with reports	**October 2022**	Principal Garlington; Observation Look For Data – AP Gibbons; Reading Student Data – Ms. Branton ELA IC	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 for Reading	
2.Monitor the effective implementation of a formal framework for small group instruction in ELA following bi-weekly observation schedule.		Grade Level/Content Bi-Weekly Observation Schedule: Bi-weekly Classroom Observation Schedule Data	District PL for small group instruction	**October 2022**	Small Group Implementation Data: Grade Level APs ELA Exit Ticket Data – Ms. Branton MAP Data – Mr. Blackmon	80% of 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 following indicators of the HICP Rubric: • **Standards Analysis** • **Reflective Teaching Practices** • **Lesson Plan Development** • **Assessment & Evidence of Student Learning**		MTL Training on GaDOE High Impact Collaborative Planning Rubric; Achievement Level Descriptors; Lesson Internalization Templates Observation Notes	N/A	**October 2022**	APs – HICP Rubric Data ELA Exit Ticket Data – Ms. Branton SS Exit Ticket Data - Ms. Wheeler	Weekly PLCs in ELA and Social Studies will score operational on at least 3 of 4 indicators of the HICP Rubric that address lesson internalization	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, and Special Ed teachers.						80% percent of ELA, 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.	

Build Out Short Term Action Plans (STAP)

School Name: Jean Childs Young Middle School	SES Name: Ms. Gail Parmer
Date STAP Started:	Length of STAP:

Continuous Improvement Plan Goal #2:
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%

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 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 Math 180 intervention programs by conducting weekly observation walkthroughs using Look Fors Rubric		Observation Tool Observation Schedule	District support with reports	**October 2022**	Principal Garlington; Observation Look For Data – AP Gibbons; Math Student Data – Dr. Bennett Math IC	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 for 15 minutes three times per week for Math	
2. Monitor the effective implementation of a formal framework for small group instruction in Math following bi-weekly observation schedule.		Grade Level/Content Bi-Weekly Observation Schedule: Bi-weekly Classroom Observation Schedule Data	District PL for small group instruction	**October 2022**	Small Group Implementation Data: Grade Level APs Math Exit Ticket Data – Dr. Bennett MAP Data – Mr. Blackmon	80% of 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 following indicators of the HICP Rubric: • **Standards Analysis** • **Reflective Teaching Practices** • **Lesson Plan Development** • **Assessment & Evidence of Student Learning**		MTL Training on GaDOE High Impact Collaborative Planning Rubric; Achievement Level Descriptors; Lesson Internalization Templates Observation Notes	N/A	**October 2022**	APs – HICP Rubric Data Math Exit Ticket Data – Dr. Bennett Science Exit Ticket Data - Ms. Kennedy	Weekly PLCs in Math and Science will score operational on at least 3 of 4 indicators of the HICP Rubric that address lesson internalization	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						80% percent of Math, Science 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.	

Build Out Short Term Action Plans (STAP)

School Name: Jean Childs Young Middle School	SES Name: Ms. Gail Parmer
Date STAP Started:	Length of STAP:

Continuous Improvement Plan Goal #3:
Increase ADA from 88.6% to 92% by May 2023.

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 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 the implementation of the one-to-one office-to-den referral process to ensure alignment of interventions and services.		Ongoing Den training	NA	October 2022	Den AP - Gibbons	100% of students referred to office 3 or more times have a Den referral	By the end of the school year, the Rate of Attendance will be at 92% or above	
2.Monitor the implementation of the schoolwide positive behavior system through the participation of teachers in the school's token economy.		-Positive Behavior Matrix -Ongoing training for staff on using Matrix and Wolf Bucks -Wolf Bucks	N/A	October 2022	Grade Level APs Dr. Jones- 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	
4.								
5.								

Accountability
Collaboration
Equity
Support

Fall 2022 ACES Presentation

Accountability
Collaboration
Equity
Support

Signature Programming

Principal Information

Years at School: 8 years

Years as a Principal: 2 years

Signature Program: IB

Current Status: In Progress

Targeted Date of Authorization/Certification or Evaluation/ Recertification: 2023-24

Two areas of focus:
1. **Culture & Environment:** Stakeholder Communication, Education & Engagement
2. **Teaching & Learning:** Curriculum Implementation

Enrollment Information

SY2023 Enrollment: 721 (@15 day headcount)/746 currently

SY2022 Enrollment: 804

Change in Enrollment: -58

Staffing Information

Number of First Year Teachers: 2

Number of Vacancies: 3 (Math/ESOL, REP Math, SPED)

Personalized Learning Cohort

Wave 1 (SY22 Implementation) ✓

Wave 2 (SY23 Implementation) ❏

Wave 3 (SY24 Implementation)

Student Population

English Learners: 58 students

Students with disabilities: 122 students

Gifted: 19 students

Ensuring Equitable Funding

Increasing Access to Effective Leaders and Teachers

Supporting Special Populations

Increasing Access to Advanced Coursework

ATLANTA PUBLIC SCHOOLS

Accountability
Collaboration
Equity
Support

Whole Child and Intervention

SY23 Attendance*

Indicator	Time Frame	
	September 2021	September 2022
Attendance Take Rate	99.9%	89.2%
ADA Attendance Rate	91.7%	90.2% 91.5% (10/21/22)
Students not chronically absent	71%	74.7%

*As of 10/02/2022

Addressing disproportionate discipline practices
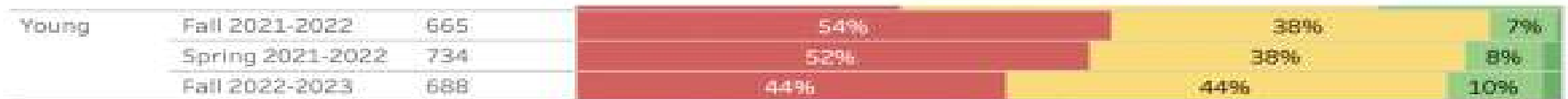
Integrating social, emotional and academic practices

SY23 Behavior*

OSS Suspension Rate = 0.76

Suspension Rate by Subgroup

Subgroup	Total number of students	OSS Suspension Rate
Female	374	0.71
Male	367	0.78
SWD	112	0.29
Black	680	0.81
Hispanic	58	0.08
Multi-race	N/A	N/A
White	N/A	N/A
Asian	N/A	N/A

*As of 09/28/2022

ATLANTA PUBLIC SCHOOLS

NWEA MAP Assessment Results

Math Performance
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 Performance
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%
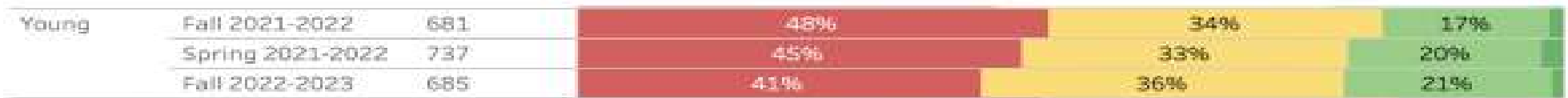
Ensuring Equitable Learning Environments

Leveraging School Improvement to Advance Equity

HMH Dosage

Program	Avg. Daily Use (Mins)		Avg. Weekly Use (Days)	
	Spring 2022	Fall 2022	Spring 2022	Fall 2022
Math 180	19 minutes	23 minutes	2 days	3 days
Read 180	18.2 minutes	20.5 minutes	1.9 days	2.2 days
System 44	10 minutes	7 minutes	2 days	1 day

*Spring 2022: From the Spring ACES presentation
**Fall 2022: As of October 13, 2022

**Accountability
Collaboration
Equity
Support**

Curriculum and Instruction
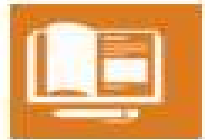
	CIP Strategy	Action Step Progress Update
ELA	**Level 3 & up - 16% to 20%; Level 2 & up - 50% to 53%** • Intervention Block implementation with fidelity • Weekly content PLCs/data meetings • Small group framework	The implementation is monitored by conducting daily/weekly observations and data is collected using a rubric. Per the short term action plan (STAP), we track the progress towards meeting the implementation and student progress measurable goals. Per our data collection, satisfactory progress is being made towards meeting the goals.
Math	**Level 3 & up - 9% to 12%; Level 2 & up - 40% to 43%** • Intervention Block implementation with fidelity • Weekly content PLCs/data meetings • Small group framework	The implementation is monitored by conducting daily/weekly observations and data is collected using a rubric. Per the short term action plan (STAP), we track the progress towards meeting the implementation and student progress measurable goals. Per our data collection, satisfactory progress is being made towards meeting the goals.
Whole Child & Student Support	**ADA from 88.6% to 92%** • Monitor the implementation of the office to Den referral process to ensure alignment of interventions and services	ADA is currently at 91.5%.
Family Engagement	**Community Job Fair, planned monthly parent activities, quarterly school events calendar** • Host an annual community job fair and other parent and community activities monthly to build a partnership with all stakeholders.	A monthly calendar has been created and communicated to actively engage parents, community members, and other stakeholders in various school activities/events. Several events have occurred and others scheduled, including a community health fair and an IB parent workshop, to engage the community continuously.

Leveraging School Improvement to Advance Equity

Improving Access to High-Quality Instructional Programming and Materials

Partnering with families and communities

ATLANTA PUBLIC SCHOOLS

6

Accountability
Collaboration
Equity
Support

APPENDIX

ATLANTA PUBLIC SCHOOLS

Highest Priority Need:

What support do you need to accomplish your SY23 goals?

1. Ongoing professional learning opportunities available for middle school teachers (not only elementary teachers) to address the needs for students that have major deficits in numeracy and literacy skills.

1. Provide schools with an opportunity to engage in the discussions regarding site visits, learning walks, trainings, etc., to ensure it is aligned (not conflicting) with the work occurring at the school site and to ensure that help genuinely feels like true support.

Leveraging School Improvement to Advance Equity

ATLANTA PUBLIC SCHOOLS

MAP Data

MAP Subgroup Comparison Projected Proficient and Above
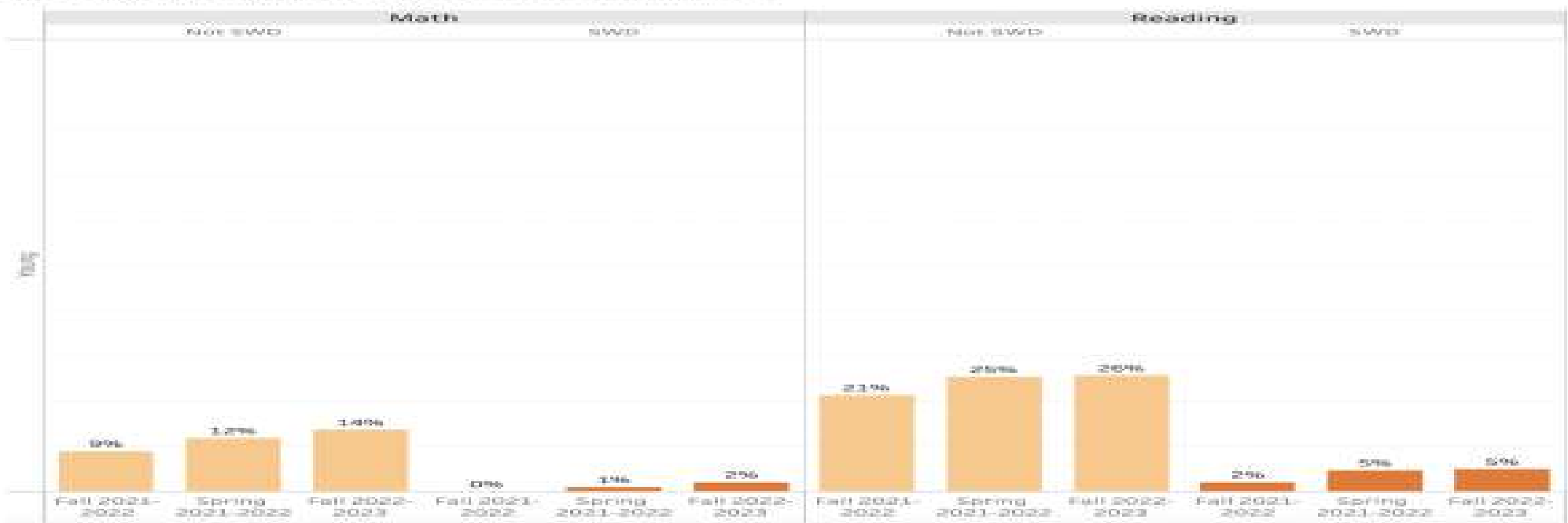
Accountability
Collaboration
Equity
Support

MAP Subgroup Comparison Projected Proficient and Above

ATLANTA PUBLIC SCHOOLS
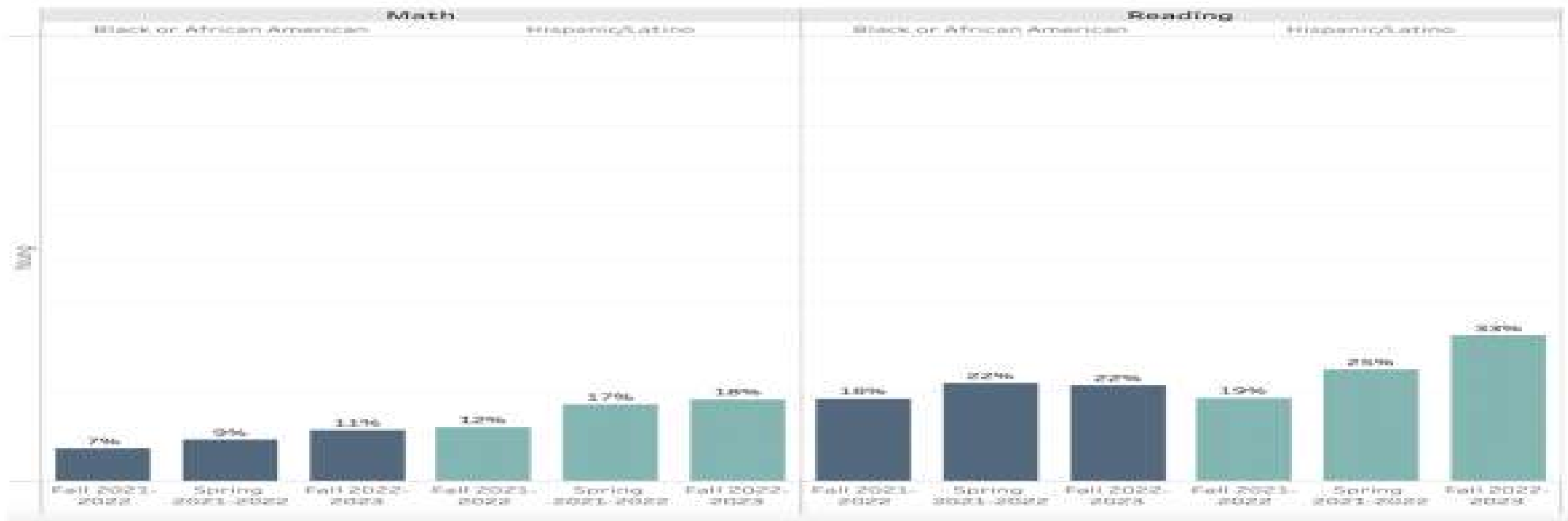
Strategic Plan Progress

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 17.3% 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
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

3

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 17.3% 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

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.

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?

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

Jean Childs Young Middle School

Goals

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

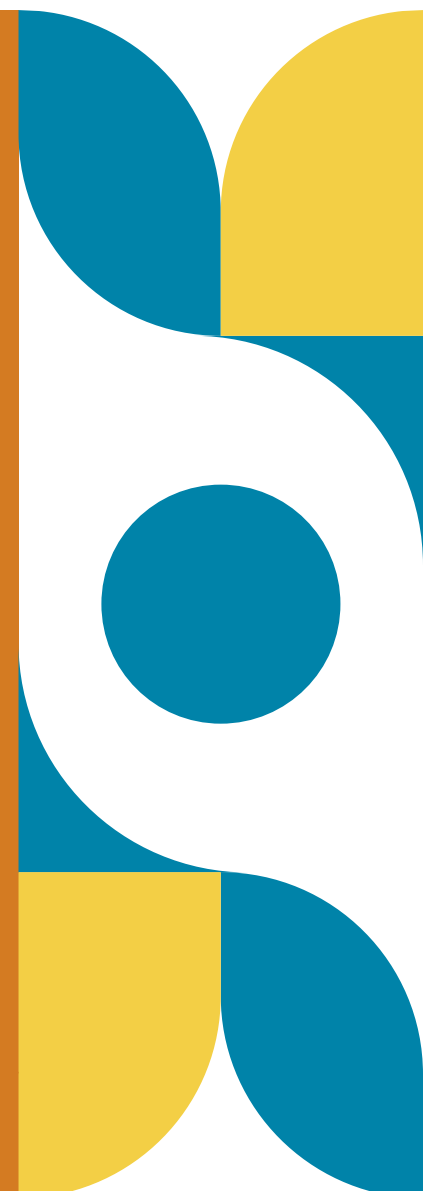| • MAP Growth data • Interim assessment data • Amplify • HMH • GMAS	• MAP Growth data • Interim assessment data • Amplify • HMH • GMAS	• Monthly attendance tracker via APS Graph Dashboard • Monthly monitoring of teacher take rate • Social Worker hot list monitoring data

Questions?

Wonderings?

Comments?

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 &
update the school
strategic priorities and
plan, as needed

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 SY23-24
budget discussions.

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.

Discussion

Strategic Plan Priority Ranking

In preparation for the 2023-2024 Budget Development (January–March 2023), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Strategic Plan Priority Ranking

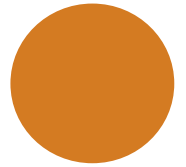Insert the school's priorities from Higher to Lower

Higher

Lower

1.

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(s) we will begin the discussion of the 2023-2024 budget.

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

Thank you