## SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>School Name: Jean Childs Young Middle School</th>
<th>District Name: Atlanta Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Name: Ms. Laryn Nelson</td>
<td>School Year: 2014 - 2015</td>
</tr>
<tr>
<td>School Mailing Address: 3116 Benjamin E. Mays Drive, SW, Atlanta, GA 30311</td>
<td></td>
</tr>
<tr>
<td>Telephone: 404-802-5900</td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Name: Andrea Fairries-Moore</td>
<td></td>
</tr>
<tr>
<td>District Title One Director/Coordinator Mailing Address: 130 Trinity Avenue Atlanta, Georgia 30303</td>
<td></td>
</tr>
<tr>
<td>Email Address: <a href="mailto:afmoore@atlanta.k12.ga.us">afmoore@atlanta.k12.ga.us</a></td>
<td></td>
</tr>
<tr>
<td>Telephone: 404-802-2757</td>
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</tbody>
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### ESEA WAIVER ACCOUNTABILITY STATUS

(Check all boxes that apply and provide additional information if requested.)

- **Priority School** [ ]
- **Focus School** [ ]
- **Title I Alert School** [x]

<table>
<thead>
<tr>
<th>Subject Alert</th>
<th>List Subject(s)</th>
<th>Sub-Group Alert</th>
<th>List Subgroup(s)</th>
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<tbody>
<tr>
<td></td>
<td>All Content areas</td>
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<table>
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<tr>
<th>Graduation Alert</th>
<th>List Subgroup(s)</th>
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</tbody>
</table>

**Principal’s Signature:**

Date: 8/15/14

**Title I Director’s Signature:**

Date:

**Superintendent’s Signature:**

Date:

**Revision Date:**

Dr. John D. Barge, State School Superintendent
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Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.

- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) must be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.

- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.

- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.). Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.

- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan [http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf].
Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>MEMBER’S SIGNATURE</th>
<th>POSITION/ROLE</th>
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</thead>
<tbody>
<tr>
<td>Laryn Nelson</td>
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<tr>
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<td>RELA Instructional Coach</td>
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<tr>
<td>Janean Lewis</td>
<td></td>
<td>SS Instructional Coach</td>
</tr>
<tr>
<td>Sharan Crim</td>
<td></td>
<td>Science Instructional Coach</td>
</tr>
<tr>
<td>Wendolyn Jones</td>
<td></td>
<td>SST/RtI Intervention Specialist</td>
</tr>
<tr>
<td>Robert Jeffery</td>
<td></td>
<td>Teacher/Fine Arts</td>
</tr>
<tr>
<td>Senetha Mitchell</td>
<td></td>
<td>Teacher/Science</td>
</tr>
<tr>
<td>Natasha Lyles</td>
<td></td>
<td>Teacher/Social Studies</td>
</tr>
<tr>
<td>Erica Hayes</td>
<td></td>
<td>Teacher/DSE 6th grade</td>
</tr>
<tr>
<td>Lisa Gaither</td>
<td></td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Linda Sheffield</td>
<td></td>
<td>Parent Liaison</td>
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<tr>
<td>Daniel Johnson</td>
<td></td>
<td>Parent</td>
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<tr>
<td>Vickie Lymon</td>
<td></td>
<td>Parent</td>
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<tr>
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<td></td>
<td>Parent</td>
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<tr>
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<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Donald Mason</td>
<td></td>
<td>Parent</td>
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<tr>
<td>Yvonne Murray</td>
<td></td>
<td>Parent</td>
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<tr>
<td>Sherri Ray</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>Eleanor West</td>
<td></td>
<td>External Advisor</td>
</tr>
<tr>
<td>Gwen Atkinson</td>
<td></td>
<td>External Advisor</td>
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<tr>
<td>Jason Allen</td>
<td></td>
<td>Family Engagement Specialist</td>
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SWP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were:

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The ways they were involved were through data collections, program implementation, supervision, observations, tutorial program, research, professional development training, and workshops.

B. We have used the following instruments, procedures, or processes to obtain this information. In reviewing student achievement data, the staff has utilized the following sources of information to assist us in planning:

* Required component of SWP as set forth in section 1114 of ESEA

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A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- CAAS results for Reading, English Language Arts, and Math
- Middle Grades Writing Assessment (MGWA)
- CRCT scores
- Common Assessments
- Discipline Data

Grade level and content area teams met as Professional Learning Communities (PLCs) to review our student achievement data from the Spring 2014 administration of the CRCT. After the data was analyzed and strengths and weaknesses had been identified, grade level and content area PLCs identified strategies to help improve instruction across grade levels and content areas. Weaknesses have been identified and plans for improvement are currently being implemented. A primary focus for this school year will be providing additional support through supplemental classes during Connections, research-based best practices as defined by the Teacher Keys Evaluation System (TKES), and after-school programs for students who did not meet grade level standards in Reading, Math, Science, and Social Studies. The Leadership Team and Instructional Coaches will meet monthly to review the School Improvement Plan and to discuss additional professional learning opportunities that will be beneficial to our teaching staff.

C. We have taken into account the needs of migrant children by ensuring that our school social worker and counseling department are involved in the educational process of these students by offering parental support, academic and emotional support as well as monitoring health and well-being. In addition to meeting the needs of the migrant children, we also offer ESOL classes taught by a certified ESOL teacher in the areas of Reading and Language Arts. For those students who are migrant children but do not need ESOL classes, they are monitored by the classroom teacher, assisted by our Graduation Coach, and/or enrolled in the after-school program. The Parent Liaison will also serve as a liaison for their parents with the school.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, the results of the College and Career Ready Performance Index (CCRPI) reveal that the areas of strength include English Language Arts (86.3% met or exceeded) and Reading (89% met or exceeded in Reading. The areas of need identified in the results of the CCRPI scores indicate that the number of students who meet or exceed fall below the state standard (Math: 72.5; Science: 56.4; Social Studies: 58.2; and 8th Grade Writing: 80.4%).

E. We have based our plan on the information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standards. This includes our economically and disadvantage students, students from major and racial and ethnic groups, students with disabilities and students with limited English proficiency.

* Required component of SWP as set forth in section 1114 of ESEA
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

F. The data has helped us reach conclusions regarding achievement goals for the 2014-2015 academic year.

2. The major strengths we found in our program were:
   Reading:
   8\textsuperscript{th} grade: 96%
   7\textsuperscript{th} grade: 91%
   6\textsuperscript{th} grade: 95%

   
   English Language Arts
   8\textsuperscript{th} grade: 92%
   7\textsuperscript{th} grade: 90%
   6\textsuperscript{th} grade: 87%

3. The major needs we discovered were
   Mathematics does not meet standards:
   8\textsuperscript{th} grade: 30%
   7\textsuperscript{th} grade: 22%
   6\textsuperscript{th} grade: 26%

   Science does not meet standards:
   8\textsuperscript{th} grade: 35%
   7\textsuperscript{th} grade: 26%
   6\textsuperscript{th} grade: 41%

   Social Studies does not meet standards:
   8\textsuperscript{th} grade: 31%
   7\textsuperscript{th} grade: 28%
   6\textsuperscript{th} grade: 31%

8\textsuperscript{th} Grade Student Lexile score:
Only 57.7\% of the students in the 8\textsuperscript{th} grade met or exceeded the Lexile score of 1050. While

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1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

80.4% of the 8th grade student met or exceeded expectations on the writing assessment, reading lexile scores continue to be weak.

**Writing:**

The Georgia Middle Grade Writing Assessment goal was 100%. The actual score was 80.4%. The goal was not met

4. The needs we will address are in the areas of reading comprehension, writing, mathematics, social studies, and science.

5. The specific academic needs of those students that are to be addressed in the school wide program plan will be in the areas of reading comprehension, writing across the curriculum, algebra, numerical operations, as well as grade specific skills in science and social studies.

6. **ROOT CAUSES:**

ROOT CAUSE/s that we discovered for each of the needs in Mathematics, Science and Social Studies were:

- lack of teacher content knowledge
- minimum use of assessment data to drive instruction
- inadequate use of instructional time (maximizing learning)
- classroom instruction not aligned with standards
- lack of teacher standards knowledge
- students inability to solve higher order thinking word problems
- inconsistent use of instructional practices
- ineffective Professional Learning Communities

A. The measurable **goals/benchmarks** we have established to address the needs were defined by the College and Career Ready Performance Index:

**Middle School Model Grades 6-8**

- Percent of students scoring at meets or exceeds in English Language Arts
- Percent of students scoring at meets or exceeds in reading
- Percent of students scoring at meets or exceeds in mathematics
- Percent of students scoring at meets or exceeds in science
- Percent of students scoring at meets or exceeds in social studies
- Percent of students scoring at meets or exceeds on the Grade 8 Writing Assessment
- Percent of students in grade 8 achieving a Lexile measure greater than 1050

* Required component of SWP as set forth in section 1114 of ESEA
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Student Attendance Rate (%)
- Supports and Intervention
- Percent English Learners with positive movement from one Performance Band to higher Performance Band
- Percent of Students with disabilities served in general education environment greater than 80% of the school day
- Percent of student in grade 8 passing at least four courses in core content areas

**Career Exploration**

- Percent of students in grade 8 with a complete Individual Graduation Plan documented in GaCollege411 or GCIS
- Percent of students completing 3 or more Career Interest Inventories from a preferred Career Interest System within GaCollege411, GCIS, or Career Cruising

**In addition to the thirteen (13) items within the College and Career Ready Performance Index, middle schools may earn additional points for the supplemental indicators.**

- Percent of students in grade 8 scoring proficient/advanced on the 21st century Skills Technology
- Percent of students in grades 6 and 7 with a fully documented *Fitnessgram* assessment
- Percent of students in grade 8 scoring at exceeds in science
- Percent of students successfully completing three years of courses in the fine arts and language and/or career exploratory
- Percent of students in grade 8 scoring exceeds in mathematics
- Percent of students in grade 8 scoring exceeds in social studies
- Percent of 8th grade students earning at least one high school credit
- Percent of grade 8 students scoring at exceeds in reading
- School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
- Percent of students in grades 6 through 8 advancing to above grade level subject acceleration
- School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement.

* Required component of SWP as set forth in section 1114 of ESEA
To provide opportunities for all students to meet the state’s proficient and advanced levels of student performance, we must implement research-based instructional strategies based on our data analysis. These effective instructional strategies will increase the amount of quality learning time, and help provide an enriched and accelerated curriculum. The strategies will include:

- **Differentiated Instruction** - Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process.

- **Pyramid of Interventions** - If a student is unable to be successful in a Standards-based Classroom, then the instruction at Jean Childs Young becomes more individualized to address that child’s specific needs. Our school has established an intervention pyramid which aligns with the state’s Pyramid of Intervention and provides the teacher with specific interventions he/she is to use to help a student become successful in the classroom.

- **Instructional Quality Toolkits for Mathematics** - Implementing the use of constructed responses, teacher observations and providing feedback, identifying concepts in every unit, and developing high-order thinking questions for summative assessments. This strategy will be facilitated and implemented by our Math coach throughout the year.

- **READ 180** - An intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. After more than a decade of research in association with Vanderbilt University and eight years in schools across the nation, *READ 180* is the most thoroughly researched reading intervention program in the world.

- **Writing Across the Curriculum (D.E.A.W. - Drop Everything And Write)** - This program will be implemented on every grade level. The implementation of this program will continue throughout the school year and improve various areas of each student’s writing skills.

- **After-school tutorials** – after school tutorials for all content areas.

- **Formative Assessments** – Teachers will check for understanding in a variety of ways throughout the delivery of the lessons.

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* Required component of SWP as set forth in section 1114 of ESEA

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2(b). Are based upon effective means of raising student achievement.

**Response:**
Following are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies. The school wide improvement plan outlines strategies to be used in addressing the needs of all children, particularly those furthest from demonstrating proficiency. Those students that have demonstrated deficiencies are provided support during after school tutorial. Furthermore, Study Island, eScience3000, and Stratalogica_ Interactive Map Technology will be implemented in the school’s instructional practice to increase student learning in reading, mathematics, science, and social studies. On-going site-based professional learning will be provided for all teachers. In addition, teachers will be provided opportunities to attend specific conferences to improve classroom pedagogy and acquire new strategies that will address the needs of all learners.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

**Response:**
Teachers will be provided training through-out the school year to increase understanding and the implementation of Common Core Standards, best teaching practices and Teacher Keys expectations. Teachers will be supported by their content coaches, department chairs, and grade-level chairs in Math, Science, ELA, and Social Studies to enhance instructional delivery. Title 1 funds have been allotted to purchase supplies, materials, and software to support teachers.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

**Response:**
Due to the ESOL student population, there is a need for an ESOL teacher who may assist in the effective delivery of a quality instruction for the ESOL population. High impact students (PEC, students in Student Support Team, Economically Disadvantaged, minority, FAY) have been targeted in the school’s needs assessment. The research has shown that with additional academic support, these students can realistically achieve the next level of performance on the state wide assessment.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

**Response:** There will be no field trips funded by Title I during the 2014-2015 school term.

* Required component of SWP as set forth in section 1114 of ESEA

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### *3. Instruction by highly qualified professional staff.*

**Response:**
100% of Young Middle School teachers are highly qualified by the State of Georgia and hold a bachelor’s degree or higher in the area of their particular teaching field. In addition, 100% of the paraprofessionals at Young Middle School meet the requirements for the state and hold updated certificates. In order to remain certified as required by the state, paraprofessionals must obtain 100 hours of professional learning or college credit every five years.

### *3(a). Strategies to attract highly qualified teachers to high-needs schools.*

**Response:**
In an effort to attract highly qualified teachers, school based staff, personnel directors and special area program specialist will attend recruitment fairs and network to find the most qualified candidates. Only highly qualified candidates will be considered for positions at Jean Childs Young Middle School. Jean Childs Young Middle School also has a multi-level interviewing process in which potential candidates are interviewed by the Interview Panel, consisting of the Administrative Team and Instructional Coaches. An online application software program is in place to assist principals in the hiring process. Professional learning opportunities will be provided to assist staff in continuing to meet highly qualified standards for certificate renewal.

- We will continue to provide an on-going, school based New Teacher mentoring program to support all new teachers
- Although the primary role of APS HR is to recruit teachers, the principal of Young Middle School works in collaboration with APS HR to communicate needs and provide viable options for needed positions
- Young hosts practicum and student teaching internships to college/university/other teacher preparation programs to students pursuing degrees in middle grade education experience
- Developing, maintaining positive relationships with college/university/GTAPP/MRESA departments and other teacher preparation programs, and job placement departments
- The school’s website is used to provide the public with information regarding our accomplishments, achievement, community partnerships and school-wide initiatives and programs.

Non-highly qualified teachers are provided assistance to become highly qualified. All resources are coordinated with the Human Resources Generalist to ensure all teachers reach Highly Qualified status as soon as possible.

### *4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.*

**Response:**
We have aligned our professional development with data from our needs assessment and the state’s academic content. Teachers and paraprofessionals will be exposed to the most recent

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* Required component of SWP as set forth in section 1114 of ESEA

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Dr. John D. Barge, State School Superintendent  
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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

research and best practices for instruction rendered to students. According to Max Thompson, when best practices of instruction are integrated, student achievement increases in schools. Teachers and paraprofessionals at Jean Childs Young Middle School will receive ongoing professional development throughout the year during faculty meetings and during their planning time on designated dates.

To support the continuing professional growth of all staff members, the following specific professional learning will be offered during the school year at Jean Childs Young. The following professional learning opportunities will be provided to increase the effectiveness of instructional strategies and to increase the implementation of Common Core Georgia Performance Standards (CCGPS):

- Classroom Management
- Standards Based Classroom
- Instructional Quality Toolkits for Mathematics
- Writing Across the Curriculum
- Data Analysis and Interpretation
- Utilization of the data to make instructional decisions
- Development and use of Balanced Assessment approach
- Development and use of rubrics
- Conducting effective Professional Learning Communities
- Webb’s Depth of Knowledge
- Parental Involvement

Professional development needs will be reviewed and revised during weekly data and content meeting as well as monthly department meetings. Student data analysis will be ongoing and embedded within the strategic plan.

In addition, teachers will attend conferences, workshops and trainings offered by the county, through Metro RESA, as well as outside the county.
5. **Strategies to increase parental involvement.**

In completing this section, you should review the parental involvement strategies already defined in your school’s parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

<table>
<thead>
<tr>
<th>Response:</th>
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<tbody>
<tr>
<td>We support the belief that positive parent involvement is essential to achieve maximum emotional, social, and academic growth and encourage participation of parents in all aspects of their child’s education.</td>
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We have involved parents in the planning, review, and development of the school wide parental involvement plan by offering meaningful workshops that will assist their growth as parents, community members, and citizens. We will continue to implement the following strategies to increase parental involvement and participation:

- Administer Parent Needs Survey in the fall and spring of each year to help determine the effectiveness of the school wide program; especially the parental involvement plan.

- Encourage continuous participation in Parent Resource Center to assist parents with job searches, resume writing, GED studies. Also provide workshops on ways to assist children at home with academics.

- We will update the school parental involvement policy annually to meet the changing needs of parents and the school and distribute it to the parents. We will make the parental involvement plan available to the local community, by posting it on our website, main office and parent center bulletin board.

- Facilitate the principal’s Coffee and Conversations which provide opportunities for parents to discuss pertinent academic issues with the principal. The state of the school will be discussed, specifically academic progress, plan for improving CCRPI score, and current data.

- Distribute monthly Wolfpack newsletter that informs parents of upcoming events and current events happening at our school, along with the academic progress and assessment calendar for each grade level. We will also provide this same information via the school’s website.

- Provide interpreter to parents of ESOL students, as needed, to ensure participation and involvement in all activities noted. In addition, we will also provide all written communication in their native language.

- We will conduct an annual meeting to inform parents about the school’s Title I program, the definition of the Title I program, the role of the Parent Liaison, and the parents’ requirements. We will discuss the importance of parent participation, the parent involvement policy, the school wide plan, and the school-parent compact; as we encourage and invite all parents to attend by distributing flyers, sending out e-blast,
posting in the main office, posting on our website, and posting information on the school marquee.

- We will offer meetings at various times of the day. We may also provide, with Title I funds, transportation, child care, or home visits. We will take our services to the community by holding parent meetings in neighborhood community centers, apartment leasing offices, at home owners’ association meetings.

- We will hold educational workshops in the core subject areas, initiate report card pick-up days to encourage parents to interact with school personnel.

- We will jointly develop a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility and accountability for improved student academic achievement. The school and parents will build and develop a partnership to help children achieve the state’s high standards by using our parent liaison and parent center to foster an accessible and inviting atmosphere where families feel welcome.

- We will provide assistance to parents, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child’s progress, and how to work with educators; by hosting technology workshops on the Parent Portal, and My Backpack system, where parents have login information to access online grade books and students’ academic process.

- The parent liaison will collaborate with the academic coaches for various parent and staff engagement functions such as Family Literacy Night, Math-mania Math Night, and the Simply Science Family Night.

- We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and in the parents’ native language.

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*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

**Response:**
In order to address the needs of our rising 6th grade students, we have developed a plan to ensure a smooth transition to middle school.

**Elementary to Middle School Transition**
- 6th grade teachers from academic disciplines meet with 5th grade teachers during pre-planning to discuss expectations for 6th grade.
- Principal, Asst. Principal, Counselors, 6th grade teachers meet with 5th grade parents in April to discuss expectations.

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* Required component of SWP as set forth in section 1114 of ESEA

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• 6th grade survival camp in July.
  o 1 full day of activities focusing on how to survive the 6th grade/Middle School.
• In August, Principal, Asst. Principal, Counselors, 6th grade teachers meet with incoming 6th grade parents and students to disseminate information, meet and greet teachers, and tour the building.
• 6th grade counselor, Principal and Assistant Principal will visit feeder elementary schools to discuss the middle concept and expectations.
• 5th grade students from feeder elementary schools visit and tour our school during the spring semester.

To ensure that 8th grade students transition to high school successfully, we have developed a plan to assist in this process.

Middle School to High School Transition
• During pre-planning, 8th grade teachers meet with 9th grade teachers of feeder high school to discuss academic and social expectations for 9th grade.
• 3 Phase approach to becoming a high school student to include:
  o Phase I (August-November)
    ▪ Very structured
    ▪ Scheduled locker breaks
    ▪ Escorted to lunch
    ▪ Assigned seating in the cafeteria
    ▪ Scheduled rest room breaks
    ▪ Students must walk on green line at all times when they are not on the 8th grade pod.
    ▪ Agenda checked daily by teachers to ensure that students have homework assignments written.
  o Phase II (December-March)
    ▪ Less structured
    ▪ Scheduled locker breaks
    ▪ Escorted to lunch
    ▪ Open seating in the cafeteria
    ▪ No scheduled rest room breaks
    ▪ Students do not have to walk the green line when walking in small groups (2-5 students)
    ▪ Agenda checked daily by teachers to ensure that students have homework assignments written.
  o Phase III (April-May)
    ▪ No scheduled locker or restroom breaks (Students have 3 minutes between class to use restroom and go to their lockers).
    ▪ Open seating in the cafeteria
    ▪ Students do not have to walk the green line
    ▪ No agenda checks for homework assignments

* Required component of SWP as set forth in section 1114 of ESEA
In April, students visit feeder high school for a presentation from high school administration, staff and students.

Transition from Private School to include:
- Parent and student orientation with school counselor.
- Parents and students will attend their grade level scheduled orientation and parent night.
- If student does not have standardized test scores, they will be given a diagnostic test to determine their academic ability.

Students Entering Throughout the School Year
- Parent and student orientation with school counselor and grade level administrator.
- If student does not have standardized test scores, they will be given a diagnostic test to determine their academic ability.

* Required component of SWP as set forth in section 1114 of ESEA
Response: Teacher instruction is based on academic assessments: standardized tests, common assessments, and benchmark tests administered throughout the school year.

- **Common Assessments**
  - Teachers will administer bi-weekly, monthly, and unit assessments.
  - The Instructional coaches, Assistant Principals and teachers will discuss the strengths and weaknesses of students’ mastery, root causes of weaknesses, and develop an action plan to implement at Data Talk meetings.

- **Benchmark Assessments**
  - CAAS will be administered on designated dates chosen by the district in the areas of Reading, ELA and Math. The results from the test will be utilized to identify the standards that have not been mastered based on the Common Core Georgia Performance Standards that have been taught. Teachers will determine what skills to reteach and/ or enrich based on the data.

- **Standardized Tests**
  - The Georgia Milestones Assessment will be utilized to target the strengths and weaknesses of the students.

- **Diagnostic Writing Tests**
  - In all grade levels, students will be given a diagnostic writing test during the 1st quarter. This test will be scored to provide teachers with commendations and recommendations to drive instruction. The test will be given to ensure teachers have ample opportunity to reteach and guide instruction for the writing process.
*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

<table>
<thead>
<tr>
<th>8(a). Measures to ensure that student’s difficulties are identified on a timely basis.</th>
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**Response:**

The teachers will use the following to ensure that students’ areas of improvement are identified on a timely basis:

- Weekly assessments
- 4 ½ week progress reports
- Unit tests (monthly)
- 9 week report cards
- Semester grades

Teachers will receive training for data analysis and utilization during PLCs during common planning period and teacher workdays. As we exam student work, teachers will refer to the works of “Working on the Work” to ensure they are identifying the needs of their students.

We will provide activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities will include the following:

**Parent-Teacher Conferences**-
- Test Talk with Parents
- Test Talk with Students Grades 6-8
- Test Taking Strategies for Parents
- Whistle-stop Writing Workshop
- Math Night
- Parent Involvement Compact

**Connected Math and Reading Remedial Education** – Students scoring Level 1 and are not meeting state expectations in reading or math on the CRCT will continue to be required to take an applied math and reading course during their connections period. The course will last for nine weeks, and students will be given a pretest at the beginning of the course to determine weak areas.

**Read 180** – An intensive reading intervention program that helps teachers address the needs of students whose proficiency level is below the state’s standards. The program will directly address individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

**Math 180** - An intensive math intervention program that helps teachers address the needs of students whose proficiency level is below the state’s standards. The program will directly address individual needs through differentiated instruction, adaptive and instructional software, and direct instruction in all math domains and vocabulary skills.

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* Required component of SWP as set forth in section 1114 of ESEA

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After School “All Star” Program provides an ideal time and place to get the students excited about learning to pursue their own interests, and it helps them develop self-confidence as they explore new talents in areas that may not be addressed by the regular school curriculum.

After School Tutorial provides a safe environment for students to interact with teachers in small groups to complete homework, previewing standards and assists with completion of projects.

One on One Instruction consists of one highly qualified teacher working with one student throughout the learning time. During this time period, each teaching moment is optimized to accommodate a student’s understanding, learning style, pace and motivation.

Interactive Notebooks enable students to be creative, independent thinkers and writers. Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express his/her own ideas and process the information presented in class.

Peer Review refers to the many ways in which students can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work. For the writing process, revision is as important as drafting, but students often feel they cannot let go of their original words. By keeping an audience in mind and participating in focused peer review interactions, students can offer productive feedback, accept constructive criticism, and master revision.

Peer to Peer Tutoring is a method of instruction that involves students teaching other students. A Peer tutor can form examples and relate to a student on an entirely different level than an adult educator.

Pullouts allow individual teacher styles to be used to provide a special environment for students with fewer distractions. Students access to a variety of materials and educational games to help supplement mathematic and reading skills.

Grade-cam provides intuitive technology solution that immediately connects educators with information through integrated performance management tools and an easy-to- use dashboards. So educators can do what they do best—make intelligent decisions for the benefit of each individual student.

Marzano’s Strategies focuses on the mental processes that students can use to restructure and understand information. Classroom activities that ask students to identify similarities and differences include comparison tasks, classifying tasks, and the use of metaphors and analogies.

Guided Notes are instructor-prepared handouts that provide all students with background information and standard cues with specific spaces to write key facts, concepts, and/or relationships during the lecture.

Study Island Software Program is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs in all content areas. Study Island's programs are explicitly designed to help students master the content specified in state and Common Core standards. Study Island provides rigorous content for math and ELA in grades K-12, PARCC- and SBAC-aligned item types, extensive Common Core transition support, Common Core diagnostic pretests, and benchmark tests built specifically from the
**CCSS.**

**REP (Remedial Enrichment Program)** is classes that some students take in order to build up math, reading skills.

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<tr>
<th><strong>8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.</strong></th>
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<tbody>
<tr>
<td><strong>Response:</strong> Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties. Monthly professional develop is provided by the Instructional Coach using the instructional coaching model during grade level PLCs. In addition, district instructional support personnel provide specific training on identified difficulties through training modules and coaching. Teachers, Instructional Coaches, and administrators also facilitate sessions to engage staff in hands on activities that influence teaching practices in the classroom. Support based on classroom observations are conducted by the instructional leadership team to ensure that strategies are being adequately implemented and that student success is imminent through differentiation and rigor. Student assessment results that indicate difficulty or deficiency are carefully reviewed during PLCs and teachers issue prescriptions for individual students after reaching an academic diagnosis of deficit. The Instructional Coaches are also available to provide co-teaching and resources to support all content areas.</td>
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<tr>
<th><strong>8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Response:</strong> Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community. Parent-teacher conferences are held, by appointment, with all classroom teachers detailing what the school will do to help the student with various academic needs. During these meetings strategies will be discussed that can support supplemental learning activities. Contact logs will be entered into Infinite Campus for each conference held, detailing discussion. Parental workshops will be conducted by the Parent Liaison and/or homeroom teachers inform parents what they can do to assist the teacher, school, and community. These workshops will focus on parent volunteering, the importance of reading at home, and how to support the students.</td>
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<tr>
<th><strong>9. Coordination and integration of federal, state, and local services and programs.</strong></th>
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<tbody>
<tr>
<td>This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.</td>
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* Required component of SWP as set forth in section 1114 of ESEA

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9(a). List of state and local educational agency programs and other federal programs that will be included.

| Response: | Young Middle School coordinates and integrates resources received from Federal, State, and local services and programs. Young receives funding from Title I, local General Funds and School Nutrition. Building and central office administrators oversee and coordinate the following programs at the school: RTI, SST, special education, gifted, remediation, after school program, and summer school. These programs support our instruction program as evidenced in the school improvement plan. |

* Required component of SWP as set forth in section 1114 of ESEA

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9(b). Description of how resources from Title I and other sources will be used.

**After and Saturday School Tutorial:** In an effort to positively impact student achievement, after school tutorial is provided for students and can take on many forms ranging from a set of instructions to interactive problem solving sessions geared toward enhancing core curriculum knowledge and understanding. Saturday school sessions provide remediation and review for the Georgia Milestones Assessment.

**Brain Pop:** Brain Pop is an interactive website that supports individualized and whole-class learning in math, reading, social studies, science and health. The software allows students to practice complex concepts and demonstrate their comprehension of the concepts and skills taught.

**eScience:** eScience is the first Web-based program aligned to state and national standards that focuses on core science. eScience provides lessons based on students’ specific reading levels and makes science accessible to all learners. Students and teachers are able to get success in science with this differentiated, quality content and support.

**Novels and Audio Books:** The integration of supplemental reading materials aim to increase regular independent reading of texts that appeal to the students interests while developing both their knowledge base and joy in reading. Novels and audio books help to enhance students ability to effectively interpret information, and ultimately obtain higher comprehension ability.

*Response:* All expenditures that utilized the Title I budget are allocated within the approved budget. Refer to SY 2014-15 approved Title I budget. The Title I plan has been designed to meet the instructional needs of the students. We allocated funds for instructional coaches in the area of Reading/ELA, Math and Science. Our instructional environment is supported by two additional teachers who are funded by Title I. Funds have also been utilized to allow for the purchase funds to parental involvement which incorporates the use of this funding source for conferences, student incentives, and refreshments for meetings. Finally, an allotment has been made to compensate teacher tutors who work extended hours to address students who need additional time on specific skills and content.

**Document Cameras (8)** This state of the art teaching tool offers various features to enhance the instruction in any classroom. Teachers will be able to display small visual aids, documents and 3D objects (great for mathematics and language arts lessons) on their monitor or promethean board.

**MY Access** enhances students’ learning experience with a fun, interactive interface that provides them with more than 1,500 writing topics in math, science, language arts, and social studies that are aligned to state standards. Additionally, teachers have the ability to create their own prompts matching specific curriculum needs.

**Additional Teachers (2)** - Research concentrating on class size is important because the

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* Required component of SWP as set forth in section 1114 of ESEA

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findings have largely concluded that smaller class size leads to increases in student achievement, helps to close the minority-majority achievement gap, and has several other long lasting benefits. We decided to use Title I funds in order to decrease class sizes at age grade level in an effort to positively impact student achievement.

**Instructional Coaches (4)** - Our instructional coaches will help increase the instructional capacity of teachers so they can better incorporate literacy or math into their instruction. They will also support teachers in building their teaching skills, assist in applying new knowledge, and provide ongoing Professional Development. Resources have been allocated to maintain 4 Instructional Coaches in the areas of Literacy, Math, Social Studies and Science.

**Instructional Supplies** - This allocation was set aside to ensure that we could provide teachers copy paper, project boards, pencils, pens, notebook paper, printer cartridges, toner and thumb drives. These items are vital in the delivery of day to day classroom instruction.

**Parent Workshops** - When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. Our goal is to provide the following sessions:

**Study Island** - $8,313.80- Study Island is completely Web based, students can use it at school or home and can study and learn at their own pace. Study Island's lessons and practice tests are based solely on the standards and are specifically designed to prepare students for the state assessments. Study Island covers each and every standard that will be tested on the state assessments. Unlike workbooks, Study Island enables students to interact with thousands of questions, then automatically and instantly grades and records all student work. In addition, users are able to print custom workbooks. Every student learns at a different pace. Study Island allows the student to learn at their own pace.

**Professional Development for Teachers and Instructional for out of town travel and local registration**- It is critical for teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

**Independent Contractors**- "Building a Common Language and Understanding Differentiated Instruction" with Donella Cranford. Workshops will be conducted with teachers monthly with improving instructional strategies around differentiation. Parent workshops will be conducted to help parents understand the meaning and use of differentiated instruction. $24,000.

**Home School Liaison**- **We have allocated for the Parent Liaison’s salary**. Our Parent liaison works to support our educational and community-outreach services and provide information to parents of students. She holds regularly scheduled meetings or informational sessions, passing out printed material and talking on the phone with concerned parents. She also contacts parents to encourage their attendance at school functions or special events and increase their
involvement in the classroom and community.

**Literary Texts and Anthologies** - We have allocated $10,000.00 for books other than texts. Research has shown that an effectively aligned ELA curriculum is one that includes a blend of literature, i.e. fiction, non-fiction, poetry, and drama. The integration of supplemental materials aim to increase regular independent reading of texts that appeal to the students ‘interests while developing both their knowledge base and joy in reading. By having access to high interest reading materials, students will increase their vocabulary acquisition, enhance their ability to effectively interpret information, and ultimately obtain higher comprehension ability.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

**Response:** Young Middle School does not benefit from School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

10. Description of how individual student assessment results and interpretation will be provided to parents.

**Response:** Parents receive Georgia Milestones test results and test interpretation documents for individual students within 7 days of receipt. The information is mailed to parents via United States Postal Service. Teachers also provide parents with additional assessment information available on Infinite Campus Parent Portal. Parents/guardians schedule conference with teachers, as needed. Individual results will also be discussed during Individual Education Plan meetings for students with disabilities.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

**Response:** Upon the arrival of the Georgia Milestones assessment and CCRPI test results, the data for all students and each sub-group is disaggregated by the Instructional Leadership Team. Individual teachers are provided with individual student data and teacher summary data. Results are shared, assessed, and confirmed by the ILT (Instructional Leadership Team) and teachers overall content mastery and specific domain deficits. Teachers will determine the academic deficiencies per academic domain in order to address student needs. Provisions for the collection and disaggregation of data on the achievement and assessment results of students will be addressed utilizing the previously mentioned strategies: 1) parents will be notified of when students will be administered the aforementioned assessments, 2) assessment result interpretations are shared with parents during curriculum night or on an individual basis, (3) students will be administered the assessments at the school site, (4) when the results of the assessments are delivered to the school the administrative team disaggregates the results to determine academic strengthens and weaknesses by individual teacher, grade level, and

* Required component of SWP as set forth in section 1114 of ESEA
individual student. After this information is compiled it is shared with the staff, and parents are
given verbal and written notification of how their child performed. Parents can discuss results
with individual teachers and/or the school’s Instructional Coaches. It is during this time that
parents are given recommendations for students who must attend summer school to comply with
the Georgia Milestones requirements for students in grade 8 who do not master the content on
the Reading and/or Math tests. During the opening of the next school year teachers will review
students Georgia Milestone results and participate in CCRPI professional development to
determine the academic strengths and weaknesses. By tracking classroom student
compositions, teachers will have the ability to determine what specific domain(s) of a particular
subject area should receive instructional emphasis. This will be done by active data walls in each
classroom as well as individual student data-folios to track progress. The school-wide and
district benchmarks are used as an additional tracking methods that are utilized to identify and
address areas of academic need through an on-going process throughout the academic school
year.

<table>
<thead>
<tr>
<th>12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</th>
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<tbody>
<tr>
<td>Response: The Georgia Milestones is a statewide test and validity and reliability have been established at the state level. The results of the Georgia Milestones assessment are disaggregated at the State level based on information provided in Infinite Campus.</td>
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<tr>
<td>Response: Test data will be immediately shared with teachers, parents, and students. Results are mailed to parents. Young Middle School also posts recent and trend data on the school’s website. In addition, data is posted in the Atlanta Journal and Constitution, GADOE website, school marquee, and in the parent center. A data wall display is located on the main hallway in the building. Each classroom will also display data specific to the class based on standard acquisition.</td>
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<tr>
<th>14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response: Jean Childs Young Middle School’s Schoolwide Plan is revised annually. Revisions are made based on Atlanta Public Schools Top Priority Performance Goals and Georgia Milestones results.</td>
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<tr>
<th>15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).</th>
</tr>
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<tbody>
<tr>
<td>Response: The leadership team reviews the test scores during leadership meetings. Subject areas of low performance and grade levels with low performance are identified as focus points for the next year. The plan is presented and discussed with the staff. Teachers at Young Middle School will spend a year in professional development in various areas. They will also meet in professional learning communities to share student work and progress. This year Young Middle School is focusing on raising scores in Math, Science and Social Studies. The principal, assistant principals, instructional coaches and teachers are monitoring plans and student performance in all</td>
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* Required component of SWP as set forth in section 1114 of ESEA
grade levels. Frequent observations are made. We are also monitoring the subgroups of special education. IEP’s are updated as necessary. The stakeholders from Young Middle School and the school council participate in the development and revision of the school improvement plan. Parent surveys provide feedback and guidance in the preparation of the plan. It is reviewed by the entire staff and approved by consensus. The plan is shared with parents throughout the school year. Parents are welcome to provide feedback and are involved in plan implementation through conferences and student performance updates.

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<tr>
<th>16. Plan available to the LEA, parents, and the public.</th>
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<tbody>
<tr>
<td><strong>Response:</strong> Jean Childs Young Middle School’s school wide plan will be made available to parents, the LEA, and the public. The LEA will be given a copy to keep on file along with the minutes from the planning team, the parent involvement policy, Home-School Compact, and the Title One Budget. Parents and public can obtain a copy upon request and a copy of the document is on file in the parent center and in the Assistant Principal’s office. The public will be notified by the posting on the school marquee that the school operates a Title I School-wide Program and the plan is available for review upon request in the parent center or in the Assistant Principals office. In addition, the plans are posted in the Atlanta Journal and Constitution, GADOE website, school website, school marquee, parent center and media center.</td>
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<tr>
<th>17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.</th>
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<tbody>
<tr>
<td><strong>Response:</strong> At the current time English is the language of the significant percentage of parents at Jean Childs Young Middle School. If the need arises for the plan to be translated, the ESOL teacher will have the document translated into the language of need (a service provided by APS).</td>
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<tr>
<th>18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia’s ESES Flexibility Waiver.</th>
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<tbody>
<tr>
<td><strong>Response:</strong> The school wide plan is subject to the school improvement provisions of 1116. Jean Childs Young Middle School’s local school council and PTSA will also work collaboratively with the Planning Team to increase student achievement.</td>
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* Required component of SWP as set forth in section 1114 of ESEA