PRINCIPAL'S REPORT

GO Team Meeting #1

TOPICS

School Start Update

- Current Enrollment & Leveling

School Strategic Plan

- Strategic Plan Overview
- SMART Goals

GMAS Results

SCHOOL START UPDATE

GENERAL INFORMATION ABOUT START OF SCHOOL

ENROLLMENT

Projected Enrollment	**701**
Current Enrollment	720 (Day 15) 730 (9/7/22)
Difference	+29

LEVELING

Leveling is the process the District uses to adjust school budget allocations to match student enrollment.

Budget Impact	*+ $182,266* ***Adding an 8th Grade REP math teacher position* ***supplies, teacher stipends*

2021-2025
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.

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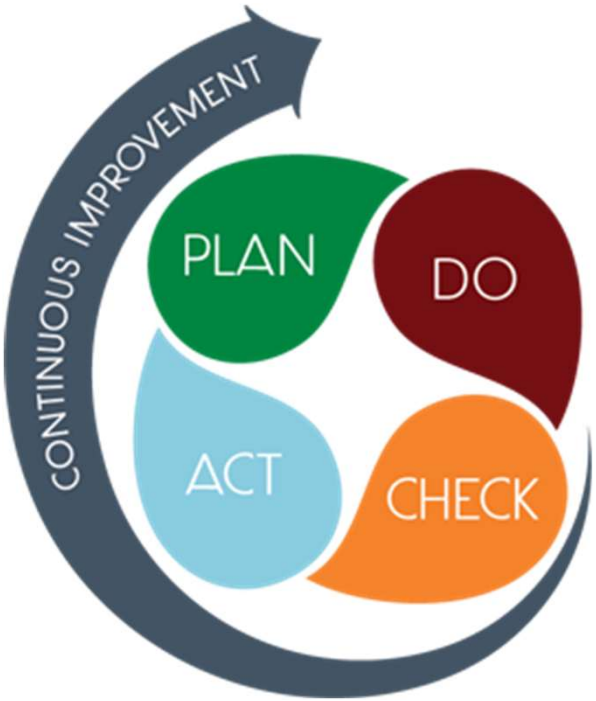
APS Strategic Priorities & Initiatives	*School Strategic Priorities*	*School Strategies*
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	**7.** Build teacher capacity to support academic achievement	**7A.** Ongoing professional learning and promote opportunities 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

STRATEGIC PLAN SMART GOALS



Overview

- Priorities
- Key Aspects

SMART GOALS

Jean Childs Young Middle School

Needs Assessment

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

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

Jamboard Link

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

Jean Childs Young Middle School

Needs Assessment

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
According to GMAS, more than half of our students are performing in the beginning performance band.	According to GMAS, more than half of our students are performing in the beginning performance band.	We are currently at 88.6% daily attendance rate as compared to our pre-Covid percentage of 92% in 2018-2019.
Mapping Link	Mapping Link	Mapping Link
Why?	**Why?**	**Why?**
More than half of our students are at a beginning level in reading.	More than half of our students are at a beginning level in math.	Students are still adjusting to being back in school post COVID.
Why?	Why?	Why?
Our students do not read fluently with comprehension.	Our students do not have the foundational numeracy skills necessary for the middle school content	Students missed bus and parent did not bring student to school.
Why?	Why?	Why?
Middle school teachers lack the training to teach foundational reading skills.	Middle school teachers lack the training to teach foundational math skills.	Students are out of zone.
Why?	Why?	Why?
Students did not master the fundamental reading skills of fluency and phonics.	Students did not master the fundamental math skills of numbers and operations.	Students don't understand work (academic demand)
Why?	Why?	Why?
Students suffered an intense 18 month learning loss without the necessary resources to support previous deficits.	Students suffered an intense 18 month learning loss without the necessary resources to support previous deficits.	Students don't feel connected to what is going on in school.

Root Cause		
Students have a deficit in foundational reading and writing skills	Students have a deficit in foundational numeracy skills of number sense, basic operations, and mathematical thinking	Students have a deficit in the intentional connected services/resources to increase engagement.

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

GEORGIA MILESTONES ASSESSMENT RESULTS

GMAS RESULTS - ELA

Sort
Proficient and Above

Cluster
Mays

School Type
MS

Year
2022

Subject
ELA

Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner

Milestone Comparison

GMAS RESULTS – ELA GRADE COMPARISON

Comparison Group: All

Year: 2022

Subject: ELA

Grade: (Multiple values)

Milestone Grade and Subject Comparison: District

					Distinguished Learner	Proficient Learner	Developing Learner	Beginning Learner
District	ELA	6	2022	All	7%	23%	26%	44%
		7	2022	All	6%	22%	31%	41%
		8	2022	All	8%	25%	35%	32%

Milestone Grade and Subject Comparison for Young

					Distinguished Learner	Proficient Learner	Developing Learner	Beginning Learner
Young	ELA	6	2022	All	15%	28%	56%	
		7	2022	All	15%	32%	51%	
		8	2022	All	16%	38%	45%	

Distinguished Learner
Proficient Learner
Developing Learner
Beginning Learner

GMAS RESULTS - MATH

Sort
Proficient and Above

Cluster
Mays

School Type
MS

Year
2022

Subject
Math

Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner

Milestone Comparison

District	2022	44%	33%	15%	7%
Young	2022	60%	31%	8%	

GMAS RESULTS – MATH GRADE COMPARISON

Comparison Group: All

Year: 2022

Subject: Math

Grade: (Multiple values)

Milestone Grade and Subject Comparison: District

District	Math	6	2022	All	50% / 32% / 13% / 5%
		7	2022	All	40% / 37% / 15% / 8%
		8	2022	All	44% / 30% / 17% / 8%

Milestone Grade and Subject Comparison for Young

Young	Math	6	2022	All	65% / 30% /
		7	2022	All	54% / 35% / 9% /
		8	2022	All	61% / 28% / 10%

- Distinguished Learner
- Proficient Learner
- Developing Learner
- Beginning Learner

MAP GROWTH RESULTS – ELA

Growth Timeframe: Fall to Spring

Exam: Reading

Associate Superintendent: (All)

Cluster: (All)

Tested Grade: (All)

SWD: (All)

Gifted: (All)

EL Status: (All)

Ethnicity: (All)

Gender: (All)

Test Language: English

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

Growth Target Category* Percentage (Reading)

Data is updated nightly during each testing window.

Click on a school below to see grade-level performance.

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

School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring	29,800	54%	5%	41%

School	Growth Timeframe	Exams			
Young	Fall to Spring	619	36%	6%	58%
West Manor	Fall to Spring	194	37%	10%	53%
Springdale	Fall to Spring	687	38%	4%	58%
Perkerson	Fall to Spring	280	39%	3%	58%
Burgess	Fall to Spring	437	41%	5%	54%
Beecher	Fall to Spring	182	42%	4%	54%
Howard	Fall to Spring	1,064	42%	6%	52%
Brandon	Fall to Spring	766	42%	5%	52%
Cascade	Fall to Spring	258	44%	3%	53%
Parkside	Fall to Spring	460	45%	4%	51%
Hutchinson	Fall to Spring	237	45%	5%	50%
Lin	Fall to Spring	628	46%	4%	50%
Benteen	Fall to Spring	182	46%	5%	48%
H Russell	Fall to Spring	262	46%	7%	47%
Scott	Fall to Spring	251	46%	4%	50%
Jackson Elementary	Fall to Spring	426	46%	5%	49%
Garden Hills	Fall to Spring	360	47%	6%	48%
Long	Fall to Spring	551	47%	4%	49%
Sylvan	Fall to Spring	412	48%	6%	46%
Invictus	Fall to Spring	587	48%	4%	48%
Smith	Fall to Spring	719	49%	6%	45%
Kimberly	Fall to Spring	248	49%	4%	47%
Hope-Hill	Fall to Spring	288	50%	4%	47%
CSK	Fall to Spring	275	50%	5%	45%
Bolton	Fall to Spring	425	50%	5%	45%
Morningside	Fall to Spring	790	51%	5%	44%
Dobbs	Fall to Spring	307	51%	3%	47%
Heritage	Fall to Spring	344	52%	3%	45%

MAP GROWTH RESULTS – MATH

Growth Timeframe: Fall to Spring
Exam: Math
Associate Superintendent: (All)
Cluster: (All)
Tested Grade: (All)
SWD: (All)
Gifted: (All)
EL Status: (All)
Ethnicity: (All)
Gender: (All)
Test Language: English

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

Growth Target Category* Percentage (Math)

Data is updated nightly during each testing window.

Click on a school below to see grade-level performance.

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School	Growth Timeframe	Exams			
DISTRICT	Fall to Spring	29,926	48%	6%	46%

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

GLOWS & GROWS

Strengths	Opportunities/Challenges
10 Day Lesson cycle (noted as a district exemplar)	Fully execute and implement the APS 5 (Data, Curriculum and Instruction, Whole Child & Intervention, Personalized Learning, Signature programming)
Instructional Planning protocol/process	Achievement data in Math and ELA – 50% + at level 1
The Den Wraparound Support Center	MTSS protocols/execution
MTL Support model	Personalized PD for staff
Student growth data (MAP)	Feedback/Coaching Cycle
"Small school" structure with learning communities/2 person teams	Enhance/restructure the design of the SLT to increase capacity

QUESTIONS?