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.

45 Day Check-in

GO Team Meeting #3

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)?

Maynard H. Jackson High School

Goals

Our Overarching Needs

LITERACY: Increase the percentage of students scoring proficient and above in American Literature for all local and state assessments	NUMERACY: Increase the percentage of students scoring proficient and above in Algebra I for all local and state assessments	To reduce serious behavior incidences (i.e. fighting and drug offenses) that lead to OSS and ISS.

SMART Goals (High School)

By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the American Literature Georgia Milestones EOC by 3%.	By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the Algebra I Georgia Milestones EOC by 3%.	By the end of the 2022-2023 school year, we will decrease the percentage of overall student suspension from 1.22 to 1.10 as found in APS Graphs Behavior dashboard.

Progress Monitoring Measures

• District common assessments; • MAP growth RIT and growth percentiles; • Unit performance-based tasks; • District	• District common assessments; • MAP growth RIT and growth percentiles; • Unit performance-based tasks.	• APS Graphs Discipline Data • APS Graphs Suspension Data

Maynard H. Jackson High School

Our Overarching Needs

Reduce and address course failures to ensure students have the required credit hours to graduate on-time in four years.	To

SMART Goals (High School)

By the end of the 2022-23 school year, the percentage of students who graduate in four years will increase from 89.8% to at least 90%.	By the end of the 2022-23 school year, the percentage of high school students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, or work-based learning will increase from _____.

Progress Monitoring Measures

• APS Graphs Cohort Tracker • APS Graphs Credit Summary • Phoenix Academy check-ins quarterly • Transcript audits • Monitoring of Atlanta Virtual Academy credit recovery for seniors • Failure Rates Dashboard	•IB Internal •Assessment Data •PSAT Score Interpretation •IB Practice assessments •Classroom observation in EOPA courses

Quarterly Continuous Improvement Check-In

School Name: **Maynard Jackson High School**	Associate Superintendent: **Dr. Kala Goodwine**

Continuous Improvement Plan Goal #1:
By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the American Literature Georgia Milestones EOC by 3%.

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
N/A		

Summary of next steps and district support needed to continue progress:

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. Expect that teachers use dedicated planning time in PLCs to create inquiry-based units (with the IB framework, where applicable)	May 2023	See Google Folder
2. Implement the required curricula (GSE, IB, AP) in all classrooms with fidelity.	May 2023	See Google Folder
3. Utilize vertical teaming of different grade-level teachers to strategically plan and create support structures for student achievement	May 2023	Utilize literacy teams to develop school wide literacy expectations and provide PL on reading and writing strategies
4. Support SWD via scaffolded lessons that are modified to include RTI, SDI, and IEP dictated instructional support.	May 2023	PLC in order to provide support for special education and general education teachers in the use of IEP, how to set smart goals, and how to progress monitor these goals

Summary of next steps and district support needed to complete action steps currently in progress:
1. *Addressing recurring technology concerns that have an impact on the fidelity of administering common unit assessments*
2. *Updated universal PLC protocols that address data analysis and instructional planning* (Data analysis protocol, PLC rubric)

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step
Support ELL students by utilizing language supports and instructional resources that address specific content areas	October 3, 2022	Design professional development for a targeted group of teachers that address the instructional needs of our English Language Learners

Summary of next steps and district support needed to complete action steps currently in progress:
1. Appropriate language focused training to ensure the supplemental English language development needs of ELs are being met for all teachers and school leaders.

Quarterly Continuous Improvement Check-In

School Name: Maynard Jackson High School　　　　**Associate Superintendent: Dr. Kala Goodwine**

Continuous Improvement Plan Goal #2:
By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the Algebra I Georgia Milestones EOC by 3%.

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
N/A		

Summary of next steps and district support needed to continue progress:

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. During PLC instructional Planning, teachers will engage in protocols for unpacking instructional standards by unit.	Mayn 2023	Provide professional learning to support teachers in the use of research-based instructional strategies for mathematics instruction
2. Teachers will engage in peer observations and/or lesson studies with a focus on personalized learning.	May 2023	Provide Math 180/APEX training for all teachers who will be using the program with follow-up within building training/coaching with additional support from District Math Specialist
3. Consistent use of the Data Analysis protocol .	May 2023	
4. Review of Formative and Phoenix data in addition to weekly lesson plans to examine instructional best practices, provide feedback, accommodations, and modifications to address subgroup performance (SWD).		

Summary of next steps and district support needed to complete action steps currently in progress
1. Addressing recurring technology concerns that have an impact on the fidelity of administering common unit assessments
2. Updated universal PLC protocols that address data analysis and instructional planning (Data analysis protocol, PLC rubric)
3. Quarterly Coaching visits to facilitate the implementation of Math 180 and Sam Central

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step

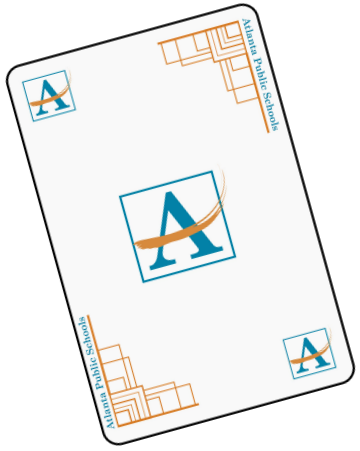# Quarterly Continuous Improvement Check-In

School Name: Maynard Jackson High School   **Associate Superintendent: Dr. Kala Goodwine**

Continuous Improvement Plan Goal #3:
To reduce the overall suspension rate from 1.22 to 1.10 or lower, by reducing the occurrences of serious behavior incidences (I.e. Violent offenses and drug offenses).

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student /Teacher progress data)	Artifacts available
DSE Case Managers maintain their caseloads until graduation, creating a longstanding partnership with the student and families.	Caseload list	Caseload list

Summary of next steps and district support needed to continue progress: **N/A**

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
DSE Case Managers conduct monthly monitoring in the areas of: progress towards IEP goals; academic progress; attendance; and behavior.	Monthly through May 2023	Meeting artifacts from 1-1 with SELTS
Implement SEL curriculum weekly through advisory.	May 2023	N/A
Implement restorative circles to address persistent negative behavior.	Ongoing, as needed.	N/A
Implement school-wide PBIS programming to provide incentives for model behaviors and encourage student social development.	Ongoing, as needed.	Funding for incentives

Summary of next steps and district support needed to complete action steps currently in progress:
1. Funding for Incentives;
2. Partnership opportunities;
3. DSE Walk-through Tool with access to Kick Up (SELTS can't access coaching log/coaching cycle)

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step

Summary of next steps and district support needed to start action steps:

Accountability
Collaboration
Equity
Support

Fall 2022 ACES Presentation
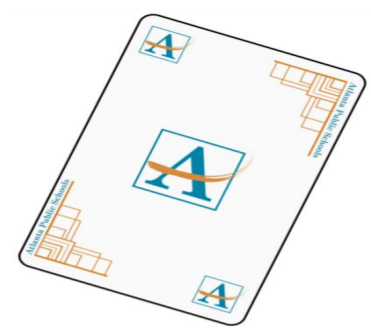
Signature Programming

Accountability
Collaboration
Equity
Support

Principal Information

Years at School: 9 years

Years as a Principal: 6 years

Signature Program: International Baccalaureate

Current Status: Authorized: MYP/DP/CP

Targeted Date of Authorization/Certification or Evaluation/Recertification: Self Study SY 23-24; Reauth. Fall 2024

Two areas of focus: *Culture & Environment: Diversity, Equity & Inclusion;
*Teaching & Learning: Professional Learning/Collaborative Planning

Enrollment Information

SY2023 Enrollment: 1469 (as of 10/19/22)

SY2022 Enrollment: 1409

Change in Enrollment: +60

Staffing Information

Number of First Year Teachers: 4

Number of Vacancies: .4 ESOL (shared)

Personalized Learning Cohort

Wave 1 (SY22 Implementation) ✓

Wave 2 (SY23 Implementation) ○

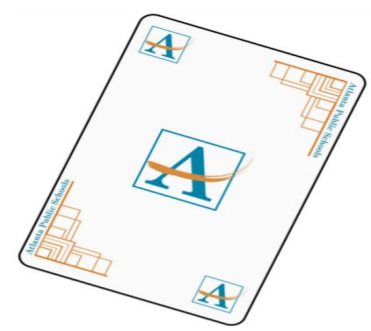**Wave 3 (SY24 Implementation)** ○

Student Population

English Learners: 65 students

Students with disabilities: 269 students

Gifted: 173 students

Ensuring Equitable Funding

Increasing Access to Effective Leaders and Teachers

Supporting Special Populations

Increasing Access to Advanced Coursework

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Whole Child and Intervention

SY23 Attendance*

Indicator	Time Frame	
	September 2021	September 2022
Attendance Take Rate	93.7%	95.5%
ADA Attendance Rate	85.1%	86.5%
Students not chronically absent	61.6%	65.9%

Addressing disproportionate discipline practices

Integrating social, emotional and academic practices

SY23 Behavior*

OSS Suspension Rate =   0.92

Suspension Rate by Subgroup

Subgroup	Total number of students	OSS Suspension Rate
Female	756	0.93
Male	722	.91
SWD	261	.93
Black	1085	1.21
Hispanic	109	.15
Multi-race	35	0
White	240	.09
Asian	N/A	N/A

*As of 09/28/2022

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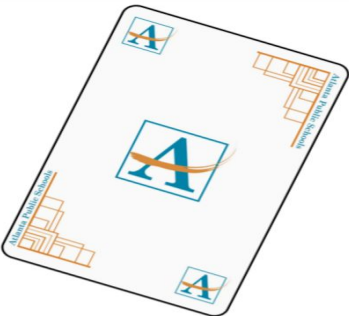
Attendance and Course Failures*

		Course Failures			
		0	1	2	3+
Average Daily Attendance	ADA> 93%	379 27.3%	97 7%	52 3.7%	69 5%
	ADA 86% - 93%	145 10.4%	71 5.1%	46 3.3%	92 6.6%
	ADA <86%	51 3.7%	72 5.2%	61 4.4%	254 18.3%

*As of 09/01/2022

Ensuring Equitable Learning Environments

Leveraging School Improvement to Advance Equity

Progress towards Graduation

Cohort	N Enrolled in expected grade level	Total Enrolled	% Enrolled in expected grade level
2023	281	331	85%
2024	294	351	84%
2025	343	389	88%
2026	377	377	100%

College and Career Readiness

Program	Participation Rate (%)	
	Cohort 2022	Cohort 2023
WBL	7%	1%
CTAE	64%	59%
Dual Enrollment	8%	2%
AP	60%	49%
IB	35%	19%

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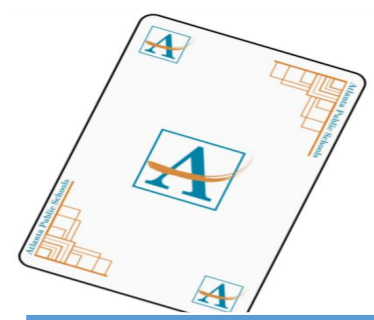
Curriculum and Instruction

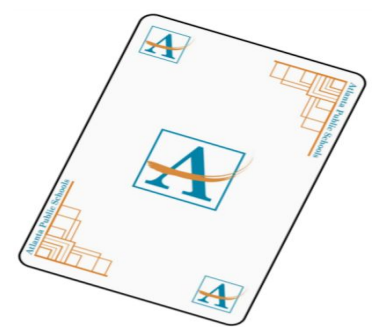|	CIP Strategy	Action Step Progress Update

ELA
By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the American Literature Georgia Milestones EOC by 3%.
	Increase focus on informational text, in particular incorporating more paired text and evidence-based writing that focuses on key ideas and details.	Utilize vertical teaming of different grade-level teachers to strategically plan and create support structures for student achievement
		● Continuing the work to building buy-in for collaborative work.
		  ○ Glow = 9th Grade Lit/American Lit Cadres
		  ○ Grow = 10th Grade Lit and British Lit Teams

Math
By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the Algebra I Georgia Milestones EOC by 3%.
	Increase our focus on the following Standards of Mathematical Practices: (1) Make sense of problems and persevere in solving them; (3) Construct viable arguments and critique the reasoning of others; (5) Use appropriate tools strategically.	Consistent use of the Data Analysis protocol.
		● Implemented lesson internalization protocol "fishbowl"
		  ○ Algebra: Conducts lesson internalization, while the department observes and listens in.
		    ■ Department provides Glows, Grows, Suggestions/Wonders, Next Steps
		● Internalization of the Common Assessment to ensure that the teaching and learning aligns to the assessment.

Whole Child & Student Support	To reduce the overall suspension rate from 1.22 to 1.10 or lower, by reducing the occurrences of serious behavior incidences (I.e. Violent offenses and drug offenses).	-Implementing restorative circles to address persistent negative behavior. -Continue to struggle with group response to conflicts.
Family Engagement	By the end of 2022-2023 School Year, we will create an environment that promotes active engagement, accountability, and collaboration of all stakeholders by engaging with families in quarterly academic nights and at least three parent workshops focused on academic achievement, college readiness, Milestone preparation, and signature programming.	Academic Night held in September. Next is scheduled in January. Held a college fair in October, along with two FAFSA nights. Principal's Coffee ~ every 2 months.
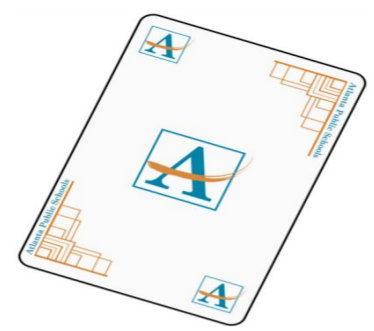
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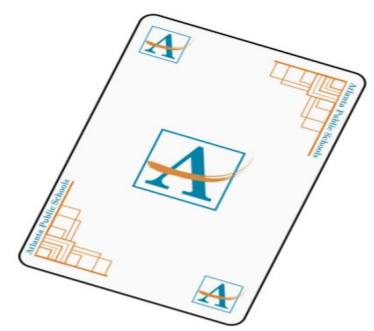
Highest Priority Need:

- What support do you need to accomplish your SY23 goals?

  - Humanpower: Dedicated time and support from district personnel to work directly with our teachers and instructional leadership team to effectively implement the numerous district initiatives.

  - Facilities
  - Safety and Security

Leveraging School Improvement to Advance Equity

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Accountability
Collaboration
Equity
Support

American Literature and Composition

Jackson High	2022	37%	34%	24%	5%

Algebra 1

Jackson High	2022	46%	28%	22%	5%

Biology

Jackson High	2022	35%	26%	29%	10%

US History

Jackson High	2022	51%	34%	12%

■ Beginning Learner ■ Developing Learner ■ Proficient Learner ■ Distinguished Learner
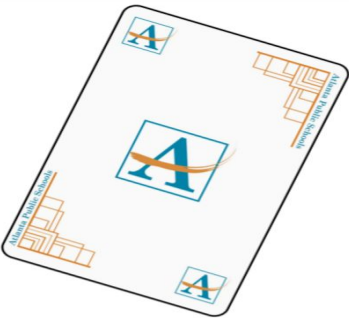
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MAP Aggregate Quintiles for Achievement

Math

Jackson High	Fall 2021-2022	1,248	27%	24%	19%	17%	14%
	Spring 2021-2022	1,192	34%	23%	17%	12%	14%
	Fall 2022-2023	1,318	30%	25%	18%	14%	13%

ELA

Jackson High	Fall 2021-2022	1,235	18%	18%	22%	23%	18%
	Spring 2021-2022	1,175	37%	20%	16%	18%	10%
	Fall 2022-2023	1,286	24%	20%	20%	20%	16%

Achievement Percentile Quintile

- Lo %ile <21
- HiAvg %ile 61-80
- LoAvg %ile 21-40
- Hi %ile > 80
- Avg %ile 41-60
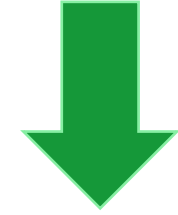
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Before Winter Break
GO Team will take action (vote) on the school's strategic plan and vote on the ranked strategic plan priorities for SY23-24 budget discussions.

Strategic Plan Progress

Maynard H. Jackson, Jr. High School [Approved January 26, 2022]

Mission: To provide an equitable and globally enriching education that empowers inquiring, knowledgeable, and compassionate learners to achieve their academic and professional goals for themselves and for the betterment of others.

Vision: To be a high-achieving school that inspires and prepares ALL students to interact, collaborate, thrive, and enact positive change in a global community.

SMART Goals

- Progression from scoring Developing to increased Proficient and Distinguished Scores on Georgia Milestone Exams.
- Increase the number of students earning 3 or higher on AP exams and 4 or higher on IB exams.
- Maintain and improve graduation rate > 80% in 2022 and beyond.
- Increase number of students in each signature program of IB, AP, & dual enrollment to equitably reflect students in all subgroups.

APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	Implement a long term structural plan to deal with the ongoing COVID impacts on our education. Maintain a robust offering of AP, IB and Dual Enrollment courses that is reflective of all subgroups of our school population. Create an educational and professional environment promoting high quality teaching which provides well-defined and deliberately designed instruction that is inquiry based, creative, interdisciplinary, technology rich and student centered.	**1A.** Improve the academic program (instruction, remediation, acceleration) in order to meet the individual academic needs of all students. **1B.** Ensure PLCs are focused on planning inquiry-based, rigorous, technology-rich, student-centered lessons and units; creating quality assessments; and using data to inform instructional decisions for all learners (i.e. SWD, gifted, SST/504) **1C.** Provide daily instructional support to teachers to improve achievement levels. **1D.** Utilize data, academic counseling, and recruitment to increase enrollment in our AP/IB DP/IB CP classes, with a focus on underrepresented sub-groups. **1E.** Fully implement the IB MYP Framework with fidelity across Years 4 and 5. **1F.** Leverage the IB CP to allow more students to complete one or more CTAE Pathway.
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	Cultivate a counseling and support system which focuses on college and career and empowers students to maximize their opportunities for learning future college studies, and/or post-secondary options. Build a healthy school culture and climate for students, staff and parents that promotes action and involvement in the school and community while incorporating programs such as SEL, PBIS, CAS and No Place for Hate.	**2A.** Provide remediation and/or enrichment based on student data, with a specific focus on the learning gaps/impacts related to the pandemic. This includes during the day interventions and the Jaguar Learning Lab programs **2B.** Improve the personal, social, and counseling support to meet the individual social, emotional, and physical needs of all students. **2C.** Incorporate Social Emotional Learning (SEL) school-wide into instruction. **2D.** Offer school-wide Positive Behavioral Intervention and Supports (PBIS) initiatives (including incentives and results).
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	Create an educational and professional environment that will recruit and retain highly effective teachers and support staff, which includes providing the necessary professional development to enhance the quality of instruction and support for students.	**3A.** Implement an effective faculty professional learning program that provides the time and resources for teachers to grow in their knowledge of innovative, research-based pedagogy, particularly in Specially Designed Instruction, Increasing Rigor (DOK levels), inquiry-based instruction, IB (MYP, CP, DP), and SEL. **3B.** Provide the structure, support, and opportunities to build the instructional and leadership capacity of our staff.
Creating a System of School Support Strategic Staff Support Equitable Resource Allocation	Build systems and resources to support IB implementation. Build systems and resources to support college and career excitement and exposure, as well as to develop more university/college partnerships.	**4A:** Ensure school has the resources, budget, and flexibility to support targeted subgroups, advanced students, and robust extracurricular programs. **4B.** Periodic surveys to staff, students, and parents to enhance communication and receive feedback. **4C.** Strengthen relationships with colleges and universities and with partners that can provide funding, exposure and resources.

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

Building a Culture of Student Support: *Build a healthy school culture and climate for students, staff, and parents in the school and community that amplifies and empowers student voice, while incorporating programs such as SEL, PBIS, CAS/SL, student organizations, and No Place for Hate.*

Fostering Academic Excellence: *Maintain a robust offering of AP, IB, Dual Enrollment, Fine & Performing Arts, and CTAE courses that is reflective of all subgroups of our school population.*

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.
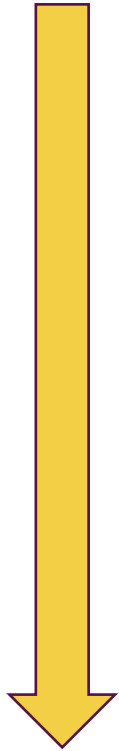
Discussion

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. Create an educational and professional environment promoting high quality teaching which provides well-defined and deliberately designed instruction that is inquiry based, creative, interdisciplinary, technology rich and student centered.
2. Cultivate a counseling and support system which focuses on college and career and empowers students to maximize their opportunities for learning future college studies, and/or post-secondary options.
3. Build a healthy school culture and climate for students, staff, and parents in the school and community that amplifies and empowers student voice, while incorporating programs such as SEL, PBIS, CAS/SL, student organizations, and No Place for Hate.

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.
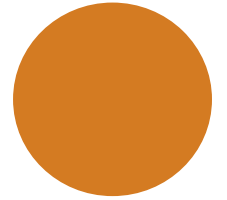
Questions?

Wonderings?

Comments?

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