

Call to order

A meeting of the GO Team for Maynard H. Jackson High School was held in the Media Center on January 24, 2018 at 6:12pm.

Attendees

Attendees included [list names of GO Team members present].

Beth Wells	Alex Elliott	Kalyann Teasley	Adam Danser
Yusef King	Don Grant	Ashley Rouse	David Liburd
Shameka Maddox			

Members not in attendance

Members not in attendance included [list names].

Virgil Murray			

Public in attendance

Anne Gelaude	Michelle Dalton	Lisa Roberson	Kelli Dennis

Is there are quorum present? Circle or highlight **Yes** or No

Changes Made to Minutes

“Eliminates recognition”

“Pointed out that”

Circle or highlight **Yes** or No

Information Items

Announcements

I. Opening Items

- a. Call to Order: cannot call to order because no quorum
- b. Roll Call
- c. Determine quorum status - we do not have a quorum
- d. Introductions
 - i. Board members
 - ii. Public
- e. Approve Minutes from Prior Board Meeting
- f. Meeting norms
- g. Public Comment -
 - i. Comment from Lisa Roberson- Thank you for giving me the opportunity to speak to you all tonight. I know you have a full agenda - so I n the interest of time, I've written my comments for you so I can be efficient in my remarks. My son, Alex, is a Junior in the IBDP. He loves everything about going to school here and is doing very well academically, socially, and athletically. The teachers and administrators at MJHS are professional and exceedingly supportive. They have encouraged him to succeed in ways that I could never have hoped for. My goal as Alex's mom is to support him in a manner that allows him to determine his path forward. I want to give Alex "roots and wings." I am active in the school community and I have very few complaints about MJHS. I try not to get too involved in Alex's life here by interceding when he faces a challenge. I recognize that the adults in the building are the professional educators and I trust that you to know what is best in that regard for my child. Having said that, I am here tonight to ask you to consider an alternative opinion, a non-educator's opinion, a mom's opinion, and a community member's opinion, when it comes to the summer work that is assigned to our children. Since Alex enrolled in public school, the summer has gone from approximately 12 weeks to approximately 8 weeks. I understand the rationale for that and I'm not here to debate it. The summer has become shorter. I understand there is a concern for brain drain over the summer, but I questions the wisdom and real gains from the level and quality of summer work assigned to some of the highest performing students facing the most rigor at MJHS. These kids work exceedingly hard all year long. By summer, they are exhausted. But even though they are exhausted and ready for rest, these kids are not slowing down. I know what Alex's classmates are doing over the summer and they aren't sitting on the sofa playing video games. They have full summers that allow them to expand their horizons, learn more about what interests them and potential careers, and many of them have jobs over the summer to save towards college. Many students take online courses and attend academic camps at Berry College, Emory, Harvard, GA Tech, and others. They are serving as

camp counselors and they are visiting colleges. Some have trips associated with MJHS programs. Others are visiting family far away and spending time with their families here. Many of our highest achievers in the classroom are also high performers on the athletic fields and the Arts. These pursuits take up a great deal of our students' time. They are all being teenagers and bluntly, many of them don't have time over the summer for assignments. For large chunks of the summer, some of our children do not have access to a computer to complete assigned work. To give you an understanding of the work I am talking about, briefly, as a rising freshman, Alex and his classmates were assigned 4 books to read over the summer: "Monster", "I Know Why the Caged Bird Sings", "Lord of the Flies", and "To Kill a Mockingbird". For my child who prefers to read a Science book, this was a challenge, but he did it. As a rising Sophomore, Alex and his AP and Honors classmates were assigned 25 SEE Readers for AP and Honors Lit and 1 book to read for AP World History. The SEE Reader online program only allowed the students to complete a maximum of 5 per week, so it had to be spread over most of the summer. In case you are not familiar with SEE Readers, they are short vignettes of reading and then questions are to be answered. Please note that there was no grade given for completing the SEE Readers once the students returned to school. For their rising Junior summer, the IB students can be assigned summer assignments as they exist for Lit, Chinese, French, Biology, and Film. I can only speak to Alex's Lit assignment as it included 2 book to read and 25 questions, of which they were required to answer 18 with 250 word answers. These questions required higher level thinking and an exceedingly deep understanding of the texts. It was a ton of work and it took significant time for him to complete and he actually didn't complete it until the first week back at school. I cannot imagine if he had an additional assignment to complete. The assignment was graded this time. He received a 100 and it was give the same weight as bringing back a signed syllabus. Please don't take this as a criticism of the teachers - because that isn't the way it is intended. I know IB is rigorous and the students are being prepared to compete in a global economy. I would just like to ask that the school be considerate about the pressure these kids are under, that summer break is a time for rejuvenation and the types of activities I mentioned earlier, and that if the school feels that some sort of assignment is required over the summer, perhaps more thoughtful consideration should be given to making sure that work is meaningful, fosters academic growth, and is graded as such. (Mr. Danser asks me to put this on leadership agenda).

II. Information Items

a. Principal Selection Process - timeline

- i. Feb 6th - getting all the resumes together
- ii. Feb 14th - interview all candidates
- iii. Early March - recommendation

- b. GO team elections - Go team elections have opened up. We will have following opening: 2 staff and 2 parents. Interested persons can go to apsstrongschools.com to register interest. Has to be registered by Feb. 23rd.
 - i. Each family gets one vote, each staff member gets one vote, the community recommended by principal and approved by Go Team.
 - ii. Ashley ask if we can have a paper copy for people without the internet. Danser says we can get a copy to Ms. Dalton so she can get it out through all our communications.
- c. Southern Education Foundation (SEC) training focusing on IB Implementation, the Every Student Succeeds Act (ESSA), and Building Grant-Writing Capacity - Saturday, February 10, 10:00am - 3:00pm - open to parents and community members - please register.
 - i. Jill and Dan are IB speakers. This is open to parents as well as Go Team members. The link will be on the Go Team page. Mr. King asks exactly what this is. It is a grant writing training that is available to us for free. Beth will post it on the various Facebook pages.
- d. School based solutions - allows flexibility and autonomy under charter system; allows for certain policies, rules and laws to be waived; all members must complete the training before we implement SBS.
 - i. We all have to watch the video/training on the APS website in order to do this. But it hasn't been sent to us and we don't have access to take the quiz after so Beth is going to inquire about that. As the principal there are some other school based solutions that Mr. Danser can do. Don says the difference is whether it is instigated by him or us.

III. Discussion Items

- a. Strategic Plan Review
 - i. Ashley ask if we put the 80% or if that was a district initiative. It was something we said that we wanted to reach. Mr. Danser explains that the cohort includes any students who came in as 9th graders even if they don't go here anymore. We have to be vigilant in finding students and we are doing that by cleaning up our registration process so that we can find out where they are going when they leave here. Beth ask if by doing that will we find them earlier are we able to help them to graduate. Mr. Danser says that by finding them earlier that we are able to get them off our list so that we have a more accurate count.
 - ii. Don asked where key performance measure 9 (increased student participation in extracurricular) fits in with the school strategies. Beth says that is part of increasing a healthy school culture. Mr. Danser adds that strategy I (periodic surveys to staff, students, and parents to enhance communication and receive feedback) is a strategy to increase extracurricular and find out what people want.
 - iii. Mr. King adds that the cluster mission and vision was updated when we became MYP to show that. Ms. Ross informed Mr. King that the one we have on the website is not the one that matches the MYP one. Mr. Danser asked if this mission and vision was directly for the school or just MYP? He know that he has

purposefully not changed the mission and vision. Beth says the question is whether or not the two have to be the same thing. Mr. King says that he knows they will check the website, but doesn't know that. Mr. King speaks to Ms. Ross and confirms that our current mission & vision is fine for MYP.

- iv. Mr. Danser says the strategic plan is something the new principal will want to look at. And Mr. Danser says that looking at plan you can see that a lot is focused around the IB program so adjusting mission and vision to that seems it would be appropriate.
- v. Ms. Jackson says it is the cluster mission & vision. Beth says that we need to move on with the actual plan, and if we need to adjust for MYP then we can have a meeting about it.
- vi. Don says the first line of school strategies under I for academic program there is nothing "targeted subgroups,...." Mr. Danser is changing the wording live while we talk about it. And on number 9 add the word "programs" to make it consistent with our strategies.
- vii. Ms. Jackson asked about what happened to the highlighted parts from the last copy. Beth shows by comparing the two copies of what happened with the changes.
- viii. Motion to approve strategic plan, passes unanimously

b. Budget

- i. We need to work on the ranking of what is going into the budget. This serves as the first of three meeting to approve the budget.
 - 1. We have to assign the budget, to flesh out strategies (middle column of plan) our goal is to look at the big picture, not the small details. We need to ensure budget is aligned to school mission and priorities. Because our SP is done, now we have to rank. We need to keep in mind this is a 3-5 year plan. Cannot budget everything within one year. That is what we have to do next. We cannot go too deep tonight because budget is still a work in progress. Mr. Danser was looking through this and he chose a couple of things as sample for what we need to do first. They recommend 4-5 priorities. Example he gives- Well-defined and deliberately designed instruction that is inquiry based, creative interdisciplinary technology rich and student centered.
 - a. Don asked if build systems and resources to implement IB seeing how that is a school focus. Beth says that if we are becoming MYP than that should be the driving force.
 - b. Ms. Jackson says that under talent management the teachers have to have more training to implement MYP, so that should be a priority. Beth and Mr. Danser agree. Don ask if we can have 5, Mr. Danser says yes. Beth adds that because we are doing this for budget purposes several things will overlap. The following are what was decided upon:
 - c. Priority: Well-defined and deliberately-designed instruction that is inquiry-based, creative, interdisciplinary, technology-rich, and

- student-centered; Rationale: To ensure that the type of instruction reflects the tenets of the IB programs,
- d. Priority: 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. Rationale: To ensure that our students are supported outside of the classroom throughout their time at MJHS to increase graduation rate, scholarship dollars, college acceptances, and college readiness. This continues to be a need for our students, but we need to look closely at maximizing our budget to make this work.
 - e. Priority: Build systems and resources to support IB implementation. Rationale: To ensure that the students and staff have the tools and resources required to fully implement the IB curriculum.
 - f. Priority: Create an educational and professional environment that will recruit and retain highly effective teachers, which includes providing the necessary professional development to enhance the quality of instruction for all teachers and students; Rationale: To ensure that teachers and staff have the training and support to implement all programs offered at MJHS with fidelity.
 - g. Priority: Build a healthy school culture & climate for students, staff, and parents. Rationale: We want MJHS to be a place that people want to come (students, staff, and parents).
 - h. Motion to approve, unanimous approval.
2. Step 5: Discussion of Budget. Proposed budget is \$10,601,928. Then Mr. Danser shows school allocation. Goal is about equity based on needs for each school. Enrollment projection is 1,239 (30 more than this year). See ppt for allocations. We are impacted in the poverty area. Through this formula no school can lose more than 2.5%, we are one of the schools that did lose and a big part of that is that we have a lot less students in poverty. We don't collect forms so we want someone to come in from the budget to explain where the number is coming from. King asked if a time will come when we won't get free lunch. Mr. Danser says we will participate in the CEP program. If we collect forms then we wouldn't get it anymore. The number for special education is not the total number. The staffing comes from a different budget. We get a good amount of program spending for gifted so the more we have in that program the better. Our ELL population is growing. Incoming performance is coming from other schools and Mr. Danser wants to get clarification from the budget people on that as well.
- a. There is hold back money. 2 ways money is held back - hold back on money we would get for title and austerity measures (see ppt

for more). The reason title is held back is to make sure the federal numbers match. The frequently asked questions gives a lot of important information.

- b. At the next meeting we will get more of a breakdown of where we will be next year so we will know more about where money is being allocated.
 - c. Mr. Danser says that one thing to note is currently we don't charge people for testing and that may have to change. We most likely will not have the extra \$88,000 from School Improvement Plan from the state. We will be in more need of grants and cluster foundations.
- ii. Must be approved by March 9
 - iii. Three recommended meetings
 - 1. Review (current meeting) - This meeting is to discuss alignment of the budget with our updated and prioritized strategic plan (NOTE: submission of an updated and approved Strategic Plan is required either with or prior to our budget submission);
 - 2. Feedback Session: This session will occur after Mr. Danser has met with the Associate Superintendent and is our opportunity to ensure the budget aligns with the school's mission, vision, and supports our priorities;
 - 3. Approval: Our approved budget is due by FRIDAY, March 9 @ 5:00pm
 - iv. Our next meeting are 2/15 & 3/12 so we may need to schedule additional meetings

IV. Action Items

- a. Approve strategic plan
- b. Schedule additional meetings for budget approval
- c. Draft potential question for principal candidates
 - i. Beth said we do not have to draft questions, but it would be nice to go in with an idea. Ashley ask if we should go into executive session so that it is not on record. Beth says this a gray area because it could go either way. The questions we will ask in the interviews will not be allowed to be talked about. We want to talk about this now because when we go in on the 14th most likely they will
- ii. Ideas
 - 1. Detail your experience in working in highly diverse high school environments with diversity encompassing - socio-economic, title I, different learning profiles, racial, cultural, gender and sexual identification.
 - 2. What is your background with AP, dual enrollment, and other higher level academic programs?
 - 3. Explain your familiarity and experience with the IB program and how you would ensure the program is successfully implemented with fidelity.
 - 4. What is your experience in increasing performance for at risk students?

5. What strategies have you used in ensuring that at risk students show improvement in all areas?
6. Name one or more examples of strategies that you have used to address equity in a previous school.
7. What strategies have been most successful for you in establishing a positive school culture for students, parents, staff, and community, and how was success measured?
8. Give examples of how you've used data to increase school performance. Be specific.
9. Share your experiences with PBIS, SEL, and related discipline strategies.
10. Share your knowledge of the Jackson cluster and the communities it serves.
11. What experience do you have working with a charter system and what is your understanding of how the Jackson cluster charter system works?
12. What if any experience do you have with a governing board made up of parents, teachers, students, and community members?
13. What is your approach to communicating with parents, students, community, and staff?
14. In your previous employment what does a typical work day look like? Be detailed.

V. Adjournment

- a. Motion to adjourn by Beth
- b. Adjourn meeting @ 8:45

Alexandra Elliott

Secretary

2/1/17

Date of approval