



# **2023 APS Continuous Improvement Planning Template**

# Maynard Holbrook Jackson High School



The 2023 Continuous Improvement Plan embeds a process of yearlong growth for Atlanta Public Schools whereby all students achieve at high levels through successful participation in standards-aligned, personalized core instruction. GADOE uses improvement planning processes which includes conducting a comprehensive needs assessment, documenting evidence of root cause analysis, selecting evidence-based interventions for clearly defined action steps, and monitoring the implementation and effectiveness of each component. This cycle thrusts to the forefront collaborative planning, best instructional practices, comprehensive data analysis and equity-driven reflection on whole child progress. Successful participation in APS CIP planning engages school and district teams in each of the systems for continuous improvement listed above. The SY 23-24 CIP prework will follow this timeline:

## **Data Protocol Population Dates by D.I.G. Team: All Schools**

- A. Apr 21: MAP Assessment worksheet populated.
- B. May 12: School Leaders preview the CIP template.
- C. May 26: Whole Child & Intervention worksheet populated.

## **Suggested Work Sessions & Completion Window: Tier 1 Schools**

- A. Jun 02 – Jun 30: Root Cause Analysis of Whole Child & Intervention Data.
- B. Jun 02 – Jun 30: Root Cause Analysis of Academic Data (GMAS, MAP, etc.)
- C. Jun 12 – Jun 14: Summer Leadership Retreat: Work sessions during team time.

## **Suggested Work Sessions & Completion Window: CSI, TSI, Promise, APS Identified Schools**

- A. Jun 06: Identified Schools Pre-retreat.
- B. Jun 02 – Jun 30: Root Cause Analysis of Whole Child & Intervention Data.
- C. Jun 02 – Jun 30: Root Cause Analysis of Academic Data (GMAS, MAP, etc.)
- D. Jun 12 – Jun 14: Summer Leadership Retreat: Work sessions during team time.
- E. Jun 15 – Jul 25: Engage GADOE partners and/or Turnaround coordinators with CIP work.
- F. Aug 01 – Sep 30: CSI Schools must include GSAPS targeted actions and recommendations in CIP plan.

## **CIP Submission Dates by School Leadership Teams: All Schools**

- A. Jun 14 – Jul 21: Finalize CIP.
- B. Jul 21: Submit CIP to Associate Superintendents.
- C. Jul 27: Submit CIP to Federal Programs and GADOE.
- D. Aug 01: Implementation of CIP.



## APS Board Goals

### Goals



#### Goal 1: Literacy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in reading, as measured by the Georgia Milestones



#### Goal 2: Numeracy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in math, as measured by the Georgia Milestones



#### Goal 3: Post-Graduation Preparedness

Increase the percentage of high school students who graduate prepared for their next step as demonstrated on a multi-dimensional assessment based on the Profile of a Graduate.



#### Goal 4: College and Career Readiness

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, work-based learning, or entering TCSG/USG without needing remediation

# Continuous Improvement – Strategic Plan Alignment

## CIP Goals & Action Plans

*All CIP Action Steps must be aligned to a school priority from the School Strategic Plan.*



## Strategic Plan Priorities

*SMART goals and school priorities connect your budget and improvement plan actions to CIP overarching needs.*



## Improvement & Monitoring

*CIP plans will facilitate progress monitoring of 1, 3, 5, year APS & School Strategic Planning.*



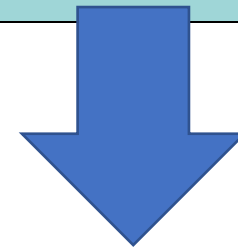
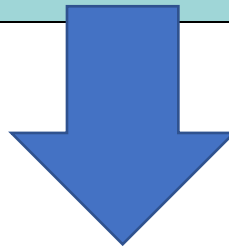
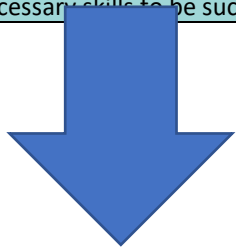


**\*UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES\***

Strengths	Challenges
Effective structure and organization of core content area Professional Learning Communities.	There is a significant achievement gap between our SWD subgroup and our Non SWD subgroup. SWDs perform significantly lower. Likewise, there is also an achievement gap between our black students compared to our white students.
Utilization of MAP data by core content area teachers to inform instruction.	Implementation of physical and digital resources to meet the needs of all learners.
Growth of the IB signature program relative to student participation and the number of students earning a diploma.	Professional development addressing culturally responsive instructional practices were not provided to meet the needs of all learners.
Built a robust student support services team, including two SELTS, five counselors, two graduation coaches, three college advisors, a school social worker, an SST/504 coordinator and a Restorative practices coach.	The overall suspension rate increased from 1.22 during the 2021-2022 school year to 1.34 during the 2022-2023 school year.

**Our Overarching Needs**

<p><b>Literacy:</b> Plan and implement quality, culturally responsive instruction to increase the number of students who read at or above grade level. This will ultimately increase the number of students who score proficient or above on the Georgia Milestones. This will also increase our overall college and career readiness score and ensure that students are equipped with the necessary skills to be successful.</p>	<p><b>Numeracy:</b> Focus on specific Standards of Mathematical Practices that address student deficits: 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.</p>	<p><b>Whole Child &amp; Intervention:</b> Professional learning opportunities that create space for open conversations about bias, can support adults in continuously interrogating their own biases, as well as developing more inclusive lesson plans, discipline strategies, and other ways to infuse self-awareness and cultural competence into the practices they use with their students.</p>
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**Literacy Problem Statement**

Too few students scoring proficient or higher on English Language Arts, US History and Biology GMAS.

**Numeracy Problem Statement**

Too few students scoring proficient or higher on the Math GMAS.

**Whole Child & Intervention Problem Statement**

Our current OSS and ISS rates are too high. Some students do not feel a sense of belonging which impacts their behaviors both inside and outside of the class. As a result, students may skip which leads to more escalated behavior violations such as fighting. Some students resorted to violence to resolve conflicts leading to disruptions of our school environment.



## Goals

Why?	Why?	Why?
Too many of our students are performing at Beginning or Developing levels.	Too many of our students are performing at the Beginning or Developing levels.	We rely too heavily on OSS and ISS as solutions to address inappropriate student behaviors.
Why?	Why?	Why?
PLCs lack an actionable plan to address literacy deficits at the level of the standard.	Too many of our teachers lack an actionable plan to address mathematical deficits, common student errors, and misconceptions.	We have not fully leveraged the capabilities of restorative practices and PBIS (HERO) to redirect or prevent inappropriate student behaviors.
Why?	Why?	Why?
PLCs are not focused on lesson internalization to meet the cognitive and emotional needs of all learners.	Teachers are not effectively conducting lesson internalization to meet the cognitive and emotional needs of students in all mathematics classes.	Our school staff does not have a collective understanding of how restorative practices and PBIS can be used to positively impact student behaviors.
Why?	Why?	Why?
We have not consistently monitored that student-centered planning (Lesson Internalization) and instructional delivery are occurring with fidelity.	We have not consistently monitored that student-centered planning (Lesson Internalization) and instructional delivery is occurring with fidelity.	We have not created a sustainable action plan to empower staff to use restorative practices and PBIS methods or strategies with fidelity.
Why?	Why?	Why?
There is an inconsistent use of Tier 1 instructional strategies used in classes.	There is an inconsistent use of Tier 1 instructional strategies in mathematics classes.	We have not created a culture to fully promote our school-wide accountability measures to support comprehensive intervention plans.

### Root Cause

Lack of explicit and intentional focus on Tier 1 instructional planning, practices, and strategies due to inconsistent professional learning, internalization, and feedback about Tier 1 strategies.	Lack of explicit and intentional focus on Tier 1 instructional planning, practices, and strategies due to inconsistent professional learning, internalization, and feedback about Tier 1 strategies.	Too many students do not feel valued by the adults in the building.
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# Goals

## Our Overarching Needs: High Schools

### CCRPI Content Mastery:

Increase the performance on all GMAS content areas through consistent Tier 1 instruction.

### CCRPI Graduation Rate:

Increase the 4-year and 5-year graduation rate.

## SMART Goals (High Schools)

By the end of the 2023-2024 school year, we will increase our CCRPI Content Mastery performance from 40.13 points to 42.54 points.

By the end of the 2023-24 school year, we will increase our CCRPI Graduation Rate(4<sup>th</sup> and 5<sup>th</sup> year) from 90% to 92.7%.

## Progress Monitoring Measures

MAP universal screener administration in Fall, Winter, and Spring  
District benchmarks and common assessments  
Individual student MAP reports  
Individual student progress trackers  
Content team PLCs and Data talks utilizing data protocols  
Bi-weekly lesson plan review and feedback  
Routine classroom observations and coaching cycles  
Failure rates dashboard  
IC gradebook

APS Graphs Cohort tracker  
APS Graphs Credit Summary  
Phoenix Academy check-ins quarterly  
Transcript audits  
Atlanta Virtual Academy credit recovery for seniors  
Failure Rates Dashboard



## Our Overarching Needs: High Schools

<p>Whole Child &amp; Intervention: To decrease the OSS and ISS suspension rate.</p>	<p>College &amp; Career Readiness: To increase the number of CCRPI points on the College and Career Readiness Indicator</p>
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## SMART Goals (High Schools)

<p>By the end of the 2023-2024 school year, we will decrease the overall Out of School Suspension rate from 1.34 to 1.22 as found in the APS Graphs Behavior dashboard.</p>	<p>By the end of the 2023-24 school year, the percentage of high school students that score at the college and career readiness level, on career pathway assessments, IB, AP, Dual Credit, ACT, SAT, or work-based learning will increase from 75.4 to 77.7.</p>
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## Progress Monitoring Measures

<p>APS Graphs discipline data APS Graphs suspension rate</p>	<p>IB Internal Assessment data PSAT Score interpretation IB practice assessments Classroom observations in AP and IB courses Classroom observations in End of Pathway Assessment courses</p>
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## Whole Child & Intervention CIP Goal:

By the end of the 2023-2024 school year, we will decrease the percentage of overall suspensions(OSS and ISS) from 1.34 to 1.22 as found in APS Graphs Behavior dashboard.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
90% of staff will receive professional development that is focused on the implementation of restorative practices and PBIS schoolwide expectations.	Restorative Practices Coach School Counselors Student Support Team Assistant Principal	August 1- May 31	PD Evaluation and Feedback, Classroom Observations, PBIS Walkthroughs, SEL Incorporation into the curriculum, SEL direct instruction in Advisory, Implementation during Intervention Block	OSS/ISS Suspension Data will decrease from 1.34 to 1.22  75% of staff will complete the PBIS Survey.  PBIS Walkthrough feedback	Funds 150 Cares III	Whole Child Curriculum/ Instruction Data
100% of classrooms will utilize a school-wide PBIS model to educate students and provide incentives for exemplar behavior, attendance, and academic performance.	Student Support Team Teachers Restorative Practices Coach Instructional Coaches Assistant Principals Principal	August 1- May 31	HERO Usage Report, Incentive Messaging through Remind, Faculty Incentives for engagement Monthly behavioral data	OSS/ISS Suspension Data will decrease from 1.34 to 1.22  PBIS monthly data  Hero Points Data	Funds 150 Cares III	Whole Child Curriculum/ Instruction Data
100% of staff members will complete the Implicit Bias Training in ELIS by November 2023.	Restorative Practices Coach Student Support Team Teachers Instructional Coaches	August 1- November 30	Lesson plan feedback Classroom observation Advisory observations	Classroom observation data  CCRPI Content Mastery performance will increase from 40.13 points to 42.54 points.  Increase student attendance from 90% to 92%  OSS/ISS Suspension Data will decrease from 1.34 to 1.22	Funds 150 Cares III	Whole Child Curriculum/ Instruction Data

WCI Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
100% of DSE Case Managers will conduct monitoring in the areas of progress towards IEP goals; academic progress; attendance; and behavior every 9 weeks.	SELTs, DSE Teachers, Assistant Principals	August 1 - May 31	Classroom Progress Report IC gradebook	95% of IEP progress reports will be completed every 9 weeks	Funds 150	Whole Child Curriculum/ Instruction Data
Strategic monitoring of the SST/RTI process will occur at least 90% of the time to address student needs and measure progress toward goals.	SST/RTI Coordinator Assistant Principal	August 1 - May 31	Progress Monitoring	AIMSWEB quarterly report Quarterly check-in meetings with Assistant Principal	Funds 150	Whole Child Curriculum/ Instruction Data



# Action Plans

## CCRPI Content Mastery CIP Goal:

By the end of the 2023-2024 school year, we will increase our CCRPI Content Mastery performance from 40.13 to 42.54.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
During Instructional Planning, 100% of teachers will engage in protocols for unpacking instructional standards by unit, lesson internalization, assessment creation, and data talks.	Principal Assistant Principals Instructional Coaches ETS Teachers Special Education Lead Teachers MTSS Coordinator	August 1- May 31	Weekly Professional learning communities Lesson Plans, Classroom Observations and Feedback, Coaching Cycle Agendas and meeting minutes Planning Protocol artifacts PLC Evaluation Tool	MAP growth data PSAT data District benchmark data Common assessment data GMAS data APS Graphs failure rate	Funds 150	Curriculum and Instruction, Signature Programming
Personalized coaching cycles to observe and support 100% of teachers with the delivery of rigorous, culturally responsive, learner driven, and evidence informed Tier 1 instruction.	Assistant Principals Instructional Coaches ETS Teachers Special Education Lead Teachers MTSS Coordinator	August 1- May 31	Kick-up Coaching Conversations Feedback Observation and Debrief	Teacher reflection of coaching support Implementation of feedback from observations	Funds 150	Data Curriculum and Instruction
Teachers will deliver rigorous, culturally responsive, evidence- informed Tier 1 instruction.	Principal Master Scheduler Assistant Principal Instructional Coach ETS Teachers Special Education Lead Teachers MTSS Coordinator Instructional Paraprofessionals	August 1- May 31	Kick-up reports Classroom observations and feedback Coaching conversations	Reflection of student goals and mastery of content Observation data	Funds 150	Whole-child, Curriculum and Instruction, Data

Content Mastery Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Provide school-wide professional development focused on Specially Designed Instruction and co-teaching models to at least 95% of the instructional faculty to ensure teachers have research-based knowledge on how to address achievement gaps for SWD and ED subgroups.	Principal Assistant Principals Instructional Coaches ETS Teachers SELTs MTSS Coordinator	August 1- May 31	PLCs Observations and Feedback, Coaching Cycle	IDD Walks Observation Data Milestone Data PLC Agendas and minutes PD Attendance Data	Funds 150	Personalize Learning and Curriculum and Instruction
Implement personalized coaching cycles to 100% of identified teachers to model, observe, and support teacher implementation of flexible tools, pace, and curriculum.	Assistant Principals Instructional Coaches ETS Teachers SELTs MTSS Coordinator	August 1 - May 31	Kickup Coaching Cycle Lesson Plans Observations and Debrief Feedback	Observation Data MAP Data Teacher Reflection	Funds 150	Personalize Learning and Curriculum and Instruction



# Action Plans

## CCRPI Graduation Rate CIP Goal:

By the end of the 2023-24 school year, we will increase our CCRPI Graduation Rate from 90% to 92.7%.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Graduation coaches, counselors, and SELTs will conduct monthly progress meetings utilizing the APS Graphs cohort tracker to monitor 100% of their caseload students in Cohorts 2024 and 2023 to increase the graduation rate.	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Graduation Coach</li> <li>- Counselors</li> <li>- Asst. Principals</li> <li>- SELTs</li> </ul>	Aug. 1 - May 31st	<ul style="list-style-type: none"> <li>- Meeting Minutes Agenda</li> <li>- Transcript Audits</li> <li>- Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>- Course Completion</li> <li>- Comp Test Data</li> <li>- Credit Recovery</li> <li>- Graduation Rate</li> <li>- Cohort Tracker</li> </ul>	Funds 150	Data Personalized Learning Whole Child
Consult quarterly with Phoenix Academy staff to determine student progress towards credit recovery and credit requirements.	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Graduation Coach</li> <li>- Counselors</li> <li>- Asst. Principals</li> <li>- SELTs</li> </ul>	Aug. 1 - May 31st	<ul style="list-style-type: none"> <li>- Student Usage Data</li> <li>- Monitor Unknown Lack of - Attendance</li> </ul>	<ul style="list-style-type: none"> <li>- Completion Report</li> <li>- Graduation Rate</li> <li>- Cohort Tracker</li> </ul>	Funds 150	Data Personalized Learning Whole Child

## Graduation Rate Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Meet monthly with SELTs to progress monitor SWD students' credit attainment and IEP accountability to increase the Graduation Rate from 90% to 92.7%.	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Graduation Coach</li> <li>- Counselors</li> <li>- SELTs</li> <li>- Assistant Principals</li> </ul>	August 1 - May 31	<ul style="list-style-type: none"> <li>- Meeting Agendas and Minutes</li> <li>- Parent Contact Log</li> <li>- Student Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>- Graduation Rate</li> <li>- Failure Rate</li> </ul>	Funds 150	Instruction Data Whole Child



# Action Plans

## College & Career Readiness CIP Goal:

By the end of the 2023-24 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 75.4 to 77.7.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Conduct two Data Talks per semester with 100% of AP, IBCP and IBDP teachers using the data protocols to plan for next steps.	- Assistant Principals AP/IB coordinators - Instructional Coaches - ETS - Teachers	August 1 - May 31	Meeting Agendas and Minutes Data Protocol artifacts	Student Data AP/IB Assessment Data SAT/ACT Data	Funds 150	Instruction, Signature Programming, Data
One hundred percent of AP/IB Coordinators and Instructional Coaches will conduct at least 10 weekly classroom observations in AP, IBCP, IBDP classrooms with identified quarterly focus area(s). This action step will also be applied in career pathway courses	Assistant Principals AP/IB coordinators - Instructional Coaches - ETS - Teachers	August 1- May 31	Observation tools	Observation Data	Funds 150	Instruction, Signature Programming, Data

## College and Career Readiness Additional Action Steps required for subgroup populations.

Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Implement personalized coaching cycles to 100% of identified teachers to model, observe, and support teacher implementation of flexible tools, pace, and curriculum.	SELTs IB Coordinators	May 2024	Implement weekly classroom observations	Increase performance on College and career related assessments from 75.4 to 77.7	Funds 150	Instruction, Signature Programming, Personalized Learning



# Family Engagement Plan

## Family Engagement Goal(s):

Content Mastery: By the end of the 2023-2024 school year, we will increase our CCRPI Content Mastery performance from 40.13 points to 42.54 points.

Graduation Rate: By the end of the 2023-24 school year, we will increase our CCRPI Graduation Rate(4th and 5th year) from 90% to 92.7%.

College and Career: By the end of the 2023-24 school year, the percentage of high school students that score at the college and career readiness level, on career pathway assessments, IB, AP, Dual Credit, ACT, SAT, or work-based learning will increase from 75.4 to 77.7.

WCI: By the end of the 2023-2024 school year, we will decrease the overall Out of School Suspension rate from 1.34 to 1.22 as found in the APS Graphs Behavior dashboard.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence & Artifacts	APS 5
CCR and WCI: Host 2 IB Parent Information sessions and workshops	IB Coordinators/ Parent Liaison	September 2023 to April 2024	Meeting Calendar, Agenda, Parent Surveys, Presentation Slide Show/supporting docs	Signature Programming
CCRPI:Host 3 parent workshops focused on academics, college readiness, and GMAS preparation.	Parent Liaison / College Advisors / Instructional Coaches	September 2023 to April 2024	Meeting Calendar, Agenda, Parent Survey, Presentation Slide Show/supporting docs	Data; Curriiculum and Instruction
Mastery: Host 3 academic progress nights at the school.	Principal	September 2023 / January 2024 / March 2024	Calendar, Agenda, Parent Survey	Whole Child Intervention / Curriiculum and Instruction

### **Quarterly CIP Check and Short-Term Action Plan (9 weeks)**

- All APS Tier 1 schools will complete a quarterly CIP check-in for monitoring, reflecting & adjusting action steps.
- APS Tiers 2-3 Schools (CSI, TSI, Promise & APS Identified) will develop and implement a 45-day short-term action plan (STAP) using GADOE's template to focus and organize actions and interventions around goals and priorities.

#### Things to consider:

- Based on the yearlong plan, what are the actions that need to start during Q1?
- What GA Systems for Continuous Improvement structures are the actions steps aligned to?
- What resources (human/non-human) are needed to implement action steps?
- What district support is needed to implement action steps?
- Who will be responsible for monitoring the implementation of the action steps?
- What success criteria will be used for implementation and impact on student progress?
- What artifacts/evidence will you use to document progress & completion of action steps?
- What is the proposed date of completion of action steps?



# Title 1

## ACTIVITY: School Information

Complete the chart on the next page by listing all committee members who participated in completing the school wide plan. Please duplicate the slide to add more positions if necessary. All positions with an asterisk must be included on the planning committee.

Title I schools must print this page, obtain signatures, and submit it to your Federal Programs Specialist.

# Title 1

# School Information

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard Jackson High School	<b>Grade Band:</b> 9-12
<b>Principal:</b> Dr. Adam J. Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	

Name	Position	Signature
Dr. Paul Brown	Associate Superintendent*	
Dr. Adam Danser	Principal*	
Juanice Woodall and Kimberley Latchman	Assistant Principal*	
Doris Elliott and Hope Downer	SWD Lead Teacher*	
Hannah Beam	ELL Teacher*	
Ishan Malik	Instructional Coach	
Shamika White	Instructional Coach	
John McCall	Instructional Coach	
Andrea Walton	Instructional Coach	
Liede Husband	Instructional Tech Specialist	
	Parent	
	Student	

# Title 1

## ACTIVITY: Title 1 Attestations

All components of a schoolwide program plan must be addressed. Please sign by each box to attest that the school is in compliance with each indicator, sign and return to your Federal Programs Specialist.

# Title 1

# Attestations

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard Jackson High School	<b>Grade Band:</b> 9 <sup>th</sup> -12 <sup>th</sup>
<b>Principal:</b> Dr. Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	

School Wide Plan Development: 1114(b) 1-5	Signature
Is developed during a 1-year period, unless— the school is operating a school-wide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section	Adam J. Danser
Is 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, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;	Adam J. Danser

# Title 1

# Attestations

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard H. Jackson High School	<b>Grade Band:</b> 9-12
<b>Principal:</b> Dr. Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation: (CSI/ TSI/ Promise) N/A</b>	

<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>Signature</b>
Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;	Adam J. Danser
Is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	Adam J. Danser

# Title 1

## ACTIVITY: Title 1 Intent and Purpose

Each school participating in the Fund 150 consolidation program must complete an Intent and Purpose form. This form must provide an accurate description of how the intent and purpose for each program will be met.

Instructions: Using the chart on the next page, describe how the Intent and Purpose for each consolidated funding source will be met by the school. Delete the statements that do not apply, sign and return to your Federal Programs Specialist.

# Title 1

## Intent and Purpose

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard Jackson High School	<b>Grade Band:</b> 9-12
<b>Principal:</b> Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	<b>Family Engagement (School Designed)</b>

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title 1, A	Remediate Students	<ul style="list-style-type: none"> <li>● Improve academic achievement through focus on quality Tier 1 instruction                             <ul style="list-style-type: none"> <li>● Tutorial program for academic remediation</li> </ul> </li> <li>● Intervention as needed to reinforce academic standards                             <ul style="list-style-type: none"> <li>● Behavior and Academic interventions as needed</li> <li>● Read 180/Math 180/ APEX</li> </ul> </li> </ul>
	Develop Staff	<ul style="list-style-type: none"> <li>● Ongoing job embedded professional development                             <ul style="list-style-type: none"> <li>● Professional learning communities</li> </ul> </li> <li>● Professional development in targeted instructional areas</li> <li>● Content Area Instructional Coaches to provide content specific support</li> </ul>

# Title 1

# Intent and Purpose

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard Jackson High School	<b>Grade Band:</b> 9-12
<b>Principal:</b> Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	<b>Family Engagement (School Designed)</b>

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title 1, A	Engage Families	<ul style="list-style-type: none"> <li style="margin-left: 40px;">● Parent outreach for EL students</li> <li style="margin-left: 20px;">● Parent Liaison, Social Worker, and Graduation Coaches</li> <li style="margin-left: 40px;">● Home visits</li> <li>● College and Career Readiness tours, workshops, and opportunities for students               <ul style="list-style-type: none"> <li>● Family engagement events and workshops</li> </ul> </li> </ul>



# Title 1

# Intent and Purpose

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard Jackson High School	<b>Grade Band:</b> 9-12
<b>Principal:</b> Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	<b>Family Engagement (School Designed)</b>

Program	School Wide Plan Development: 1114(b) 1-5	School Actions (Select All the Apply)
Title 1, A Set Aside	Parent Family Engagement (PFE)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide professional development to school personnel regarding PFE strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, parents, and family members</li> <li><input checked="" type="checkbox"/> Support programs that reach parents and family members at home, in the community, and at school</li> <li><input checked="" type="checkbox"/> Disseminate information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</li> <li><input checked="" type="checkbox"/> Collaborate with community-based or other organizations or employers with a record of success in improving PFE</li> <li><input checked="" type="checkbox"/> Engage in other activities and strategies that are appropriate and consistent with the PFE policy. Please explain: <a href="#">Click or tap here to enter text.</a></li> </ul>

# Title 1

## Intent and Purpose

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard Jackson High School	<b>Grade Band:</b> 9-12
<b>Principal:</b> Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	<b>Family Engagement</b> (School Designed)

<b>Program</b>	<b>School Wide Plan Development: 1114(b) 1-5</b>	<b>School Actions</b>
<b>21<sup>st</sup> Century</b>	21 <sup>st</sup> Century Learning Center	
<b>School Improvement (CSI, TSI, or Promise Only)</b>	School Improvement (CSI, TSI, or Promise)	

# Title 1

# Intent and Purpose

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard H. Jackson High School	<b>Grade Band:</b> 9-12
<b>Principal:</b> Dr. Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	<b>Family Engagement (School Designed)</b>

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title IV, A	Middle School Behavior Initiative	
Title IV, A	High School and Middle School Bridge Program (Safe and Healthy)	<ul style="list-style-type: none"> <li>•Mentoring and School Counseling for the students identified as the most high-risk               <ul style="list-style-type: none"> <li>•Schoolwide Positive Behavioral Interventions</li> <li>•Restorative Practices Coach</li> </ul> </li> <li>•Professional development for alternative discipline strategies               <ul style="list-style-type: none"> <li>•Behavioral supports such as therapists and counselors</li> <li>•Alternatives to out of school and in school suspensions</li> </ul> </li> <li>•Professional development for behavioral intervention strategies               <ul style="list-style-type: none"> <li>•School Dropout Prevention (2 graduation coaches)</li> </ul> </li> </ul>

# Title 1

## ACTIVITY: SWP Questions

Please answer all questions below that apply to your grade span along with all questions that are for ALL SCHOOLS.

# Title 1

# SWP Questions

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
<b>School Name:</b> Maynard Jackson High School	<b>Grade Band:</b> 9-12
<b>Principal:</b> Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	

School-Wide Plan Questions	Response
<p>1. ALL SCHOOLS - Provide a description of how the school will be implementing strategies to address school needs, as well as, provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards [Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)].</p>	<ul style="list-style-type: none"> <li>•Teachers will practice and implement the tenets of the APS 5 throughout daily instruction and weekly lesson planning.</li> <li>•Teachers will utilize the components of a standards-based classroom and an instructional framework.</li> <li>•Teachers will utilize research-based instructional strategies to implement the Georgia Standards of Excellence including comparing and contrasting, summarizing and note-taking, reinforcement and positive recognition, technology integration, personalized learning, and flexible grouping.</li> <li>•Each department will engage in Unit Planning that is aligned with the International Baccalaureate framework during scheduled PLC meetings. This will allow teachers to provide inquiry-based, student-centered instruction that is culturally responsive, and inter-disciplinary when possible. Unit planning cycle will include creation of re-teaching calendars, data analysis and teacher and student reflection.</li> <li>•Teachers will implement Response to Intervention strategies (Tiers 1, 2, and 3, as needed).</li> <li>•Teachers will assess students using NWEA MAP, District common assessments, and common summative assessments.</li> <li>•Consistent observation and feedback cycle will be utilized to measure the effectiveness of the implemented instructional practices.</li> <li>•Teachers will engage in relevant instructional professional learning on a weekly basis through Professional Learning Communities (Collaborative/Cadre Planning) and scheduled Professional Learning Sessions. This includes monthly training on our signature program--IB (International Baccalaureate).</li> <li>•Administrators, Content Area Instructional Coaches, SELTS, MYP and IB coordinators, and the Instructional Technology Specialist will observe and provide feedback to teachers; facilitate collaborative PLCs; and conduct professional learning.</li> <li>•Observations will include an ongoing focus on Tier 1 instruction and strategies needed to address the needs of diverse learner groups.</li> </ul>

# SWP Questions

## Title 1

School-Wide Plan Questions	Response
<p>2. ALL SCHOOLS - Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p>	
<p>a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</p>	<p>The school employs a robust student services department, which includes five Professional School Counselors, a full-time social worker, and a two graduation coaches to provide targeted support by grade bands (9-10; 11-12), a full-time SST/RTI Coordinator, two Special Education Lead Teachers to provide target support by grade band (9-10; 11-12), speech-language pathologist, and psychologist. In addition, we have a partnership with Family Ties to provide school-based mental health support to students in need. In collaboration with Georgia State University, parent volunteers, and our social worker, we have established a sunshine closet to provide needed resources to students and families in need. We bring in a vision truck (20/20) to conduct vision screenings and to provide eyeglasses to students in need.</p>
<p>b. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).</p>	<p>The administrative team has been trained in utilizing restorative practices as we focus on alternatives to suspension. In addition, we utilize our Positive Behavior Intervention and Supports program to provide shared expectations for behavior. Additionally, the Restorative Practices Coach will enhance our SEL/ PBIS/ and Restorative practices.</p> <p>Our staff is provided training on the tenets of social-emotional learning (SEL), and all students are exposed to SEL lessons through our school-wide advisory program and our High School Transitions class.</p>

# SWP Questions

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
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<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	
<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
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<b>State Designation:</b> (CSI/ TSI/ Promise)	

## Title 1

School-Wide Plan Questions	Response
<p>3. ALL SCHOOLS Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec.1112(b)(7), and Sec.1112(e)(3)(C) for parents of English Learners. If your school does not have EL students with parents in need of translation put NA.</p>	<p>•Over the last several years, we have made a concerted effort to become fully integrated into the community that surrounds our school. We are consistently meeting with parents and community organizations to continue to foster positive relationships and build trust among a variety of stakeholders. We promote our school based programs and support community based programs that are positive for our students and families. We continue to provide post-secondary support to our students. In an effort to sustain our parental and community engagement, we are continuously assessing the effectiveness of our communication and adapting our practices to meet the needs of our students and families. In particular, we will involve parents in an organized, ongoing, and timely ways in the planning, review, and improvement of school-wide programs, the school parental involvement policy, and the school-wide plan/school improvement plan. Our full-time Parent Liaison will play a major role in coordinating these efforts. Parents are invited to planning meetings (GO Team, PTSA, and information nights) to review and provide input on the aforementioned plans and policies. This is completed in collaboration with parents, teachers, students, staff, and administration.</p> <p>Other school wide activities include:</p> <ul style="list-style-type: none"> <li>•Parent Communication – up-to-date School Calendar, School App, Academic Nights, Parent Workshops, home visits, newsletters, Remind, teacher websites, Parent Ed-Connect, robo-calls, Twitter, Facebook, Principal Coffees;</li> <li>•Maintaining a GO Team consisting of parents, teachers, and community leaders that meets at least six times per year;</li> <li>•A resource center for parents, operated by the Parent Liaison, with quarterly workshops that will focus on parenting skills, healthcare, educational growth, and use of computer technology (Infinite Campus/Gradebook)</li> <li>•Conducting Open-House for new students and returning students;</li> <li>•Conducting AP and IB information meetings;</li> <li>•Holding rising 9th grade Summer Bridge and school tours;</li> <li>•Posting our school-wide plan on the school’s website so parents and the public can access it.</li> <li>•While we still have a small percentage of EL Learners, the number is growing each year. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by contacting the school’s ESOL teachers</li> </ul>



and/or district translation services to help with translating documents and providing translators when needed.

# Title 1

# SWP Questions

<b>District Name:</b> Atlanta Public Schools	<b>Fiscal Year:</b> 2023-2024
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<b>Principal:</b> Dr. Adam Danser	<b>Cluster:</b> Jackson
<b>State Designation:</b> (CSI/ TSI/ Promise) N/A	

School-Wide Plan Questions	Response
4. ELEMENTARY SCHOOLS ONLY - Provide the strategies the school will utilize in assisting preschool children in the transition from early childhood education.	

# Title 1

# SWP Questions

District Name: Atlanta Public Schools		Fiscal Year: 2023-2024
School-Wide Plan Questions	Response	
<p>5. MIDDLE AND HIGH SCHOOLS ONLY - Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-</p>		
<p>a. through coordination with institutions of higher education, employers, and other local partners; and ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10);</p>	<p>The school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> <li>- Rising Ninth Grade Summer Bridge Program. Incoming 9th grade students will participate in a program that transitions the students to high school. An emphasis will be on high school readiness skills: 1. Reading and writing across the curriculum; 2. International Baccalaureate; 3. Organizational practices (i.e. how to take notes , how to keep a notebook, interactive notebooks); 4. Critical thinking wheel (understanding the various levels of Depth of Knowledge); 5. Social and emotional learning skills needed to succeed in high school; 6. Instructional Technology;</li> <li>- Dropout prevention efforts:               <ol style="list-style-type: none"> <li>1. Town hall meetings throughtout the school year with ninth grade students: The purpose of the townhall meetings is to create a culture of common expectations, language, and celebrated results.</li> <li>2. Monitor classroom performance of students.</li> <li>3. Facilitate academic support systems of tutoring, reading and math programs such as READ 180 and MATH 180, and credit recovery.</li> <li>4. Use of school counselors, the graduation coach, and other student support personnel to monitor academic performance and student attendance.</li> </ol> </li> </ul>	
<p>b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify</p>	<p>Coordination with institutions of higher education, employers and local partners: Atlanta Metropolitan State College and Atlanta Technical College are partnered with Maynard H. Jackson High School for dual enrollment. Currently students are enrolled taking part-time and fulltime course loads. • Increased student access to college and career counseling by employing a full-time college advisor, as well as partnering with the College Advising Corps. Students can receive support with the college application process, including searching based on match</p>	

student interests and skills.  
Sec.1112(b)(10).

and fit; essay writing; applying for financial aid; and taking college admissions tests. • Various wrap around partnerships such as: 1. One Goal is a cohort-based class that meets with students every other day during their junior year through graduation, and then supports them in year one of college. Students engage in a variety of lessons related to the college admission process, SAT/ACT Test Prep, tutorials, college tours, and community service. 2. Emory Generation program focusing on students grades nine through twelve. The program assist students with SAT Prep, college and career transition, community service development, and mentorship 3. Next GEN 4. ELEVATE Coordination with institutions of higher education, employers and local partners: Atlanta Metropolitan State College, Atlanta Technical College, and Georgia State University are partnered with Maynard H. Jackson High School for dual enrollment. Currently students are enrolled taking part-time and fulltime course loads. • Increased student access to college and career counseling by employing a full-time college advisor, as well as partnering with the College Advising Corps. Students can receive support with the college application process, including searching based on match and fit; essay writing; applying for financial aid; and taking college admissions tests. • Various wrap around partnerships such as: 1. One Goal is a cohort-based class that meets with students every other day during their junior year through graduation, and then supports them in year one of college. Students engage in a variety of lessons related to the college admission process, SAT/ACT Test Prep, tutorials, college tours, and community service. 2. Emory Generation program focusing on students grades nine through twelve. The program assist students with SAT Prep, college and career transition, community service development, and mentorship 3. Next GEN 4. ELEVATE

## SWP Questions

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# Title 1

School-Wide Plan Questions	Response
<p>6. HIGH SCHOOLS ONLY - Explain how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).</p>	<p>We make students aware of opportunities for post-secondary education and the workforce through a variety of measures, including:</p> <ul style="list-style-type: none"> <li>-College and Career counseling with a professional school counselor.</li> <li>-Access to our college and career center staffed by two full-time and one full-time, school-based advisors.</li> <li>-Inclusion of One Goal, a class for students with college potential, in our master schedule.</li> <li>-Academic advisement by our counselors regarding enrollment in AP, IB, or dual enrollment classes.</li> <li>-Hosting academic information nights to inform parents and students about our IB MYP/DP/CP programs, AP courses, and Early College/Dual Enrollment opportunities.</li> <li>-Scheduling students to become pathway completers, including in CTAE pathways (Engineering/Web Design/Graphic Design/Audio-Video Tech).</li> <li>-Incorporating work-based learning into the master schedule through our CTAE program.</li> <li>-Development of a comprehensive grade level specific college exposure program that focuses on match and fit and scholarship opportunities.</li> </ul>