



# GO Team Business Meeting #2

Where we are – Where we're going

# Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



# Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed  
2021-2025 Strategic Plan

2

Summer 2023

School Leadership  
completed Needs  
Assessment and defined  
overarching needs for  
SY22-23

3

August 2023

School Leadership  
completed 2023-2024  
Continuous Improvement  
Plan

4

Sept. – Dec. 2023

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 rank of the  
strategic plan priorities  
for SY24-25 in  
preparation for budget  
discussions.



# Discussion Items

Current Strategic Plan

Continuous Improvement Plan  
Needs Assessment  
SMART GOALS  
Action Plan

Strategic Plan Alignment & Update

MAP Data  
Data Protocol



# Current Strategic Plan

2021-2025



# Maynard H. Jackson, Jr. High School [Approved November 15, 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

**Fostering Academic  
Excellence for All**  
Data  
Curriculum & Instruction  
Signature Program

**Building a Culture of  
Student Support**  
Whole Child & Intervention  
Personalized Learning

**Equipping & Empowering  
Leaders & Staff**  
Strategic Staff Support  
Equitable Resource Allocation

**Creating a System of  
School Support**  
Strategic Staff Support  
Equitable Resource Allocation

## School Strategic Priorities

Implement a long term structural plan to deal with the ongoing COVID impacts on our education.

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.

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.

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 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.

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.

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.

## School Strategies

**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.

**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).

**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.

**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.

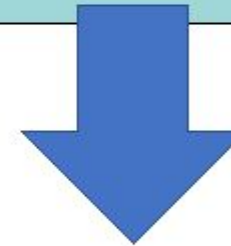
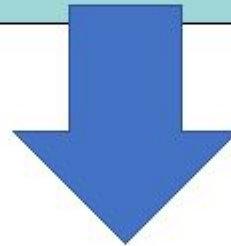
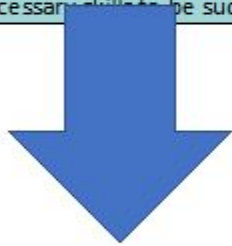


# Continuous Improvement Plan



| *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   |   |  |
|---|---|--|
| <b>Literacy:</b><br>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. | <b>Numeracy:</b><br>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. | <b>Whole Child &amp; Intervention:</b><br>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. |



| Literacy Problem Statement   | Numeracy Problem Statement                                      | Whole Child & Intervention Problem Statement  |
|--|---|---|
| Too few students scoring proficient or higher on English Language Arts, US History and Biology GMAS. | Too few students scoring proficient or higher on the Math GMAS. | 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. |



| Our Overarching Needs: High Schools   |   |
|---|---|
| CCRPI Content Mastery:<br>Increase the performance on all GMAS content areas through consistent Tier 1 instruction. | CCRPI Graduation Rate:<br>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%. |

| Our Overarching Needs: High Schools   |   |
|---|---|
| Whole Child & Intervention:<br>To decrease the OSS and ISS suspension rate. | College & Career Readiness:<br>To increase the number of CCRPI points on the College and Career Readiness Indicator |

| SMART Goals (High Schools)   |   |
|--|---|
| 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. | 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. |

GO TO CIP  
to review  
ACTION STEPS



**GO TEAM DISCUSSION:** Review the priorities and goals in your strategic plan and the information and goals CIP. Reflect on if updates need to be made to the Strategic Plan.

# GO Team Activity & Discussion

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

Are all CIP Goals reflected in our Strategic Plan Priorities?

Implement a long-term structural plan to deal with the ongoing COVID impacts on our education, with a specific focus on literacy and numeracy.

# Updates to the Strategic Plan

Implement a long-term structural plan to deal with the ongoing COVID impacts on our education, with a specific focus on literacy and numeracy.





MAP Data



# SPRING 23 vs. FALL 23 MAP RESULTS

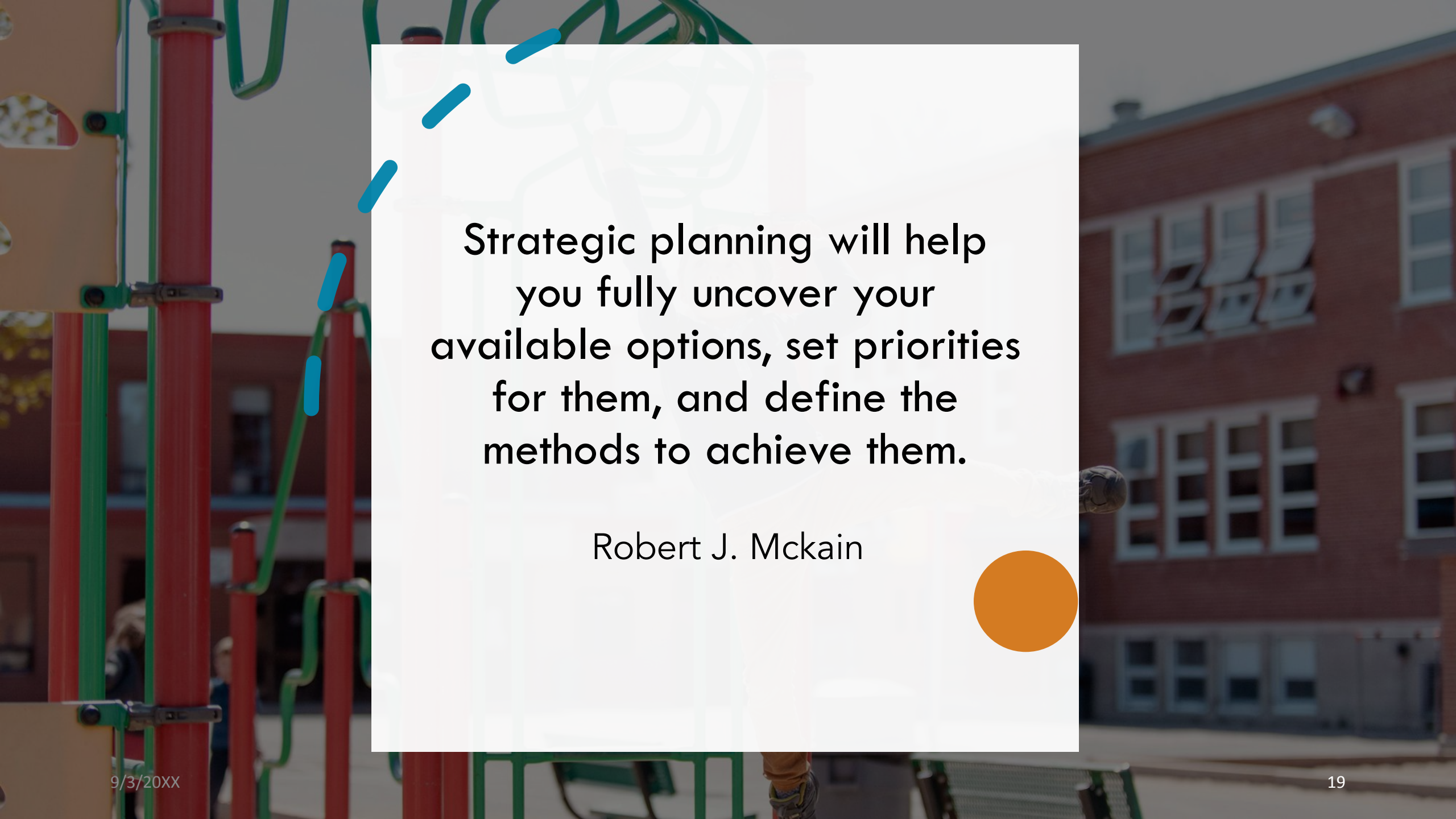
| School       | Cohort | Window           | Exam | Exams |     |     |     |     |     |
|--------------|--------|------------------|------|-------|-----|-----|-----|-----|-----|
| Jackson High | 2024   | Spring 2022-2023 | Math | 300   | 33% | 25% | 17% | 12% | 13% |
|              |        | Fall 2023-2024   | Math | 266   | 34% | 27% | 14% | 13% | 13% |
|              | 2025   | Spring 2022-2023 | Math | 367   | 29% | 24% | 18% | 14% | 15% |
|              |        | Fall 2023-2024   | Math | 340   | 30% | 22% | 17% | 13% | 18% |
|              | 2026   | Spring 2022-2023 | Math | 344   | 31% | 21% | 15% | 15% | 18% |
|              |        | Fall 2023-2024   | Math | 337   | 28% | 25% | 14% | 13% | 20% |
|              | 2027   | Fall 2023-2024   | Math | 403   | 30% | 23% | 16% | 14% | 16% |

| School       | Cohort | Window           | Exam    | Exams |     |     |     |     |     |
|--------------|--------|------------------|---------|-------|-----|-----|-----|-----|-----|
| Jackson High | 2024   | Spring 2022-2023 | Reading | 303   | 32% | 18% | 19% | 17% | 14% |
|              |        | Fall 2023-2024   | Reading | 271   | 28% | 24% | 18% | 20% | 10% |
|              | 2025   | Spring 2022-2023 | Reading | 373   | 25% | 23% | 18% | 21% | 13% |
|              |        | Fall 2023-2024   | Reading | 349   | 22% | 21% | 20% | 24% | 12% |
|              | 2026   | Spring 2022-2023 | Reading | 341   | 22% | 18% | 23% | 20% | 17% |
|              |        | Fall 2023-2024   | Reading | 320   | 18% | 21% | 23% | 22% | 16% |
|              | 2027   | Fall 2023-2024   | Reading | 402   | 19% | 22% | 21% | 23% | 15% |

# GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- What additional questions do you have?





Strategic planning will help  
you fully uncover your  
available options, set priorities  
for them, and define the  
methods to achieve them.

Robert J. Mckain

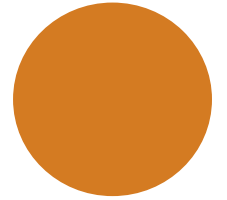


# Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take Action (vote) on ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.





Thank you

