

# MEETING MINUTES

Maynard H. Jackson High School  
Date: **Monday, December 12, 2018**  
Time: **6:06 pm**  
Location: **MJHS Media Center**

- I. Call to order:
- II. Roll Call

Role	Name (or Vacant)	Present or Absent
Principal	Adam Danser	present
Parent/Guardian	Beth Wells	present
Parent/Guardian	Don Grant	present
Parent/Guardian	David Liburd	absent
Instructional Staff	Yusef King	present
Instructional Staff	Denise King	absent
Instructional Staff	David Eberhart	absent
Community Member	Virgil Murray	present
Community Member	Ashley Rouse	present
Swing Seat	Shemeka Maddox	present
Student	Osazi Al Khaliq	absent

Quorum Established: **Yes**

### III. Action Items

- a. **Approval of Agenda:** Motion made by: **Beth Wells**; Seconded by: **Virgil Murray**  
Members Approving: ALL  
Members Opposing: NONE  
Members Abstaining: NONE  
**Motion: Passes**
- b. **Approval of Previous Minutes:**  
Motion made by: **Beth Wells**; Seconded by: **Virgil Murray**  
Members Approving: ALL  
Members Opposing: NONE  
Members Abstaining: NONE  
**Motion: Passes**

### IV. Discussion Items

- a. **School Strategic Plan:**
  - The sole purpose of the meeting is to review and update the MJHS Strategic Plan. Mr. Danser uses the information from the Jackson Cluster presentation to point out the new data from 2018. Because the CCRPI criteria has changed, we are looking at percentiles. The graduation rate is the highest in the school's history. It is higher than the state, but is still relatively low. The school has

exceeded expectations with regard to closing gaps, readiness in AP/IB courses, students getting into college, SAT/ACT scores, and graduation rate. Virgil Murray comments that a lot of schools have 100% graduation rates. Some small schools would graduate everyone. There is some confusion about why MJHS is higher than the state, but still seems relatively low. The assumption is that even though MJHS is graduating 84% of its students, the mean must be driven down by the other school numbers. Our district average is driven up by NAHS and Grady in relation to the other schools. Don Grant comments that while the graduation rate is good, there is still room for improvement. Content mastery is the issue that must be taken into account to become proficient. In terms of progress, we are at 51%. Although closing gaps is high, there are still some really low deficits with regard to our subgroups, Black, Hispanic, SWD, and economically disadvantaged. We are still Title I with the community eligibility program.

- Mr. Danser goes through CCRPI performance by subgroup. Jackson, at this time, is on par with KIPP Collegiate, Drew Charter, and Carver Early College. Using APS insights, we can get a good idea of where we stand with APS and the entire state. We know we “took a dip” in the 9<sup>th</sup> grade Literature and American Literature Milestone EOC exams. We have had a big jump in previous years, then reduced a bit. We knew with math that geometry would “take a hit” because every student usually did not test in Geometry. Beth Wells adds that our dips may happen when good teachers leave. Mr. Danser then illustrates overall math growth. It surpasses Grady because our kids are coming in at a lower level and have more room to grow. Mr. Danser adds that we have to remember that we are still dealing with a very at-risk student population. Beth Wells adds that it is a little frustrating because of the charter representation. ANCS was still somewhat in the middle. Well below Drew Charter. At a certain point, we will no longer be able to accept out-of-zoned schools/students. This may be an issue for Wesley because their students do not automatically feed into MJHS. Reading is a task that should be addressed in the elementary school. Virgil Murray says that we need to go back to dropping everything and reading. King MS’s content mastery is only 12 percent. However, Ashley Rouse says that she started a reading program three years ago and it has shown gains. Don Grant asks what the school is doing about it because it seems critical. Reading Plus is one thing that can help. But high school kids don’t want to admit that they can’t read. They are embarrassed by the concept of even being in the class. We brought back resource classes for Special Education students as well as co-taught classes. Ms. Smith, a great Special Education/ELA teacher, is helping with ELA. Shemeka Maddox asks what else can be done. “Do we just wait until they get to high school?” Mr. Danser explains that the high school often blames the middle school and the middle school often blames the elementary school. Virgil Murray and Mr. King add that we may have to make it where a kid cannot go to the next grade without learning how to read. Don Grant asked the group to get back on track and highlight our strengths.

- The GO Team says our strengths are a positive school climate, exposure to advanced programming, attendance, CCRPI growth , graduation rates, advanced offerings (AP/IB/Dual Enrollment), a wide range of opportunities, access to resources, social workers, good wraparound services, etc.
- Areas for growth include increasing student achievement, gaining more and higher qualifying scores (AP/IB), and finding qualified teachers for specialized groups with a wide range of needs. Beth Wells asks if there is high turnover. Mr. Danser replies, “Not really, but good teachers are hard to find.” They then discussed incentivizing Special Education. Mr. Danser adds that many kids use different addresses to go here, so they could tighten up on enrollment. Parent support helps also. He would also like to see higher Special Education performance, a more inclusive school culture, and more parent engagement.
- He adds that Drew Charter and KIPP Collegiate are is our closest competitors. [edit] He also says that the school’s performance changes over time and that it varies by subject. He alludes to the decision of whether or nor or how to offer Physical Science or Physics as an example. He mentions that subgroup performance also varies by subject for other schools. He adds that Jackson and Carver sit in the middle of the bell curve in relation to other schools. The principal adds that enrollment is going up and that we strive to cultivate a fluent school community where students can read and write well. That is the priority.
- Then we are instructed to pick our two top priorities to update within the strategic plan. Shemeka Maddox asks what can be done for the rest of the school as much of the focus seems to be on the IB/AP students. “Do all we do is wait for better kids to come from the middle schools?” Mr. Danser says the solution is well-designed instruction.
- Beth Wells recommends that the team pick “Teaching” and “Instruction” as the top priorities. Don Grant reminds the group that it should be worded with an open-ended verb.
- With regard to SMART Goals, the consensus agreed to the following statement:

“MJHS will build a healthy school culture and climate for all students by increasing student participation in extracurricular activities.”
- Members explain the extracurricular activities do not always have to be sports and clubs. In order to gain baseline data about student extra-curricular participation, the principal suggested a Google form that the students can complete in Advisory. They also mention student picnics, booster tailgates, etc.

**V. Announcements**

- a. NA

**VI. Adjournment**

Motion made by: **Don Grant**; Seconded by: **Yusef King**

Members Approving: All

# MEETING MINUTES

Members Opposing: None

Members Abstaining: None

**Motion Passes**

**ADJOURNED AT 8:30 pm**

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**Minutes Taken By:** Yusef King

**Position:** MJHS GO Team Secretary

**Date Approved:** [Insert Date When Approved]