

Maynard H. Jackson High School

Date: April 19, 2023

Time: 5:15pm

Location: MJHS Media Center

I. Call to order: 5:21am

II. Roll Call

Role	Name (or Vacant)	Present or Absent
Principal	Adam Danser	Present
Parent/Guardian	Alayna Blash	Present
Parent/Guardian	Monica Howard	Present
Instructional Staff	Quinyonta Downer	Present
Instructional Staff	Jandi Harris	Present
Instructional Staff	Yusef King	Present
Community Member	Kamau Bobb	Present
Community Member	Suzanne Mitchell	Present
Swing Seat	Lewis Cartee	Present
Student (High Schools)	Samuel Quartarone	Present
Student (High Schools)	Mauriyah Glenn	Absent

Quorum Established: Yes

III. Action Items

a. **Approval of Agenda:** Motion made by: [Lewis Cartee](#); Seconded by: [Quinyonta Downer](#)

Members Approving: All

Members Opposing: None

Members Abstaining: None

Motion Passes

b. **Approval of Previous Minutes (February 15):**

Motion made by: [Lewis Cartee](#); Seconded by: [Quinyonta Downer](#)

Members Approving: All

Members Opposing: None

Members Abstaining: None

Motion Passes

- c. **Approval of Previous Minutes (March 15):**
Motion made by: [Lewis Cartee](#); Seconded by: [Suzanne Guy-Mitchell](#)
Members Approving: All
Members Opposing: None
Members Abstaining: None
Motion Passes

IV. Discussion Items

- a. **Discussion Item 1: [2023 MAP results](#)**
 - i. Dr. Danser highlights the presentation slideshow and brings the GO Team’s attention to APS Graphs. He notes that APS Insights is more for the public, while APS Graphs is for a deeper dive within the school’s internal data. He notes that he has omitted sensitive student information. He highlights growth and overall performance on the MAP assessments for this year. He highlights the growth from fall to spring semester.
 - ii. In math, 43% exceeded the standard, 5% met the standard, and 52% did not meet the standard. He adds that some students may not take the MAP test seriously and that, hopefully, the results will improve overtime. “The higher you go, the harder it is to keep getting higher.” The ninth grade had 48% who exceeded the growth target. This is the first year the “progress category” in CCRPI will be back. We don’t know how well the MAP Growth aligns with Milestone Results.
 - iii. In reading, the results are not quite as good. But we are aligned with the district. 52% do not meet the standard, while 43% met or exceeded in American Literature.
 - iv. In math, Algebra I specifically, the principal asks the Go Team to look for green and blue. He adds that the math data is not accurate because there are high-achieving students who already took the class and are now in Geometry. Some are in Math Support and/or Read 180. This is just a data point.
 - v. The principal then asks Mrs. Harris and Ms. Downer if the students take the MAP tests seriously. He adds that the students will “buy in” more once the middle school students matriculate through.
 - vi. The target completion rate set by the district is 95%. Anything less than that would result in a “ding” on our CCRPI. 70-something percent of CCRPI is tied to milestones, and it’s based on ELA and Math.
- b. **Discussion Item 2: [Needs Assessment](#)**

- i. The eleventh grade hasn't taken a milestones test in years. Everything in progress will come from math. The progress is an important factor. The milestones subjects range across various grades. In ninth grade, it is Biology and Algebra I. In eleventh grade, it is American Literature, AP Language, and IB Literature Y2 students that didn't take AP Language in tenth grade. US History took a large dip partially because the AP US History students were exempt from the Milestones tests. Because AP/IB didn't test, the data that we have would have been on par or higher than in previous years.
- ii. The district is requesting a "needs assessment" for the Continuous School Improvement Plan (CSIP). In terms of need, it would honestly be the age-old response to when high schools are asked about their biggest need – students from the middle schools that are already motivated and prepared. But it should get better as more students matriculate to the high school. Mrs. Mitchell wants to hear ideas from an educator's perspective on what they would recommend to address these issues. The principal responds that when students get to tenth and eleventh grade, they do not want to be in remedial "reading classes". The students who need it most of all because of a lack of skills are the most reluctant to go. Math support is better regarded, but we need more authentic buy-in.
- iii. Mrs. Blash asks what has been beneficial thus far. Dr. Danser responds that we just need good, engaging, caring, teachers. Mrs. Mitchell asks how bad teachers are brought in to learn best practices. Mrs. Harris alludes to a national teacher shortage and adds that it is tough in the education profession. Dr. Danser adds that regardless of training in best practices, some teachers are just more engaging and impactful than others. When students are embarrassed, they do things like "class avoidance", becoming disrespectful, and acting like they don't care. We need teachers who can see past this and reach the students. We also need to do a better job of reaching out to get more families involved – not necessarily in the school building, but at home with the students. Mrs. Mitchell recommends that we look at the bottom 1% of the students – but wants to do it without making extra work for the teachers.
- iv. Sam Quartarone comments that it is hard to do this without coming across as punitive. The way to fix it is not always traditional. Mr. Cartee cautions to be careful about criticizing parent involvement because for some, just getting their child(ren) to school qualifies as involvement. Dr. Danser adds that we send information out all the time, but parents often ignore it and criticize it for being "too much" or "too long". Mrs. Harris

adds that MAP results illustrate what areas for students to work on. These can be used for teacher recommendations.

- v. Dr. Danser adds several of the items below to his notes on the requested needs assessment.
 - 1. Improve parent involvement, awareness, and/or knowledge on ways to improve students struggling in literacy and numeracy.
 - 2. Embed SEL in every class every day to improve relationships.
 - 3. Establish partnerships with commitment.
 - 4. More student recognition.
- vi. Mrs. Calhoun asks if people can come from outside the school to help work with and motivate the students. She alludes to various college Greek fraternities and organizations. Mrs. Downer adds that Deltas need to get approval before going into schools, etc.
- vii. Lewis Cartee adds that Black fraternities and sororities may not be as inclusive when considering the school's white population.
- viii. Dr. Bobb mentions effective projects that do what we are discussing in Harlem, NYC that focus on an entire area. The schools play a certain element, but he says there is a missing cultural component. He mentions how the Nation of Islam (NOI) was the type of organization that changed him for the better.
- ix. Dr. Danser adds that the issue is well-meaning people coming to the school to start something and not finish it. We need committed people willing to stick with the students. If something doesn't work out, we don't need groups that would easily give up or quit. Mrs. Harris also alludes to Read 180 and asks if we can see how they are growing in terms of math. Dr. Bobb mentions the possibility of adding this to future strategic plans. Several other organizations can work on this main topic. Mrs. Mitchell asks Dr. Bobb to spearhead this initiative. Dr. Bobb accepts.

V. Information Items

a. Principal's Report

- i. [2022-2023 Family Engagement and/or Partnership Highlights](#). The homegoing service for Bryce Brooks will be held at the MJHS gym at 12pm. The theme is a Sneaker Ball. We need more people to lead from a student perspective. The students are learning from each other. Dr. Danser highlights the strength of the community.
- ii. Testing season is upon us! There are 27 days left of school. 16 days for seniors.
- iii. We are working on getting a new parent liaison. The principal recaps the partnership piece and discusses his request for half-days or PL Days for

vertical planning. This would be most helpful with asynchronous days. This would give teachers (and students) a day to get caught up. If students are given the opportunity, it would be more like college – where the students would need to learn how to figure out how to manage their time when physically not in class.

- b. **Cluster Advisory Team Report**
 - i. No comments about the CAT Report currently.
- c. **GO Team Elections**
 - i. Mrs. Blash asks us to vote for GO Team members for next year. There are currently 12 candidates.

VI. Announcements

- a. There is a MJHS Dine-out at Taqueria Tsunami.

VII. Adjournment

Motion made by: [Alana Blash](#); Seconded by: [Kamou Bobb](#)

Members Approving: All

Members Opposing: None

Members Abstaining: None

Motion Passes

ADJOURNED AT 6:45pm

Minutes Taken By: [Yusef King](#)

Position: [Secretary](#)

Date Approved: [TBD](#)