

The background of the cover is a collage of two images. The top image shows a group of diverse students in an indoor setting, many wearing orange shirts, with their arms raised in celebration. The bottom image shows a group of graduates in black caps and gowns with red stoles, cheering and raising their hands. The text is overlaid on the top portion of the collage.

2022 Continuous Improvement Planning Workbook

Maynard H. Jackson High School

June 2022



ATLANTA
PUBLIC
SCHOOLS

Overview

The 2022 Continuous Improvement Plan aims to embed a process of meaningful yearlong growth within Atlanta Public Schools whereby all students achieve at high levels through successful participation in standards-aligned, personalized core instruction. This improvement planning cycle thrusts to the forefront collaborative planning, innovative best instructional practices, comprehensive data analysis and equity-powered reflection on whole child progress.

Successful participation in continuous improvement engages school level and district teams in relevant problem identification, prioritization of improvement needs, implementation of strategic action and monitoring efforts for sustained improvement of student outcomes.

This workbook will:

- Guide school leaders through a critical data analysis, needs assessment and planning protocol.
- Direct leaders to identify equitable strategies with meaningful action steps to be implemented.
- Empathize with critical stakeholders' contributory to school-wide growth reflecting on short – long term progress
- Account for essential federal, state and district reporting requirements including DoE, GADOE, A.C.E.S., etc.

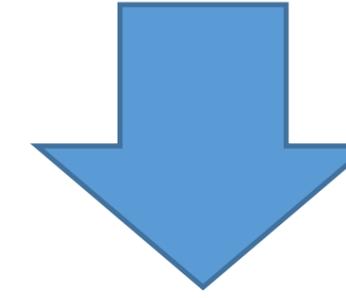
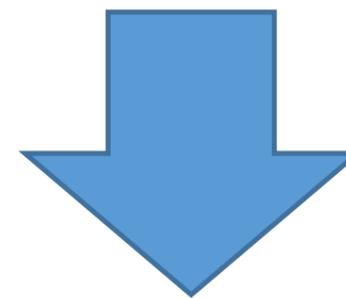
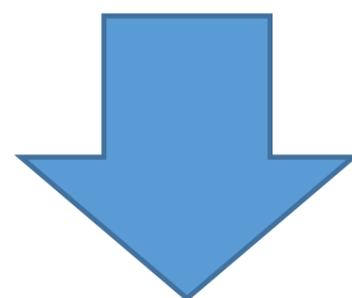
For assistance on building and implementing your plans, please reach out to:

- Kelly Day, Director of Federal Programs, Kelly.Day@apsk12.org
- Derrick Hardy, Director of Continuous Improvement, Derrick.Hardy@apsk12.org
- Larry Wallace, Executive Director of Federal Programs, Larry.Wallace@apsk12.org
- Kevin Maxwell, Assistant Superintendent of Innovation, Improvement & Redesign, Kevin.Maxwell@apsk12.org

Strengths	Opportunities/Challenges
The biology EOC score improved from 2019 to 2022. The cadre plans collaboratively and utilizes a common formative assessment tools	The overall suspension rate increased from .63 to 1.11 (+.48) [2019 to 2022].
The proficiency and above rate for Algebra remained steady (slight decrease) between 2019 and 2022.	Both the ADA and CCRPI attendance rate showed a significant decrease from 2019 to 2022. In addition, the Take Rate needs to be higher.
Graduating more students every year, including a 7-point increase in grad rate from 2020 to 2021.	Performance on MAP (literacy and numeracy) needs to improve in terms of growth rate between sessions.
Built a robust student support services team, including two SELTS, five counselors, 2 grad coaches, college advisor, SSW, 504/SST Coordinator, & Restorative Practices	Decrease in American Literature EOC data from 2019 to 2022 (both proficient and above; and developing and above).
	Continue to increase equity and access to the AP and IB classes to more accurately reflect the demographic makeup of the student population.

Our Overarching Needs

Literacy: Increase focus on Informational Text, in particular incorporating more paired text and evidence-based writing that focuses on key ideas and details.	Numeracy: More focus on the following Standards of Mathematical Practices: (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.	Whole Child & Student Support To reduce serious behavior incidences (i.e. fighting and drug offenses) that lead to OSS and ISS.
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[Jamboard Link](#)

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Students need to be equipped with the skills and techniques to utilize for text analysis and answering text dependent questions.	72% of students scored below proficiency on the 2022 Algebra I Georgia Milestones Assessment.	Due to a variety of factors, some students resorted to violence to resolve conflicts leading to disruptions of our school environment.

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Students need to be equipped with the skills and techniques to utilize for text analysis and answering text dependent questions.	72% of students scored below proficiency on the 2022 Algebra I Georgia Milestones Assessment.	Due to a variety of factors, some students resorted to violence to resolve conflicts leading to disruptions of our school environment.
Mapping Link	Mapping Link	Mapping Link
Why?	Why?	Why?
Students do not consistently use textual evidence to support analysis.	Algebra I Instruction took place mostly at the surface level, with very little instruction occurring at the "transfer level"	The students are suffering from a myriad of social and emotional issues, and the pandemic made many of these issues immediate and exacerbated for the students.
Why?	Why?	Why?
Students do not understand the difference between explicit versus implicit answers when engaging in text analysis.	Unpacking the standards did not consistently occur during the instructional planning phase of PLC meetings.	The influx of social media communication, conflicts and the lack of interpersonal contact during the pandemic has led to a spike in student conflicts, interpersonal issues and mental health problems.
Why?	Why?	Why?
It is difficult for students to distinguish between what the text says explicitly and what the text does not say when providing an analysis.	Teachers did not understand the depth of the standards and how connections could be made for students.	Students lack the coping and processing skills that they need to navigate interpersonal conflicts.
Why?	Why?	Why?
Students did not consistently use the framework to automate the process of answer, cite, and explain when providing text analysis.	There was a lack of training and understanding the process of unpacking the standards and other best practices that should occur in a PLC.	Societal norms have changed through increased student dependence on social media outlets, resulting in decreased socialization.
Why?	Why?	Why?
There was a lack of modeling and internalization of this framework in PLC meetings.	There was inconsistent planning for PLC meetings.	There is a lack of responsible social media use, and a lack of identification of real feelings where students are generalizing emotions instead of identifying their actual needs.
Root Cause		
	The Assistant Principal and Instructional coach needed to properly plan for PLCs to include adequate training and facilitation of the best practices of PLCs paired with sustained teacher support.	The pandemic increased the need for the school to be able to address the lower level of Maslow's hierarchy of needs. Without having their basic fundamental needs met, students are left in an unsettled state that makes it difficult for them to possess the focus required to even access academic content. We need to implement a whole school SEL and PBIS program to address



Our Overarching Needs

<p>LITERACY: Increase the percentage of students scoring proficient and above in American Literature for all local and state assessments</p>	<p>NUMERACY: Increase the percentage of students scoring proficient and above in Algebra I for all local and state assessments</p>	<p>To reduce serious behavior incidences (I.e. fighting and drug offenses) that lead to OSS and ISS.</p>
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SMART Goals (High School)

<p>By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the American Literature Georgia Milestones EOC by 3%.</p>	<p>By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the Algebra I Georgia Milestones EOC by 3%.</p>	<p>By the end of the 2022-2023 school year, we will decrease the percentage of overall student suspension from 1.22 to 1.10 as found in APS Graphs Behavior dashboard.</p>
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Progress Monitoring Measures

<ul style="list-style-type: none"> • District common assessments; • MAP growth RIT and growth percentiles; • Unit performance-based tasks; • District 	<ul style="list-style-type: none"> • District common assessments; • MAP growth RIT and growth percentiles; • Unit performance-based tasks. 	<ul style="list-style-type: none"> • APS Graphs Discipline Data • APS Graphs Suspension Data
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Our Overarching Needs

Reduce and address course failures to ensure students have the required credit hours to graduate on-time in four years.

To

SMART Goals (High School)

By the end of the 2022-23 school year, the percentage of students who graduate in four years will increase from 89.8% to at least 90%.

By the end of the 2022-23 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 _____.

Progress Monitoring Measures

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

- IB Internal
- Assessment Data
- PSAT Score Interpretation
- IB Practice assessments
- Classroom observation in EOPA courses



CIP Goal #1 Strategy: Literacy

By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the American Literature Georgia Milestones EOC by 3%.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Expect that teachers use dedicated planning time in PLCs to create inquiry-based units (with the IB framework, where applicable)	Instructional Coaches & APs/ IB Coordinators/AP Coordinator	Daily	Cadre and Collaborative Planning Agendas and Meeting Minutes	General Funds/ Signature Programming	Curriculum & Instruction
Implement the required curricula (GSE, IB, AP) in all classrooms with fidelity.	Instructional Coaches, APs, Principal	Daily	Classroom Observations, Lesson Plans and Unit Plans, Student Work Samples	General Funds	Signature Programming/ Curriculum & Instruction
Utilize vertical teaming of different grade-level teachers to strategically plan and create support structures for student achievement	Instructional Coaches, APs, and Teachers	Aug 2022 – April 2023	PLC Agendas, Lesson Plans, and Student Work Samples	General Funds	Curriculum & Instruction

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
1. Support SWD via scaffolded lessons that are modified to include RTI, SDI, and IEP dictated instructional supports	Case Managers/SELTs	Weekly	Lesson plans, Classroom Observations, Observational feedback Google Form	General Funds	C & I
2. Support ELL students by utilizing language supports and instructional resources that address specific content areas	ESOL Teacher	Weekly	Lesson plans, classroom observations, observation feedback	General Funds	C & I



CIP Goal #2 Strategy: Numeracy Goal

By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the Algebra I Georgia Milestones EOC by 3%.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
During PLC instructional Planning, teachers will engage in protocols for unpacking instructional standards by unit.	Teachers, Instructional coach, assistant principal, MYP coordinator	Every 6-9 weeks (At the start of a unit)	PLC agendas, PLC minutes, observational data, completed unpacking tools.	None needed	Curriculum and Instruction
Teachers will engage in peer observations and/or lesson studies with a focus on personalized learning.	Teachers, Instructional Coach, assistant principal, MYP coordinator, SELTs	Twice each semester	Completed peer observation forms, feedback documentation, observation data	None needed	Personalized Learning
Consistent use of the Data Analysis protocol .	Teachers, Instructional Coach, Assistant Principal, SELTs	Monthly	Data Talks protocol, PLC agendas and minutes, Formative data reports	None needed	Data

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Review of Formative and Phoenix data in addition to weekly lesson plans to examine instructional best practices, provide feedback, accommodations, and modifications to address subgroup performance (SWD).	Assistant Principal, Instructional Coach	Weekly	Completed Feedback notes, lesson plans	None needed	Data, Curriculum and Instruction, Personalized Learning, Whole Child and Intervention
	2. Support ELL students by utilizing language supports and instructional resources that address specific content areas	ESOL Teacher	Weekly	Lesson plans, classroom observations, observation feedback	General Funds

C & I



CIP Goal #3 Strategy: Whole Child Intervention

To reduce the overall suspension rate from 1.22 to 1.10 or lower, by reducing the occurrences of serious behavior incidences (I.e. Violent offenses and drug offenses).

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
DSE Case Managers conduct monthly monitoring in the areas of: progress towards IEP goals; academic progress; attendance; and behavior.	Case Managers, Special Education Lead Teachers	Ongoing	Case Manager Contact Logs, wrap around service referrals, student conference artifacts, Meeting agendas and minutes, MTSS Progress Monitoring Data	General	Whole Child Intervention
DSE Case Managers maintain their caseloads until graduation, creating a longstanding partnership with the student and families.	Case Managers, Special Education Lead Teachers	Ongoing	Caseload List; 1-1 Meeting agendas and artifacts	General	Whole Child Intervention
Implement SEL curriculum weekly through advisory.	Counselors, Advisory Teachers	Ongoing	SEL Advisory Lesson; Attendance data; Discipline Data,; MTSS Progress Monitoring Data	General	Whole Child Intervention
Implement restorative circles to address persistent negative behavior.	Restorative Practices Coach, Assistant Principals	Ongoing	Discipline Data; Restorative Practice Meeting Log	General	Whole Child Intervention
Implement school-wide PBIS programming to provide incentives for model behaviors and encourage student social development.	PBIS Team	Ongoing	PBIS Incentive Calendar; Pictures from Celebrations, Attendance Data	General	Whole Child Intervention

Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Strategic monitoring of the SST/RTI process to address student needs and measure progress toward goals.	SST/RTI Coordinator	Monthly	MTSS progress monitoring data	General	Whole Child Intervention



Family Engagement Goal(s):

By the end of 2022-2023 School Year, we will create an environment that promotes active engagement, accountability, and collaboration of all stakeholders by engaging with families in quarterly academic nights and at least three parent workshops focused on academic achievement, college readiness, Milestone preparation, and signature programming.

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Host IB Parent Information sessions and workshops	IB Coordinator/ Parent Liaison	August 2022 to May 2023	Meeting Calendar, Agenda, Parent Surveys, Presentation Slide Show/supporting docs	Signature Programming
Schedule and hold quarterly academic nights at the school	Parent Liaison/ Principal	September 2022 to May 2023	Calendar, Agenda, Parent Survey	Whole Child Intervention
Have >80% PTSA participation among staff members.	Parent Liaison	August 2022 to May 2023	PTSA Membership Data; Volunteer List	Whole Child Intervention
Host at least three parent workshops (in-person and virtual) focused on academics, college readiness, and GMAS preparation.	Parent Liaison / Principal	September 2022 to April 2023	Meeting Calendar, Agenda, Parent Survey, Presentation Slide Show/supporting docs	Data; Curriculum and Instruction

Quarterly Continuous Improvement Check-in: The next section is required for Tier 1 and 2 school. This will be completed at your first CIP support check-in

Things to consider:

- Based on my year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of this action step and success criteria (both implementation and student achievement)? What artifacts have you collected to
- What resources (human/non-human) are needed to implement action steps?
- What district support will you need to implement action steps?
- What is the proposed date of completion of action steps?

Quarterly Continuous Improvement Check-In

School Name: **Maynard Jackson High School**

Associate Superintendent: **Dr. Kala Goodwine**

Continuous Improvement Plan Goal #1:

By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the American Literature Georgia Milestones EOC by 3%.

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
N/A		

Summary of next steps and district support needed to continue progress:

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. Expect that teachers use dedicated planning time in PLCs to create inquiry-based units (with the IB framework, where applicable)	May 2023	See Google Folder
2. Implement the required curricula (GSE, IB, AP) in all classrooms with fidelity.	May 2023	See Google Folder
3. Utilize vertical teaming of different grade-level teachers to strategically plan and create support structures for student achievement	May 2023	Utilize literacy teams to develop school wide literacy expectations and provide PL on reading and writing strategies
4. Support SWD via scaffolded lessons that are modified to include RTI, SDI, and IEP dictated instructional support.	May 2023	PLC in order to provide support for special education and general education teachers in the use of IEP, how to set smart goals, and how to progress monitor these goals

Summary of next steps and district support needed to complete action steps currently in progress:

1. Addressing recurring technology concerns that have an impact on the fidelity of administering common unit assessments

2. Updated universal PLC protocols that address data analysis and instructional planning (Data analysis protocol, PLC rubric)

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step
Support ELL students by utilizing language supports and instructional resources that address specific content areas	October 3, 2022	Design professional development for a targeted group of teachers that address the instructional needs of our English Language Learners

Summary of next steps and district support needed to complete action steps currently in progress:

1. Appropriate language focused training to ensure the supplemental English language development needs of ELs are being met for all teachers and school leaders.

Quarterly Continuous Improvement Check-In

School Name: **Maynard Jackson High School**

Associate Superintendent: **Dr. Kala Goodwine**

Continuous Improvement Plan Goal #2:

By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and above on the Algebra I Georgia Milestones EOC by 3%.

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
N/A		

Summary of next steps and district support needed to continue progress:

Action Steps in Progress

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. During PLC instructional Planning, teachers will engage in protocols for unpacking instructional standards by unit.	Mayn 2023	Provide professional learning to support teachers in the use of research-based instructional strategies for mathematics instruction
2. Teachers will engage in peer observations and/or lesson studies with a focus on personalized learning.	May 2023	Provide Math 180/APEX training for all teachers who will be using the program with follow-up within building training/coaching with additional support from District Math Specialist
3. Consistent use of the Data Analysis protocol .	May 2023	
4. Review of Formative and Phoenix data in addition to weekly lesson plans to examine instructional best practices, provide feedback, accommodations, and modifications to address subgroup performance (SWD).		

Summary of next steps and district support needed to complete action steps currently in progress

1. Addressing recurring technology concerns that have an impact on the fidelity of administering common unit assessments
2. Updated universal PLC protocols that address data analysis and instructional planning (Data analysis protocol, PLC rubric)
3. Quarterly Coaching visits to facilitate the implementation of Math 180 and Sam Central

Pending Action Steps

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step

Quarterly Continuous Improvement Check-In

School Name: **Maynard Jackson High School**

Associate Superintendent: **Dr. Kala Goodwine**

Continuous Improvement Plan Goal #3:

To reduce the overall suspension rate from 1.22 to 1.10 or lower, by reducing the occurrences of serious behavior incidences (I.e. Violent offenses and drug offenses).

Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student /Teacher progress data)	Artifacts available
DSE Case Managers maintain their caseloads until graduation, creating a longstanding partnership with the student and families.	Caseload list	Caseload list

Summary of next steps and district support needed to continue progress: **N/A**

Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
DSE Case Managers conduct monthly monitoring in the areas of: progress towards IEP goals; academic progress; attendance; and behavior.	Monthly through May 2023	Meeting artifacts from 1-1 with SELTS
Implement SEL curriculum weekly through advisory.	May 2023	N/A
Implement restorative circles to address persistent negative behavior.	Ongoing, as needed.	N/A
Implement school-wide PBIS programming to provide incentives for model behaviors and encourage student social development.	Ongoing, as needed.	Funding for incentives

Summary of next steps and district support needed to complete action steps currently in progress:

1. Funding for Incentives;
2. Partnership opportunities;
3. DSE Walk-through Tool with access to Kick Up (SELTS can't access coaching log/coaching cycle)

Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step

Summary of next steps and district support needed to start action steps:



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.



District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
State Designation (CSI/TSI/Promise)			N/A

Name	Position	Signature
Dr. Kala Goodwine	Associate Superintendent*	
Dr. Adam Danser	Principal*	
Dr. Kimberley Latchman / Juanice Woodall	Assistant Principal*	
Doris Elliott / Hope Downer	Special Education Lead Teacher*	
Eular Robinson	ELL Teacher*	
Bret Norman(9th and 12th)	Teacher (Grade)*	
Dymeasha Echols	Paraprofessional*	
Lewis Cartee	Community Member/Parent*	
Sam Quartarone	Student*	
Endia James	Student*	
Natasha Clayton	Federal Programs Specialist*	



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.



District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
State Designation (TSI/CSI/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

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;



District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
State Designation (TSI/CSI/Promise):			N/A

School Wide Plan Development: 1114(b) 1-5

Signature

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;

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.

Title I

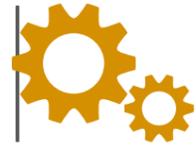


ACTIVITY: Title I Intent and Purpose

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 I



Intent and Purpose

District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
State Designation (TSI/CSI/Promise)	N/A	Family Engagement (School Designed)	School Designed

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title I, A	Remediate Students	<ul style="list-style-type: none"> ● Improve academic achievement through technology integration ● Small group pull-out when needed to reinforce academic standards ● Tutorial program for academic remediation ● Intervention as needed to reinforce academic standards ● Focused behavior and academic interventions ● Read 180/Math 180/ APE
	Develop Staff	<ul style="list-style-type: none"> ● Ongoing job embedded professional development ● Professional learning communities ● Conferences ● Professional development in targeted instructional areas ● Content specific trainings ● Instructional Coach position

Title I



Intent and Purpose

District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
State Designation (TSI/CSI/Promise)	N/A	Family Engagement (School Designed)	School Designed

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title I, A	Engage Families	<ul style="list-style-type: none"> ● Parent outreach for EL students ● Parent Liaison and Communities in Schools Site Director ● Home visits ● College and Career Readiness tours, workshops, and opportunities for students ● Inhouse Parent Resource Center ● Parent academic events and workshops ● Build the capacity of staff to support Family Engagement ● Send staff to local and national parent conferences

Title I

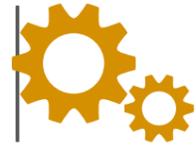


Intent and Purpose

District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
State Designation (TSI/CSI/Promise)	N/A	Family Engagement (School Designed)	School Designed

Program	School Wide Plan Development: 1114(b) 1-5	School Actions
Title I, A Set Aside	Family Engagement	<ul style="list-style-type: none"> ● Parent outreach for EL students ● Parent Liaison position ● APTT Program ● Home visits ● College and Career Readiness tours, workshops, and opportunities for students ● Mobile parent center and community outreach ● Parent University ● Inhouse Parent Resource Center ● Parent academic events and workshops ● Build the capacity of staff to support Family Engagement ● Send parents to local and national parent conferences ● Send staff to local and national parent conferences

Title I

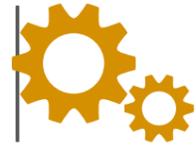


Intent and Purpose

District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
State Designation (CSI/TSI/Promise)	N/A	Family Engagement (School Designed)	School Designed

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

Title I



ACTIVITY: SWP Questions

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

Title I



SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
State Designation (CSI/TSI/Promise)			N/A

School Wide Plan Questions

Response

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)].

During the 2022-2023 school year:

- Teachers will practice and implement the tenets of the District instructional programming (APS 5) throughout daily instruction and weekly lesson planning. More specifically to address more vulnerable subgroups, students will engage in personalized learning experiences through the use of interventions such as MATH 180 and READ 180.
- Teachers will utilize both the components of a standards-based classroom and an instructional framework including an Instructional objective, Gradual Release of Responsibility (I Do, We Do, You Do), Tiered content vocabulary terms, and student exemplars.
- Teachers will utilize research-based instructional strategies to implement the Georgia Standards of Excellence including literacy and numeracy strategies, technology integration, flexible grouping, and small group instruction. By balancing these instructional strategies, teachers will accommodate and address the learning needs of various student subgroups.
- Each department will engage in backwards-design unit planning (in accordance with the International Baccalaureate framework) during scheduled PLC meetings to provide inquiry-based, student-centered instruction that is culturally relevant, and inter-disciplinary when possible. Unit planning cycle will include creation of re-teaching calendars, data analysis and teacher reflection.
- Teachers will implement Response to Intervention strategies (Tiers 1, 2, and 3, as needed).
- Teachers will assess students using pre-assessments, formative assessments, benchmark assessments, and common summative assessments.
- Consistent observation and feedback cycle will be utilized to measure the effectiveness of the implemented instructional practices.
- Teachers will engage in relevant instructional professional learning on a weekly basis through Professional Learning Communities (aka Collaborative/Cadre Planning) and Friday Professional Learning Sessions. This includes monthly training on our signature program--IB (International Baccalaureate).
- Administrators, Instructional Coaches (in Science, Math, Social Studies, and ELA), district support personnel, and the Instructional Technology Specialist observe and provide feedback to teachers; facilitate collaborative PLCs; and conduct professional learning.
- Observations will include an ongoing focus on differentiated instruction and strategies needed to address this area.

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SWP Questions

District Name	Atlanta Public Schools	Fiscal Year	2023
School Name	Maynard H. Jackson High School	Grade Band	9-12
Principal	Adam J. Danser, Ed.D.	Cluster	Jackson
	State Designation (TSI/CSI/Promise)		N/A

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>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>a) The school employs a robust student services department, which includes five Professional School Counselors, a full-time social worker, a Communities in School liaison, 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) 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. This year, we have hired a Restorative Practices Coach to enhance our SEL/ PBIS/ and Restorative practices. 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>

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SWP Questions

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State Designation (TSI/CSI/Promise)			N/A

School Wide Plan Questions

Response

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.

• 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.

Other school wide activities include:

- 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;
- Maintaining a GO Team consisting of parents, teachers, and community leaders that meets at least six times per year;
- 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)
- Conducting Open-House for new students and returning students;
- Conducting AP and IB information meetings;
- Holding rising 9th grade information meetings and school tours;
- Posting our school-wide plan on the school’s website so parents and the public can access it.
- 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 teacher and/or district translation services to help with translating documents and providing translators when needed.

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SWP Questions

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State Designation (CSI, TSI, or Promise)			N/A

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</p> <p>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>b. 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> <p>-Rising Ninth Grade 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:</p> <ol style="list-style-type: none"> 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; <ul style="list-style-type: none"> • Dropout prevention efforts: <ol style="list-style-type: none"> 1. On going town hall meetings with ninth grade students: The purpose of the meetings is to create a culture of common expectations, language, and celebrated results. 2. Monitor classroom performance of students. 3. Facilitate academic support systems of tutoring, reading and math programs such as READ 180 and MATH 180, and credit recovery. 4. Use of school counselors, the graduation coach, and other student support personnel to monitor academic performance and student attendance.

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SWP Questions

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State Designation (CSI, TSI, or Promise)			N/A

School Wide Plan Questions

Response

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-

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);

b. 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).

- 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 full-time 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

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SWP Questions

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State Designation (CSI, TSI, or Promise)			N/A

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"> • College and Career counseling with a professional school counselor. • Access to our college and career center staffed by two full-time and one full-time school based college advisors. • Inclusion of One Goal, a class for students with college potential, in our master schedule. • Academic advisement by our Professional School Counselors regarding enrollment in AP, IB, or dual enrollment classes. • Hosting academic information nights to inform parents and students about our IB MYP/DP/CP programs, AP offerings, and Early College/Dual Enrollment opportunities. • Scheduling students to become pathway completers, including in CTAE pathways (Engineering/Web Design/Graphic Design/Audio-Video Tech). • Incorporating Work-based learning into the master schedule through our CTAE program. • Development of a comprehensive grade level specific college exposure program that focuses on match and fit and scholarship opportunities.