

Maynard H. Jackson High School (Jackson Cluster)

District Mission & Vision

Mission:

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

Vision:

A high performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

Cluster Mission & Vision

Mission:

To graduate students who are productive, caring life-long learners.

Vision:

Developing inquiry, knowledge and character: Every Student, Every Teacher, Every Leader, Every Day in collaboration with Every Stakeholder.

School Mission & Vision

Mission:

To be accountable for providing a globally competitive education that empowers students to achieve academic and personal goals and to become productive, responsible citizens for the 21st Century.

Vision:

To be a school of excellence preparing ALL students to successfully live and compete in a global economy.

Signature Program: International Baccalaureate (IB)

School Priorities

Maynard H. Jackson High School will promote a school community of inquiry that values a collaborative, creative, interdisciplinary, well-rounded approach to student-centered learning that responds to the technology-rich needs of the 21st century with innovative, research-based pedagogy. MH Jackson will work to earn Blue Ribbon status by advancing a regionally and internationally recognized college preparatory diploma program in which growth is defined by learning, and where all members of the community are dedicated to continuous improvement. This program will be defined by:

- A robust offering of AP, IB, & Early College courses.
- High-quality teaching guided by the Teacher Keys Evaluation System and defined by rigor, relevance, and respect.
- Well-defined and deliberately-designed curriculum that is collaborative, creative, interdisciplinary, technology-rich, and student-centered;
- An exemplary co-curricular program in which the well-rounded development of the student is cultivated;
- A calendar and class schedule that optimizes opportunities for vertical teaming in an effort to provide opportunities for faculty and staff to collaborate and grow academically, personally, and professionally.
- A service learning program that promotes reflection in-action, on-action, and for-action such as SEL, PBIS, and No Place for Hate.
- A counseling model which focuses on college and career and empowers students to maximize their opportunities for learning and future college studies.

School Strategies

- I. Implement an effective faculty professional learning community program that provides the time and resources for teachers to grow in their knowledge of innovative, research-based pedagogy. The resultant pedagogy will:
 - Be rigorous in what it requires students to do as a result of a lesson,
 - Be relevant in its applicability to students' lives so that they understand the purpose of their learning and are motivated to achieve rigor,
 - Promote respect for our relationships with each other.
- II. Comprehensively review the school's current curriculum against various external and internal standards and reform it, as appropriate, to be collaborative, creative, interdisciplinary, technology-rich, and student-centered.
- III. Ensure that each student participates in a wide range of co-curricular activities that complement his/her individual abilities and interests.
- IV. Create a calendar and school-wide class schedule that optimizes teacher collaboration and student options for course work, co-curricular activities, and development opportunities, while maintaining a rigorous course of study.
- V. Improve personal, academic and college counseling to meet the individual needs of students in order to give them the best possible experience at Maynard Jackson High School and to broaden their future opportunities.

Uses of Flexibility/Innovation

- Use of Early Release days throughout the year to allow for extended Professional Learning and collaboration.

Key Performance Measures

Monitor student performance on nationally normed and locally created assessments to provide students, parents and community members with nationally comparative information and teachers with data to inform instruction.

Increase academic, on grade-level performance in all core subjects.

Increase the ninth grade promotion rate.

Progression from scoring Developing to increased Proficient and Distinguished Scores on Georgia Milestone Exams.

Completion and success rates in College level courses such as IB, Early College, and AP (Advanced Placement)

Increase Graduation rate each year through 2020.

Decrease the school's achievement gap between student groups, based on the Georgia Milestone Assessments, each year.



Academic Program

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School Priorities

- Collaborate and develop systems that will recruit and retain highly effective teachers across the cluster and provide the necessary professional development to enhance the quality of instruction for all teachers and students.
- Expand teacher and school collaboration opportunities internally and cluster-wide.

School Strategies

- I. Provide targeted professional learning opportunities focused on Literacy, Science, and Math.
- II. Implement ongoing IB specific professional learning opportunities school-wide.
- III. Expand professional learning on culturally-responsive instructional strategies.
- IV. Observe teacher practice through the performance management process.
- V. Implement intentional vertical alignment and collaboration.
- VI. Implement intentional horizontal alignment and collaboration.
- VII. Focus collaboration on transition years (8th to 9th grade).
- VIII. Organize parent and more teacher visits to school(s) that have successfully implemented the IB program.

Uses of Flexibility/Innovation

Key Performance Measures

Retention of Highly Effective Staff Members.

Increased TEM (Teacher Effectiveness Measure) scores evidenced by results of student achievement/progress.

Teacher performance on succession management plans as evidenced by enhanced professional development, needs assessment tools, and gap analysis of skills and qualifications.

Increase in number of teachers who achieve National Board Certification.

Increase in number of teachers who obtain gifted certification.

Track sheet of the Number and Types of Training Sessions Per Year attended by faculty members to ensure faculty members are in touch with the latest teaching methods or technologies to help ensure students receive the best educational experience.



Talent Management

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School Priorities

School Strategies

Key Performance Measures



Systems & Resources

- Build systems and resources to support the Cluster Plan, to include IB implementation.
- Build systems and resources to support college and career excitement and exposure, university/college partnership.
- Create and establish resources and partnerships between the CTAE department and IB Career-Related Program.
- Offer a wide array of AP, IB, & Early College courses.

- I. Ensure school has the resources, budget, and flexibility to support an IB curriculum for the foreseeable future.
- II. Ensure school has the resources, budget, and flexibility to support targeted subgroups and advanced students
- III. Ensure the necessary technology infrastructure and equipment is available.
- IV. Expand the school's flexibility to support the cluster plan.
- V. Strengthen relationships with Emory University, Atlanta Metropolitan State College, University of Georgia, Georgia State University, The Atlanta University Center Consortium, Oglethorpe University, among others.
- VI. Strengthen relationship with partners that can provide funding, exposure, and resources to the Jackson Cluster student population (including Fortune 500 corporations, colleges and universities, other IB-friendly institutions, and local community businesses and organizations), including internship or work study opportunities.
- VII. Apply for applicable grants to maximize student experiences.
- VIII. Provide resources and partnerships for all three current CTAE Pathways (Engineering, Business/Entrepreneurship, and Audio-Visual Technology/Film) to receive industry certification.
- IX. Leverage implementation of the IB CP to allow more students to complete one or more of the CTAE Pathways.
- X. Provide resources to allow more for students to participate in FBLA, TSA, SKILLS, and CTI, etc.

Uses of Flexibility/Innovation

Examine student to faculty ratio when creating the budget as a metric to ensure students are receiving the proper attention.

Measuring data from past requisitions for resources and supplies such as textbooks, computers, consultants, and other essential supplies and equipment to reveal impact of improvements related to associated costs.

Inventory, implement, and upgrade technology in courses continuously until 100% of students have access to technology in each course.

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- Develop a set of school-wide procedures and protocols that will support the social and emotional development of students as well as build a healthy school culture and climate for students, staff, and parents (e.g. PBIS, SEL, and No Place for Hate).
- Increase the student attendance rate.
- Determine and utilize the best practices for engaging all Jackson parents, teachers, students, and community stakeholders.
- Collectively utilize all forms of communication to parents and stakeholders.
- Focus on community and service opportunities for all students and stakeholders school-wide.



Culture

School Strategies

- I. Implement curriculum based on Social Emotional Learning (SEL) school-wide.
- II. Offer school-wide PBIS initiatives.
- III. Collectively create activities that students, parents, and stakeholders can involve themselves in that promote positive behavior and deter them from negative/destructive activities.
- IV. Host Cluster community meetings to promote the interaction between all members of the Jackson Cluster communities.
- V. Expand professional learning on culturally-responsive instructional strategies.
- VI. Establish school-based incentives for students with less than two or more days absent per semester (one day or fewer absences per quarter).
- VII. Provide support programs and wrap-around services for parents of students identified as at-risk for not meeting school-wide attendance goals.
- VIII. Develop and implement alternatives to suspension (ISS and OSS).
- IX. Collectively utilize all forms of communication to parents and stakeholders.
- X. All students in every grade level will identify and implement a community service project.
- XI. Implement vertical mentoring and support (e.g. high school mentoring to elementary school students, etc.).
- XII. Integrate community service into the curriculum cluster-wide.

Uses of Flexibility/Innovation

Key Performance Measures

Ongoing Reports of attendance report that will provide the percentage of students who are absent fewer than 6 days, which aligns with the CCRPI attendance criteria. It is important to track attendance at all grade levels, as research strongly supports the connection between school attendance and academic success.

Monthly discipline monitoring will report a decrease in suspensions for students in all subgroups.

Increased parent attendance at PTSA, Academic Nights, and school-related events.