

MISSION POSSIBLE...

Academics, Achievement, and Accountability



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MOTIVATE, EDUCATE, ACCELERATE!!!





LEADERSHIP TEAM...

ORGANIZING STRATEGIC PLAN Meeting

STRATEGIC PLANNING WITH PARENTS AND COMMUNITY MEMBERS



Making the Mission Possible...

Principal Hosts Town Hall Meeting with Students





PROUD JACKSON CLUSTER PRINCIPALS

ONE CLUSTER, ONE VISION, AND ONE MISSION...

Observations, Professional Development, and Coaching Cycle Schedule

Monday – Compliance Observations and Provide Feedback to Teachers (Teachers Need to Sign as well as the administrator and/or coach)

Tuesday – Standards-Based Instructional Observations (Coaches and Administrators) – Video or observation form

Wednesday – Standards-Based Instructional Observations (Coaches and Administrators) - Video or observation form

Thursday – Feedback to Teachers (Coaches and Administrators Tier Efficacy of Instructional Practice on Determined Instructional Focus for the Week)

Friday– Mandatory Professional Learning Opportunity (According to Tier of Teachers on Instructional Focus of the Week).



Instructional Focus of the Week:

Assessment Strategies

Monday	Tuesday	Wednesday	Thursday	Friday
Compliance Observations (All Social Studies and Science)	Instructional Observations (Coach and Admin) Performance Based Instruction Only	Instructional Observations (Coach and Admin) Performance Based Instruction Only	<ul style="list-style-type: none"> Feedback Sessions with Teachers from observations Lesson Plan Feedback Create Common Planning Agenda Performance Based Instruction Only	Mrs. Johnson presents Terrific 10 Instructional Strategies – Break down the standard.
Compliance Observations (PE and JROTC) (Custodial Checklist Compliance Walk)	Instructional Observations (Coach and Admin) Performance Based Instruction Only	Instructional Observations (Coach and Admin) Performance Based Instruction Only	<ul style="list-style-type: none"> Feedback Sessions with Teachers from observations Lesson Plan Feedback Create Common Planning Agenda Performance Based Instruction Only	Mrs. Johnson presents Terrific 10 Instructional Strategies – Break down the standard
Compliance Observations (Language Arts and World Languages)	Instructional Observations (Coach and Admin) Performance Based Instruction Only	Instructional Observations (Coach and Admin) Performance Based Instruction Only	<ul style="list-style-type: none"> Feedback Sessions with Teachers from observations Lesson Plan Feedback Create Common Planning Agenda Performance Based Instruction Only	Mrs. Johnson presents Terrific 10 Instructional Strategies – Break down the standard
Compliance Observations (Math)	Instructional Observations (Coach and Admin) Performance Based Instruction Only	Instructional Observations (Coach and Admin) Performance Based Instruction Only	<ul style="list-style-type: none"> Feedback Sessions with Teachers from observations Lesson Plan Feedback Create Common Planning Agenda Performance Based Instruction Only	Mrs. Johnson presents Terrific 10 Instructional Strategies – Break down the standard
Compliance Observations (Fine Arts)	Instructional Observations (Coach and Admin) Performance Based Instruction Only	Instructional Observations (Coach and Admin) Performance Based Instruction Only	<ul style="list-style-type: none"> Feedback Sessions with Teachers from observations Lesson Plan Feedback Create Common Planning Agenda Performance Based Instruction Only	Mrs. Johnson presents Terrific 10 Instructional Strategies – Break down the standard
Compliance Observations (CTAE, SWD)	Instructional Observations (Coach and Admin) Performance Based Instruction Only	Instructional Observations (Coach and Admin) Performance Based Instruction Only	<ul style="list-style-type: none"> Feedback Sessions with Teachers from observations Lesson Plan Feedback Create Common Planning Agenda Performance Based Instruction Only	Mrs. Johnson presents Terrific 10 Instructional Strategies – Break down the standard

Student Services Department Focus

	Activity	Request from Faculty	Leading the Task and Providing Update to Principal Johnson...
Registrar's Office	Records Room. Transcripts, Schedules, Registration, Prep for Semester 2	Please make sure all aspects of records are complete (sending records and properly documenting).	Registrar
Graduation Coach	Follow up on Co-hort 2015 record collection. Locate 2015 and 2016 Co-hort identified as Dropout, Promotion, Credit Recovery, Student Conferences	Please submit student names and progress by co-hort to S. Johnson before COB Friday.	Graduation Coach– Follow up on all students who have withdrawn.
Attendance Team	Promote Attendance Goals. Incentive for Attendance, Phone Call to Parents of Absent Students, and 3 and 5 day letters go out. Student Attendance Committee Team Meeting Wednesday with parents of students who already have 3, 5, 8 or more absences.	The faculty has requested to know any meetings they are required to attend or provide documentation at least 48 hours in advance.	Social Worker, Attendance Clerk, Parent Liaison, Communities in Schools, Graduation Coach, SST/RTI Coordinator, Assistant Principal, Counselor
Counselors	Advisory, Individual Student Accountability, Testing, Semester 1 Schedule Second Look	Individual Student Accountability, Schedules, Parent Meeting	Counseling Team
SST/RTI Coordinator	RTI Meetings, Collecting Artifacts and Evidence, Common Planning	Please provide additional Information Re: Interventions and Strategies	SST/RTI Coordinator

Managing Complex Change







Creating and Implementing Practices, Processes, Protocols, and Procedures

School Improvement Plan

Established a functioning leadership team to analyze data and problem solve with root cause analysis to create S.M.A.R.T Goals. Created a School Improvement Plan to serve as a road map for improving student achievement through practices, processes, protocols, and procedures. departmental short-term action plans, and reprioritize the action strategies and the interventions and resources needed to improve student achievement.

Action Plans to Monitor Student Achievement

Developed short-term action plans to narrow the focus and guide the work of the School Improvement Plan.

Created a comprehensive monitoring tool to track and monitor progress for meeting CCRPI indicators.

Professional Learning Plan

Pedagogy and Practice is implemented to guide our professional learning practices through a tiered approach. Professional learning topics are chosen by surveying teachers and data collected from observations. Created observational matrix and organized professional learning communities to add adequate time and support with effective implementation of co-teaching approaches, CCGPS/GPS curriculums, and systematically monitor the impact of professional learning on adult professional practices.

Safe, Clean, and Orderly Environment Conducive to Learning

Created student expectations, teacher expectations, faculty handbook, progressive discipline plan, town hall meetings, communication plan, reviewed data of building areas with most instances, created a supervision schedule, duties and responsibilities for all administrators and school personnel, new bell schedule more conducive to a fourth period day to limit transitions, school calendars, school wide and classroom procedures, custodial checklist and implemented a new student pass system



Maynard Jackson High School Expectations

JAGUAR P.R.I.D.E.



Expectations	Classroom	Hallway	Cafeteria	Bathroom
P repared	-Be prepared -Always ensure uniform dress is neat & appropriate (Boys-tuck & pull)	-Always have a hall grid -Always ensure that uniform dress is neat & appropriate (Boys-tuck & pull)	-Have lunch money/ number with you -Always ensure that uniform dress is neat & appropriate (Boys-tuck & pull with belts)	-Always have a hall grid - Always ensure that dress code is neat & appropriate (Boys-tuck & pull with belts)
R espectful	Always show respect for my teacher, my classmates, & myself	Always respect adults, students, and any guest in building	Always show respect for cafeteria workers and custodians	Always respect the privacy of others
I nvolved	Participate in discussions	Help to resolve conflict	Help keep school clean	Keep area clear of graffiti
D iligent	-Arrive at Class on Time -Refrain from using electronic devices at school	-Refrain from using electronic devices -Keep halls clean	-If you are not in line, stay seated until you are dismissed -Refrain from using electronic devices - No hoods or hats on heads	-Return promptly to your classroom -Refrain from using electronic devices
E fficient	-Always be on task -Have all materials (Books, paper, pencils, etc.)	-Keep moving at all times -Use lockers at appropriate times -Hallways are Quiet Zones	-Refrain from leaving cafeteria with food items -Clean up your eating area before leaving	-Conserve restroom products -Flush urinals & commodes after use





Leading the Jackson Cluster Schools
in Professional Development...

One Cluster, One Mission, and One Vision!!!

Collaborative Planning and Model Classrooms	Rigor Meter	Assessment and Data Rooms	Academic Galleries
<ul style="list-style-type: none"> • Lesson Planning Protocol • Instructional Framework • Collaborative Planning Framework • Model classroom • Cadre Planning 	<ul style="list-style-type: none"> • Guide Scaffolding • Planning • Teaching • Evaluating 	<ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> -Benchmarks, -Diagnostics, -Ongoing assessment of student learning that informs instruction • Summative Assessments • Common Assessments • Data Analyzing Protocol • Data Notebooks • Data Wall 	<ul style="list-style-type: none"> • Evidence of Standard Mastery • Evidence of Rigor • Commentary • Writing Integration • Evidence of Performance Tasks

A System of Academic Support

Utilizing support from state agencies, APS Curriculum and Instruction, experienced instructional coach with proven results, and our school based faculty members to help refine and strengthen the instructional culture and improve student achievement.



RigorMeter



DIMENSIONS OF THINKING

What does the work require?

COGNITIVE PROCESS

What should I think about?

QUESTIONING TECHNIQUES

How do I get there?

STUDENT WORK

How do I know I have arrived?



- DOK-Extended Thinking
- RBT-Evaluating and Creating

This level requires investigation - time to think and process multiple conditions of the problem or task.

- Does the work require students to:
- Put together elements and parts to form a whole, then make value judgments about the method?
 - create new meaning from existing documents, problems or ideas and present them?

- Ask students the following questions/statements
- How would you test the...?
 - How else would you...?
 - How do you know...?
 - Propose an alternative to...
 - State a rule for...

- ✓ Create a debate over issues or concepts - consider pros and cons.
- ✓ Design a set of test questions that the teacher might give on the next exam.
- ✓ Review a book from someone else's perspective.
- ✓ Write recommendations for the best way to solve a math problem.



- DOK-Strategic Thinking
- RBT-Analyzing

This level requires strategic thinking such as reasoning and development of plans.

- Does the work require students to:
- Break information into various parts to explore understandings and relationships.
 - Present several solutions to problems and alternative endings to stories.

- Ask students the following questions/statements:
- What is the function of...?
 - What statement is relevant...?
 - What does the author believe...?
 - What is the relationship between...?
 - What statements are least important?

- ✓ Write a radio or television announcement or commercial.
- ✓ Write a proposal to solve an issue.
- ✓ Design an experiment for a specific research problem.
- ✓ Make a flow chart showing the critical stages of a piece of literature.
- ✓ Construct a graph to illustrate selected information.



- DOK-Skill/Concept
- RBT-Application

This level requires the use of information, conceptual knowledge, and procedures- two or more steps in solving problems or addressing issues.

- Does the work require students to:
- Use the information in another situation?
 - Construct meaning from oral, written and graphic communication?

- Ask students the following questions/statements:
- What actions would you take to...?
 - Tell what would happen if...
 - Tell how much change there would be...
 - Identify the results of...
 - Choose the best statements that apply...

- ✓ Identify and summarize the major events in a narrative poem.
- ✓ Describe the cause and effect of a historical event.
- ✓ Formulate a routine problem given data and conditions.
- ✓ Solve routine multiple-step problems.



- DOK-Recall
- RBT-Remembering

This level requires the recall of facts, information or procedures.

- Does the work require students to:
- Retrieve relevant knowledge from long-term memory?
 - Recall dates and facts?
 - List elements of literature?
 - Locate people, places and things?
 - Describe processes or steps?

- Ask students the following questions/statements:
- Who is the...?
 - Where is the...?
 - What is the best one...?
 - State in your own words...
 - Explain what is meant by...
 - Show in a graph...

- ✓ Summarize a paragraph.
- ✓ Complete a worksheet.
- ✓ Draw a map and locate physical features.
- ✓ Write an acrostic poem.
- ✓ Complete an ABC book/dictionary. (3)
- ✓ Retell an interesting part of a story. (3)
- ✓ Make a word search from the text.
- ✓ Make a word scramble activity.

Text-Dependent Questions

Professional Learning with Principal, Teachers, SIS, and CCGPS Implementation Specialist



Co-Teaching Approaches

Professional Learning with GLRS Director, APS Executive Special Education Director, SIS, Assistant Principal, General and Spec. Ed. Teachers



Distractor Analysis for Analyzing Data

Meets(>=50% <75%)	Exceeds(>=75% <101%)	
		ALL
	Counts	17
	Scores	65.59%
	Counts	3
	Distributio n%	17.65%
	Counts	7
	Distributio n%	41.18%
	Counts	7
	Distributio n%	41.18%
	Counts	14
	Distributio n%	82.35%

Name	Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Standards																					
Webb																					
1	90%	A	C	A	C	D	B	D	A	C	B	C	D	B	B	D	B	C	B	B	C
2	50%	D	C	C	C	B	A	D	A	C	B	B	A	B	C	D	B	D	A	C	C
3	70%	A	D	A	C	D	B	B	C	C	B	A	D	B	B	D	B	A	B	A	C
4	40%	B	C	B	C	C	D	B	B	C	C	B	B	B	C	B	C	B	B	B	C
5	60%	A	C	D	C	D	A	A	B	C	B	B	A	D	A	D	B	D	A	B	C
6	65%	A	C	C	C	D	C	D	B	C	A	C	C	B	C	D	B	B	A	B	C
7	55%	A	C	B	C	C	B	C	B	A	B	D	C	B	D	D	B	C	A	B	C
8	80%	A	C	C	C	B	A	D	B	C	B	C	D	B	C	D	B	D	B	B	C
9	80%	A	A	A	C	D	D	D	B	C	B	C	D	B	C	D	B	B	B	B	C
10	30%	B	C	B	C	C	D	B	A	C	C	B	B	B	C	B	C	B	B	D	C
11	60%	B	C	C	A	D	D	D	A	C	B	C	A	B	A	D	B	D	C	B	C
12	80%	A	C	C	C	D	A	D	A	C	B	C	D	B	C	D	B	D	B	B	C
13	75%	A	D	B	C	D	B	D	C	C	B	C	D	B	C	B	B	D	B	B	C
14	85%	A	C	B	C	D	A	D	A	C	B	C	D	B	B	D	B	D	B	B	C
15	70%	A	C	C	C	D	C	D	A	C	B	C	D	B	A	D	B	A	D	B	C
16	90%	A	C	C	C	D	B	D	A	C	B	C	D	B	B	D	B	D	B	B	C
17	35%	B	C	C	A	D	B	C	A	B	D	C	A	A	B	C	B	D	A	C	B
Overall Average (17)	66%	7%	8%	10%	8%	7%	3%	6%	3%	8%	7%	6%	5%	8%	2%	7%	8%	5%	5%	7%	9%

Student Name

Coordinate Algebra Term 1 Benchmark : 50.00%

- [MCC9-12.A.CED.1](#) : 100.00%

Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

- 15 ✓

- [MCC9-12.A.CED.2](#) : 50.00%

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

- 13 ✓

- 14 ✗

- [MCC9-12.A.CED.3](#) : 0.00%

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

- 11 ✗

- 12 ✗

CCRPI Data Wall

Maynard H. Jackson High School
2012-2013 CCRPI Academic Progress
U.S. History

Subgroup Areas	Previous Year Scores	Benchmark 1	Benchmark 2	2012-2013	2013-2014
				Performance Targets	Performance/Actual Scores
All Students	77%			79.0	
Asian/Pacific	93%			88.2	
Black	25%			34.2	
Hispanic	45%			51.7	
American Indian	-			71.4	
White	100%			71.4	
Multi-Racial	-			81.1	
SWD	25%			31.1	
ELL (LFP)	25%			41.4	
State Exam. Dis.	34%			31.4	

Maynard H. Jackson High School
2012-2013 CCRPI Academic Progress
Science

Subgroup Areas	Previous Year Score	Benchmark 1	Benchmark 2	2012-2013	2013-2014
				Performance Targets	Performance/Actual Score
All Students	50%			51.1	
Asian/Pacific	80%			81.1	
Black	20%			31.1	
Hispanic	40%			41.1	
American Indian	-			51.1	
White	100%			51.1	
Multi-Racial	-			61.1	
SWD	20%			31.1	
ELL (LFP)	20%			41.1	
State Exam. Dis.	30%			41.1	

Maynard H. Jackson High School
2012-2013 CCRPI Academic Progress
Economics

Subgroup Areas	Previous Year Scores	Benchmark 1	Benchmark 2	2012-2013	2013-2014
				Performance Targets	Performance/Actual Scores
All Students	54%			71.3	
Asian/Pacific	9%			81.7	
Black	53%			36.1	
Hispanic	38%			71.1	
American Indian	-			71.4	
White	100%			81.7	
Multi-Racial	0%			47.4	
SWD	20%			34.2	
ELL (LFP)	20%			47.1	
State Exam. Dis.	34%			47.1	

Maynard H. Jackson High School
2012-2013 CCRPI Academic Progress
7th Grade Science

Subgroup Areas	Previous Year Score	Benchmark 1	Benchmark 2	2012-2013	2013-2014
				Performance Targets	Performance/Actual Score
All Students	80%			81.1	
Asian/Pacific	90%			91.1	
Black	30%			41.1	
Hispanic	50%			61.1	
American Indian	-			71.1	
White	100%			81.1	
Multi-Racial	-			91.1	
SWD	20%			41.1	
ELL (LFP)	20%			51.1	
State Exam. Dis.	30%			61.1	

SET GOALS

MAYNARD H. JACKSON HIGH SCHOOL

SCHOOL DATA

Setting a goal is not the main thing. It is the main thing to do it. The only way to succeed is to try to do it.



Multiple smaller versions of the CCRPI data tables are displayed on the wall, each featuring a large circular graphic in the background.





AMERICAN LITERATURE



WARM-UP

Edmodo: How do they affect the

STANDARD

ELAC11-12.1

or more themes including fig meanings, and Specific non tone, including or language engaging, or

ELEMENT

He im

WARM-UP

Edmodo: How are gender roles important when addressing Conflict?

STANDARD

ELAC11-12.RL.2: Determine two or more themes or central ideas of text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including words w/ multiple meanings or language that is particularly fresh, engaging, or beautiful.

ELEMENT

ESSENTIAL QUESTION

Why is the novel's title significant? Where in the title explained for the reader to gain the deeper understanding of the plot?

OPENING

- Listen to different audio recordings
- Journal about the rhythms of the music

WORK SESSION

- Read the Reader's Guide and journal a few paragraphs about Hurston's relationship to her era.

CLOSING

Group Share

HOMEWORK

Read Ch. 1-4 in Their Eyes Were Watching God

Rigor Meter			
DIMENSIONS OF THINKING	COGNITIVE PROCESS	QUESTIONING TECHNIQUES	STUDENT WORK
HJS	What does the work require?	What should I think about?	How do I know I have arrived?
LEVEL 4	<ul style="list-style-type: none"> • Analyze complex texts and issues. • Synthesize information from multiple sources. • Evaluate the effectiveness of communication. 	<ul style="list-style-type: none"> • Analyze the author's purpose and audience. • Analyze the author's style and tone. • Analyze the author's use of language. • Analyze the author's use of rhetorical devices. 	<ul style="list-style-type: none"> • Analyze the author's purpose and audience. • Analyze the author's style and tone. • Analyze the author's use of language. • Analyze the author's use of rhetorical devices.
LEVEL 3	<ul style="list-style-type: none"> • Analyze complex texts and issues. • Synthesize information from multiple sources. • Evaluate the effectiveness of communication. 	<ul style="list-style-type: none"> • Analyze the author's purpose and audience. • Analyze the author's style and tone. • Analyze the author's use of language. • Analyze the author's use of rhetorical devices. 	<ul style="list-style-type: none"> • Analyze the author's purpose and audience. • Analyze the author's style and tone. • Analyze the author's use of language. • Analyze the author's use of rhetorical devices.
LEVEL 2	<ul style="list-style-type: none"> • Analyze complex texts and issues. • Synthesize information from multiple sources. • Evaluate the effectiveness of communication. 	<ul style="list-style-type: none"> • Analyze the author's purpose and audience. • Analyze the author's style and tone. • Analyze the author's use of language. • Analyze the author's use of rhetorical devices. 	<ul style="list-style-type: none"> • Analyze the author's purpose and audience. • Analyze the author's style and tone. • Analyze the author's use of language. • Analyze the author's use of rhetorical devices.
LEVEL 1	<ul style="list-style-type: none"> • Analyze complex texts and issues. • Synthesize information from multiple sources. • Evaluate the effectiveness of communication. 	<ul style="list-style-type: none"> • Analyze the author's purpose and audience. • Analyze the author's style and tone. • Analyze the author's use of language. • Analyze the author's use of rhetorical devices. 	<ul style="list-style-type: none"> • Analyze the author's purpose and audience. • Analyze the author's style and tone. • Analyze the author's use of language. • Analyze the author's use of rhetorical devices.



* World Lit/Comp *

* Honors World Lit (in red) *

* Dante's Inferno *

Feb. 4-8, 2013

M-UP

Daily Grammar Practice (Daily) / Greek Roots / Act / SAT Vocabulary

STANDARD

Daily Grammar Practice (Daily) / Greek Roots / ACT / SAT Vocabulary

SUPPORT

ELACC 9-10.R.1.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text. ELACC 9-10.R.1.1 - see above

ELEMENT

Classic Lit. / Epic /

ESSENTIAL QUESTION

How does our ability to reason give us very few, if any, excuses to commit evil? How does Dante use Symbolism, allegory, and imagery to further his political, social and religious beliefs?

OPENING

Reasoning / Nine Gates in the Inferno / Full, whole-class, Focused Discussion of Concepts

WORK PERIOD

Cantos XXX-XXXIV, Cantos VII-XV (PPP on VIII, IX, X)

(www.edmodo.com mitjpo)

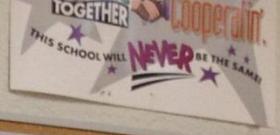
CLOSING

Close Reading / Text Dependent Questions (←)
(What new concepts have you learned today?
Did the class discussion open new avenues of knowledge/questions?
If so, what?)

HOMEWORK

Study Greek Roots Daily
Study SAT/ACT Vocabulary Daily

- 1. terza rima
- 2. symbolism
- 3. extended metaphor
- 4. allegory



Academic Gallery Exemplary Board

Theme

Action Pictures

Performance Task

Student Work



Student/Teacher
Commentary

Standard/Elements/
Essential Question

Rubric

Monitoring Instruction with Feedback

Lesson Plan Feedback	Focus Walks	Examining Student Work	Human Resource Management
<ul style="list-style-type: none"> Teachers submit lesson plans weekly to administrator. Administrator utilizes lesson plan feedback monitoring tool to assess the quality of the lesson plan and recommend changes before implementation. 	<ul style="list-style-type: none"> Mini GAPPS Co-teaching Focus Walk Utilize various observation tools to conduct a minimum of 15 observations a week (Each Administrator). Administrators and teacher leaders conduct compliance observations weekly. Utilize results to determine instructional strengths and weaknesses. 	<ul style="list-style-type: none"> Utilize rubrics to assess student mastery of standards. Establish inter-rater reliability for grading student work 	<ul style="list-style-type: none"> Professional Learning Tiered Teacher Protocol Create Professional Development Plans Monitor teacher performance data to determine effectiveness Mentors Teacher Recognition Program

Program Evaluation

A holistic examination of our instructional programs including their environment, needs, procedures, and instructional outcomes

Maynard H. Jackson High School: Building Compliance Observation Form

Date: [Click here to enter a date.](#)

Teacher: _____

Subject Area: Choose an item.

Course: _____

Task	Observation Findings	Comments
<i>Instructional Objective</i> linked to the content standards and a higher-order thinking skill is clearly visible and accessible	Choose an item.	
<i>Instructional Framework</i> visible, up-to-date and reflects <u>gradual-release</u> (<i>I Do, We Do, You Do in Pairs, You Do Alone</i>)	Choose an item.	
CURRENT student work is posted with commentary that relates to expected learning.	Choose an item.	
"Help" schedule posted (Tutorial Schedule)	Choose an item.	
Prefix-Root-Suffix charts are accessible to both the teacher and students.	Choose an item.	
Word wall with working definitions reflects current lessons	Choose an item.	
Evidence of <i>Bloom's</i> (DOK Wheel, chart, rigor meter, or direct questioning)	Choose an item.	
Data Analysis Notebook accessible and up-to-date.	Choose an item.	
Hostile Intruder Packet in accessible location	Choose an item.	
Classroom Management Plan posted/procedures are posted (PBIS-style)	Choose an item.	
Current Classroom Data clearly labeled, dated, and posted for ALL courses taught	Choose an item.	
Wida Can-Do Descriptors posted and accessible to teachers and students.	Choose an item.	
Classroom environment is neat, orderly, and free of clutter/distraction.	Choose an item.	

Other Important Requirements for Compliance

Task	Observation Findings	Comments
Gradebook Updated Weekly	Choose an item.	
Lesson Plans Submitted Weekly	Choose an item.	
Web-Site Updated	Choose an item.	
Substitute/Emergency Lesson Plans Submitted to Coach.	Choose an item.	
Parent Call Logs	Choose an item.	

Teacher Signature: _____ **Date:** _____

Observer's Signature: _____ **Date:** [Click here to enter a date.](#)

Academics, Accountability, Achievement

2016-2017 Maynard H. Jackson High School

Teacher: _____ Curriculum Area: _____ Unit: _____ Period(s): _____ Dates: _____

Vocabulary Intergration:

Tier 2:	Tier 3 (Content-Specific):	

Getting started	Monday/Tuesday	Wednesday/Thursday	Friday/Monday
Literacy Integration			
Technology Integration			
Instructional Objective: [SWBAT...IOT.....]			
Opening			
Bell Ringer (10 minutes)			
Engage (10 minutes) Hook and Review EQ and Objective	Hook: Essential Question(s)	Hook: Essential Question(s)	Hook: Essential Question(s)
Work Period			

Explore and Explain: Instruction & Modeling (15 minutes) "I DO"			
Explore and Explain: Guided Practice (15 minutes) "WE DO"			
Apply			
Independent Practice (35 minutes) "YOU DO in PAIRS" "YOU DO ALONE"			
Reflection			
Closure (10 minutes)			
Assigned Homework:			
Accommodations/ Modifications	IEP ELL 504 Gifted RTI/SST	IEP ELL 504 Gifted RTI/SST	IEP ELL 504 Gifted RTI/SST

Additions Created by Dr. Faya Paul and Stephanie Johnson/ Adapted from Madeline Hunter's Lesson Plan Model. Retrieved from <http://template.sca267.mwpages.org/lessonplan/>



Teacher: _____ Observer: _____ Week of: _____
 Date: _____ Subject: _____ Start Time: _____ End Time: _____
 Portion of Lesson Observed: _____ Opening _____ Work Period _____ Closing _____

Types of Collaboration

Observation Video Taped Lesson Peer Observation

Standards Based Classroom Elements

TKES Standard 3 Instructional Strategies	TKES Standard 4 Differentiated Instruction	TKES Standard 7 Positive Learning Environment
Gradual Release of Responsibility Evident	Differentiating Product	Student Engagement
Text-dependent Questioning.	Differentiating Process	Self-Directed Learning
Presence of Academic Vocabulary.	Differentiating Content	Orderly, Safe, and Respectful Environment.
Balance of Texts / Use of Manipulatives.	Evidence of Multiple modes of learning.	Awareness of all activities
Evidence-based, text-based conversations.	Re-teaching and Remediation Strategies.	TKES Standard 8 Academically Challenging Environment
Writing to inform and/or make an argument.	Evidence of Scaffolding	Student-Centered Activities.
Integration of Technology.	Evidence of Flexible Grouping.	Objective and activities link
Evidence of Curriculum Pacing.	TKES Standard 5 Assessment Strategies	Academic Rigor
High-Order Thinking Skills (HOTS).	Use Different Formats of Assessments.	Encourage Students to Explore Ideas.
Summarizing/Note-taking.	Informal Assessment of Learning.	Maximize Instructional Time - Bell to Bell.
Uses Language of the Standards.	Student Reflection / Data Analysis.	Encourages Productivity
Student Engagement	Rubrics/Checklist	Links to real-world/real-life experiences
Authentic Learning Using Real World Applications.	Periodic Checks for Understanding.	Limited disruption/ interruption to instruction

Notes

<u>Glows:</u>	<u>Focus Challenges, Concerns & Solutions:</u>	<u>Teacher Next Step(s):</u>
		<u>Instructional Coach Next Step(s):</u>

Next Meeting Date & Time:



Instructional Framework

Instructional Objective:

Standard/Element:

Essential Question:

Opening:

Work Period:

Closing:

Homework:

Observation of Standards-Based Elements:

Comments:

Resources for Improvement:

Teacher Signature: _____ Meeting Date: _____

Observer's Signature: _____ Meeting Date: _____

Interventions

- After School Remediation and Preparation Offered at Standard Mastery
- Support Classes
- Credit Recovery
- Saturday School
- FLP (Carnegie Learning)
- RTI/SST
- Writing Bootcamp
- Computer-based Instruction (Elevate Learning/Read 180)
- Student Advisor/Advisee Program

Maynard H. Jackson HS
 Student Wall of Fame
 Principal: Mrs. Stephanie S. Johnson
 "There is no substitute for hard work."
 Thomas A. Edison

MIRIAM WOODS & BELANA GONZALES
 CLASS OF 2015
 GOVERNORS HONORARY RECIPIENTS
 AllStar1



JOSHUA FLEMING / CLASS OF 2013
 POSE SCHOLARS FINALIST
 Branbri University



ALEXIS MONTALVO / CLASS OF 2013
 ACCEPTANCE INTO UNIVERSITY OF TEXAS



KENNETH WOODS / CLASS OF 2015
 MOST IMPROVED BEHAVIOR & ACHIEVEMENT



STATE CHAMPIONSHIP



TAYLOR RAMBLE / CLASS OF 2013
 POSE SCHOLARS FINALIST



ARREAL BARRIOS / CLASS OF 2013
 INTERNATIONAL STUDENT SERVICE
 WITH DISTRICT SCHOLARSHIP AWARD RECIPIENT
 WASHINGTON STATE



DYVINE BUTTS / CLASS OF 2013
 POSE SCHOLAR



unique
 passionate
 inspiring
 dedicated
 innovative
 motivated
 ambitious
 creative
 i am



Work hard
 and
 have nothing
 to say about it.



work hard,
 have fun,
 make a difference.

NOTHING
 WORTH
 FIGHTING FOR
 COMES
 Easy

MICHAEL MATTHEWS

I AM ACCOUNTABLE!



Mathematics Content Mastery

- Percent of students scoring at Developing Learner or above on the Georgia Milestones Algebra I/Coordinate Algebra EOC (required participation rate \geq 95%)
- Percent of students scoring at Developing Learner or above on the Georgia Milestones Geometry/Analytic Geometry EOC (required participation rate \geq 95%)

Post-High School Readiness

- Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOCs
- Percent of students missing fewer than 6 days of school
- Percent of graduates earning high school credit(s) for accelerated enrollment via Early College, Advanced Placement courses, or International Baccalaureate courses
- Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams

Exceeding the Bar Indicators

- Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Developing Learner or above on all required Georgia Milestones EOCs
- Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Proficient Learner or above on all required Georgia Milestones EOCs
- Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
- School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school, including Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.
- School or LEA-defined innovative practice accompanied by data supporting improved student achievement: Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), & local instructional initiatives
- School's average school on the Georgia Teacher Effectiveness Measurement

STUDENT ACCOUNTABILITY

Maynard Jackson High School Individualized Student Accountability Expectations and Goals Conference Sheet

Date: February 20, 2013

Student Name: Adams, Dereck Counselor: Mr. Brown/ Dr. Hibbert/Ms. Touchstone
Grade Level: 9

Subgroups (Please Highlight All That Apply To This Student)

All Students	Black	White	Hispanic	Multi-Racial	Asian	Students with Disabilities (SWD)	English Learners (ELL)	Economically Disadvantaged (ED)
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Graduation and CCRPI Quick Facts

	Performance Level 1: Does Not Meet Expectations		Performance Level 2: Meets Expectations		Performance Level 3: Exceeds Expectations	
	Scale Score	Grade Conversion	Scale Score	Grade Conversion	Scale Score	Grade Conversion
EOCT	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100

	Language Arts		Math		Science		Social Studies		Attendance (Goal is Less than Five absences for the year)	Graduation Goal (graduate in four years with Freshmen Co-hort)	PSAT			SAT	ACT
	9th Grade EOCT Literature	11th Grade EOCT American Literature	9th Grade EOCT Coord. Alg. Or Math 1	10th Grade EOCT Math 2	9th Grade EOCT Biology	11th Grade EOCT Phys. Science	11th Grade EOCT US History	Grade EOCT Economics			M	R	W		
Summative Assessment Results	Taken in 9th Grade	Taken in 11th Grade	Taken in 9th Grade	Taken in 10th Grade	Taken in 9th Grade	Taken in 11th Grade	Taken in 11th Grade	Taken in 11th Grade		On Target/ Deficient	No Data	No Data	No Data		
Average MIPS Student	64%	81%	32%	11%	48%	57%	37%	56%	90% (49% had More than 10 absences last year)	56.9% Co-hort 76.6% Continuing	35	37	37	1359	16.3
Average GA State Score	83.6%	88.7%	61%	60.8%	71.7%	77.1%	67.6%	75%	95% (Less than 5 absences/year)	68.2%	School Mean			1337	17.1
CCRPI Target (State Average)	85.1%	89.7%	67.6%	64.4%	74.3%	79.2%	70.6%	77.3%	95% (Less than 5 absences/year)	84%	44	45	43	1550	22
											State Mean				
											National Mean				

Goal Setting

After analyzing the student's data, an *Individual Goal Score (IGS)* has been determined. The IGS indicates a realistic goal that we hereby enlist your partnership to encourage your student to embrace and diligently work to meet during this testing period.

MAGIC NUMBER

Individual Goal Score (This is your Minimum Goal Score for 2013)

Language Arts	Math	Science	Social Studies	Attendance

TUTORIAL RECOMMENDATION (Tutorial Schedule is Attached)

*FLP CANDIDATE	*EVERY MON/WED AFTERSCHOOL FLP CANDIDATES	2 ND AND 4 TH TUESDAYS/EVERY THURSDAY AFTERSCHOOL	*EVERY SATURDAY FLP CANDIDATES	FRIDAY MARCH 15 TH MISSION POSSIBLE BOOT CAMP
No	3:30 P.M. TO 5:00 P.M.	3:30 P.M. TO 5:00 P.M.	9:00 A.M. TO 12:00 P.M.	3:30 P.M. UNTIL 12:00 A.M.

*Only provided for students identified as FLP (in need of flexible learning plan)

Comments:

	Print Name	Signature	Date
Student			
Parent			
School Representative			

I AM Accountable: Student Accountability

Maynard Jackson High School Individualized Student Accountability Expectations and Goals Conference Sheet

Date:

Student Name:

Counselor:

Azuana/Lovell/Pope

Grade Level:

Subgroups (Please Highlight All That Apply To This Student)

All Students	Black	White	Hispanic	Multi-Racial	Asian	Students with Disabilities (SWD)	English Learners (ELL)	Economically Disadvantaged (ED)
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Graduation and CCRPI Quick Facts

EOC Milestones	Performance Level 1: Does Not Meet Expectations		Performance Level 2: Meets Expectations		Performance Level 3: Exceeds Expectations	
	Scale Score	Grade Conversion	Scale Score	Grade Conversion	Scale Score	Grade Conversion

	Language Arts		Math		Science		Social Studies		Attendance (Goal is Less than Five absences for the year)	Graduation (Graduate in four years with Freshmen Co-hort)	PSAT			SAT	ACT
	9 th Grade EOC Literature	11 th Grade EOC American Literature	9 th Grade EOC Coord. Alg. Or Math 1	10 th Grade EOC Math 2	9 th Grade EOC Biology	11 th Grade EOC Phys. Science	11 th Grade EOC US History	Grade EOC Economics			M	R	W		
Summative Assessment Results	Taken in 9th Grade	Taken in 11th Grade	Taken in 9th Grade	Taken in 10th Grade	Taken in 9th Grade	Taken in 11th Grade	Taken in 11th Grade	Taken in 11th Grade		On Target/ Deficient	No Data	No Data	No Data		
Average MJHS Student	64%	81%	32%	11%	48%	57%	37%	56%	90% (49% had More than 10 absences last year)	56.9% Co-hort 76.6% Continuing	35	37	37	1359	16
Average GA State Score	83.6%	88.7%	61%	60.8%	71.7%	77.1%	67.6%	75%	95% (Less than 5 absences/year)	68.2%	45	45	44	1337	17
CCRPI Target (State Average)	85.1%	89.7%	67.6%	64.4%	74.3%	79.2%	70.6%	77.3%	95% (Less than 5 absences/year)	84%	44	45	43	1550	2

Mission Possible Heroes

