MISSION POSSIBLE...

Academics, Achievement, and Accountability

Presented by: Stephanie S. Johnson, Ed. S.
Dr. Faya Paul

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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

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<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>Compliance Observations (All Social Studies and Science)</td>
<td>Instructional Observations (Coach and Admin)</td>
<td>Instructional Observations (Coach and Admin)</td>
<td>• Feedback Sessions with Teachers from observations</td>
<td>Mrs. Johnson presents Terrific 10 Instructional Strategies – Break down the standard.</td>
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<td>Compliance Observations (PE and JROTC) (Custodial Checklist Compliance Walk)</td>
<td>Instructional Observations (Coach and Admin)</td>
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# Student Services Department Focus

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<tr>
<th>Activity</th>
<th>Request from Faculty</th>
<th>Leading the Task and Providing Update to Principal Johnson…</th>
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</thead>
<tbody>
<tr>
<td><strong>Registrar’s Office</strong></td>
<td>Records Room. Transcripts, Schedules, Registration, Prep for Semester 2</td>
<td>Registrar</td>
</tr>
<tr>
<td><strong>Graduation Coach</strong></td>
<td>Follow up on Co-hort 2015 record collection. Locate 2015 and 2016 Co-hort identified as Dropout, Promotion, Credit Recovery, Student Conferences</td>
<td>Graduation Coach– Follow up on all students who have withdrawn.</td>
</tr>
<tr>
<td><strong>Attendance Team</strong></td>
<td>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.</td>
<td>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</td>
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<tr>
<td><strong>Counselors</strong></td>
<td>Advisory, Individual Student Accountability, Testing, Semester 1 Schedule Second Look</td>
<td>Counseling Team</td>
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<tr>
<td><strong>SST/RTI Coordinator</strong></td>
<td>RTI Meetings, Collecting Artifacts and Evidence, Common Planning</td>
<td>SST/RTI Coordinator</td>
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Managing Complex Change

Adapted from Delores Ambrose, 1987
### Creating and Implementing Practices, Processes, Protocols, and Procedures

<table>
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<tr>
<th>School Improvement Plan</th>
<th>Action Plans to Monitor Student Achievement</th>
<th>Professional Learning Plan</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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### 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.

<table>
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<tr>
<th>Expectations</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Bathroom</th>
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</table>
| Prepared     | - 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) |
| Respectful   | - 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 |
| Involved     | - Participate in discussions | - Help to resolve conflict | - Help keep school clean | - Keep area clear of graffiti |
| Diligent     | - 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 |
| Efficient    | - 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!!!
<table>
<thead>
<tr>
<th>Collaborative Planning and Model Classrooms</th>
<th>Rigor Meter</th>
<th>Assessment and Data Rooms</th>
<th>Academic Galleries</th>
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</thead>
<tbody>
<tr>
<td>- Instructional Framework</td>
<td>- Planning</td>
<td>- Benchmarks, Diagnostics, Ongoing assessment of student learning that informs instruction</td>
<td>- Evidence of Rigor</td>
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<tr>
<td>- Collaborative Planning Framework</td>
<td>- Teaching</td>
<td>- Summative Assessments</td>
<td>- Commentary</td>
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<td>- Model classroom</td>
<td>- Evaluating</td>
<td>- Common Assessments</td>
<td>- Writing Integration</td>
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<td>- Cadre Planning</td>
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<td>- Data Analyzing Protocol</td>
<td>- Evidence of Performance Tasks</td>
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**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
- **DOK Extended Thinking**
  - Extend thinking - time to think and process multiple conditions of the problem or task.
- **DOK-Strategic Thinking**
  - Break information into various parts to explore understandings and relationships.
  - Present several solutions to problems and alternative endings to stories.

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

## Questioning Techniques
- **Ask students the following questions/statements:**
  - How would you test it?
  - What else would you do?
  - How do you know?
  - Propose an alternative to...
  - State the rule for...

## Student Work
- **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.**

### Level 4
- **DOK-Strategic Thinking**
  - Analyze
  - This level requires strategic thinking such as reasoning and development of plans.

### Level 3
- **DOK-Skill/Concept**
  - Apply
  - This level requires the use of information, conceptual knowledge, and procedures - two or more steps in solving problems or addressing issues.

### Level 2
- **DOK-Recall**
  - Remembering
  - This level requires the recall of facts, information or procedures.

### Level 1
- **DOK-Recall**
  - Remembering
  - This level requires the recall of facts, information or procedures.
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

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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 x

- **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 x
  - 12 x
Academics, Accountability, Achievement

WARM-UP
Edmodo: How are gender roles important when addressing Conflict?

STANDARD
ELACC11-12 RL2. 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 with multiple meanings or language that is particularly fresh, engaging, or beautiful.

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

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?

CLOSING
Group Share

HOMEWORK
Read Ch. 1-4 in "Their Eyes Were Watching God"
Academics, Accountability, Achievement

February 8, 2013

**PRE-CLASS**

- Daily Grammar Practice (Daily) / Greek Roots / ACT / SAT Vocabulary
- ELACC 9-10 R.11 - 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.11 - See above

**CLASSICAL LIT / EPIC**

- 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?

**REASONING**

- Nine Gates in the Inferno / Full, Whole-Class, Focused Discussion of Concepts
- Cantos XXV-XXVII
- Cantos VI-XV (PPP on VIII, IX, X)

**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

- [www.edmodo.com](http://www.edmodo.com)
- mitjpo
# Monitoring Instruction with Feedback

## Lesson Plan Feedback
- 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.

## Focus Walks
- 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.

## Examining Student Work
- Utilize rubrics to assess student mastery of standards.
- Establish inter-rater reliability for grading student work

## Human Resource Management
- 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: __________________________

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

**Other Important Requirements for Compliance**

<table>
<thead>
<tr>
<th>Task</th>
<th>Observation Findings</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gradebook Updated Weekly</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans Submitted Weekly</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>Web-Site Updated</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>Substitute/Emergency Lesson Plans Submitted to Coach.</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>Parent Call Logs</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

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):**

**Date:**

### Vocabulary Interventions:

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3 (Content Specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Getting Started

<table>
<thead>
<tr>
<th>Monday/Tuesday</th>
<th>Wednesday/Thursday</th>
<th>Friday/Monday</th>
</tr>
</thead>
</table>

- **Literacy Integration**
- **Technology Integration**
- **Instructional Objective:**
  - **SWBAT...**

### Opening

- **Bell Ringer**
  - (10 minutes)

- **Engage** (10 minutes)
  - Hook:
    - Essential Question(s)
  - Hook:
    - Essential Question(s)
  - Hook:
    - Essential Question(s)

### Explore and Explain

- **Instruction & Modeling**
  - (15 minutes)
  - **“I DO”**

- **Guided Practice**
  - (15 minutes)
  - **“WE DO”**

### Apply

- **Independent Practice**
  - (55 minutes)
  - **“YOU DO in PAIRS”**
  - **“YOU DO ALONE”**

### Reflection

- **Closure**
  - (10 minutes)

### Assigned Homework

- **Accommodations/Modifications**
  - IEP
  - ELL
  - 504
  - Gifted
  - RTI/SSI
  - IEP
  - ELL
  - 504
  - Gifted
  - RTI/SSI
  - IEP
  - ELL
  - 504
  - Gifted
  - RTI/SSI

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Additions created by Dr. Lucy Rude and Stephanie Johans. Adapted from "Great Minds Matter" by Susan Preiss. Retrieved from [http://templates.jwsc.ouestgain.com/mnr/2p](http://templates.jwsc.ouestgain.com/mnr/2p)
## Instructional Framework

**Instructor Objective:**

**Standard/Element:**

**Essential Question:**

**Opening:**

**Work Period:**

**Closing:**

**Homework:**

### Observation of Standards-Based Elements

- **TKES Standard 1:**
  - Gradual Release of Responsibility
  - Text-dependent Questioning
  - Evidence of Academic Vocabulary
  - Evidence of Manipulatives
  - Evidence-based, text-based conversations
  - Writing to inform and/or make an argument
  - Evidence of Scaffolding
  - Integration of Technology

- **TKES Standard 4:**
  - Differentiated Instruction
  - Differentiated Process
  - Differentiated Content
  - Evidence of Multiple modes of learning
  - Re-teaching and Remediation Strategies
  - Evidence of Flexible Grouping

- **TKES Standard 5:**
  - Assessment Strategies
  - Use Different Formats of Assessments
  - Informal Assessment of Learning
  - Student Reflection/Data Analysis
  - Rubrics/Checklist
  - Periodic Checks for Understanding

### Comments

- **Academic Rigor**
  - **Encourage Students to Explore Ideas**
  - **Maximize Instructional Time – Bell to Bell**
  - **Encourage Productivity**
  - **Links to real-world real-life experiences**
  - **Limited disruption/interruption to instruction**

### Resources for Improvement

---

**Teacher Signature:**

**Observer’s Signature:**

**Meeting Date:**

---

**Notes**

- **Glows:**
- **Fades:** Challenges, Concerns & Solutions:
- **Teacher Need Steps:** Instructional Coach Need Steps:

---

**Next Meeting Date & Time:**
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
### Mathematics Content Mastery

- Percent of students scoring at Developing Learner or above on the Georgia Milestones Algebra I/Coordinate Algebra EOC (required participation rate ≥ 95%)
- Percent of students scoring at Developing Learner or above on the Georgia Milestones Geometry/Analytic Geometry EOC (required participation rate ≥ 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, Derek Counselor: Mr. Brown/Dr. Hibbert/Ms. Touchstone
Grade Level: 9

Subgroups (Please Highlight All That Apply To This Student)

All students: Black white Hispanic multiracial Asian students with IEP or 504 ESL ELL economically disadvantaged

Graduation and CCRPI Quick Facts

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>Grade Conversion</th>
<th>Scale Score</th>
<th>Grade Conversion</th>
<th>Scale Score</th>
<th>Grade Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOCT 200-399</td>
<td>0-69</td>
<td>400-449</td>
<td>70-89</td>
<td>450-499</td>
<td>90-100</td>
</tr>
</tbody>
</table>

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.
# I AM Accountable: Student Accountability

**Maynard Jackson High School**

**Individualized Student Accountability Expectations and Goals Conference Sheet**

**Date:** [Blank]

**Student Name:** [Blank]  
**Counselor:** Azuana/Lovell/Pope  
**Grade Level:** [Blank]

**Subgroups (Please Highlight All That Apply To This Student)**

<table>
<thead>
<tr>
<th>All Students</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Multi-Racial</th>
<th>Asian</th>
<th>Students with Disabilities (SWD)</th>
<th>English Learners (ELL)</th>
<th>Economically Disadvantaged (ED)</th>
</tr>
</thead>
</table>

## Graduation and CCRPI Quick Facts

**Performance Level 1:** Does Not Meet Expectations  
**Performance Level 2:** Meets Expectations  
**Performance Level 3:** Exceeds Expectations

### EOC Milestones

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Attendance</th>
<th>Graduation</th>
<th>PSAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Grade</strong></td>
<td><strong>9th Grade</strong></td>
<td><strong>9th Grade</strong></td>
<td><strong>11th Grade</strong></td>
<td><strong>11th Grade</strong></td>
<td><strong>Grade Goal</strong></td>
<td><strong>Graduation Goal (Graduate in four years with Freshmen Cohort)</strong></td>
</tr>
<tr>
<td><strong>EOCT Literature</strong></td>
<td><strong>EOCT Coord. Alg. Or Math 1</strong></td>
<td><strong>EOCT Math 2</strong></td>
<td><strong>EOCT Biology</strong></td>
<td><strong>EOCT Phys. Science</strong></td>
<td><strong>EOCT US History</strong></td>
<td><strong>EOCT Economics</strong></td>
</tr>
<tr>
<td>[Blank]</td>
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<td>[Blank]</td>
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<td>[Blank]</td>
<td>[Blank]</td>
</tr>
</tbody>
</table>

**Summative Assessment Results**

<table>
<thead>
<tr>
<th>Average MJHS Student</th>
<th>Average GA State Score</th>
<th>CCRPI Target (State Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taken in 9th Grade</td>
<td>Taken in 11th Grade</td>
<td>Taken in 9th Grade</td>
</tr>
<tr>
<td>64%</td>
<td>81%</td>
<td>85.1%</td>
</tr>
<tr>
<td>32%</td>
<td>61%</td>
<td>67.6%</td>
</tr>
<tr>
<td>48%</td>
<td>60.8%</td>
<td>64.4%</td>
</tr>
<tr>
<td>11%</td>
<td>71.7%</td>
<td>74.3%</td>
</tr>
<tr>
<td>57%</td>
<td>77.1%</td>
<td>79.2%</td>
</tr>
<tr>
<td>37%</td>
<td>67.6%</td>
<td>70.6%</td>
</tr>
<tr>
<td>56%</td>
<td>75%</td>
<td>77.3%</td>
</tr>
<tr>
<td>90%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>(49% had More than 10 absences last year)</td>
<td>(Less than 5 absences/year)</td>
<td>(Less than 5 absences/year)</td>
</tr>
<tr>
<td>56.9% Co-hort</td>
<td>68.2%</td>
<td>84%</td>
</tr>
<tr>
<td>76.6% Continuing</td>
<td></td>
<td>88%</td>
</tr>
</tbody>
</table>

**On Target/Deficient**

- No Data
- No Data
- No Data

**Graduation Goal**

- No Data
- No Data
- No Data

**PSAT**

- M: 35
- R: 37
- W: 37
- SAT: 1359
- A: 16

**State Mean**

- 44
- 45
- 43
- 1550

**National Mean**

- 44
- 45
- 43
- 1550

95% CCRPI Target (State Average)
Mission Possible Heroes