FDHS

GO Team Meeting #1

FDHS PUBLIC COMMENT PROTOCOL

Public Comment period is designed to gain input from the public and not for immediate responses by the GO Team to the public comment presented. GO TEAM members will not provide a response or engage in direct conversation during meetings.

1. If the meeting is held virtually, stakeholders wishing to provide comments during GO TEAM meetings should join the link at least 10 minutes before the meeting begins and sign in.
2. If the meeting is held face to face, stakeholders wishing to provide comments during GO TEAM meetings should arrive at the FDHS Media Center at least ten (10) minutes before the meeting begins and sign- in.
3. Speakers will be called in the order in which they have signed up and will have 2 minutes to speak. After 2 minutes, speakers will be asked to have a seat to allow others to share. Speakers may donate a maximum of half of their allotted time to one additional speaker.
4. Twenty (20) minutes of time during the GO TEAM meeting will be offered to the public to make comments.

SY24 TENTATIVE MEETING DATES

4th Thursdays
August 22, 2023
September 28, 2023*
October 26, 2023*
January 25, 2024
February 29, 2024
March 14, 2024
April 25, 2024*

FDHS GO TEAM MEETING NORMS

- Be present and engaged & participate with intention.
- Respect everyone's time (Start and end on time).
- Maintain a respectful space.
- Discuss ideas, issues, and concerns, not people.
- Keep the mindset of building bridges and not barriers (Be solution oriented).
- Appreciate the diversity of perspectives.

PRINCIPAL'S REPORT

GO Team Meeting #1

TOPICS

School Start Update

      Current Enrollment & Leveling

School Strategic Plan
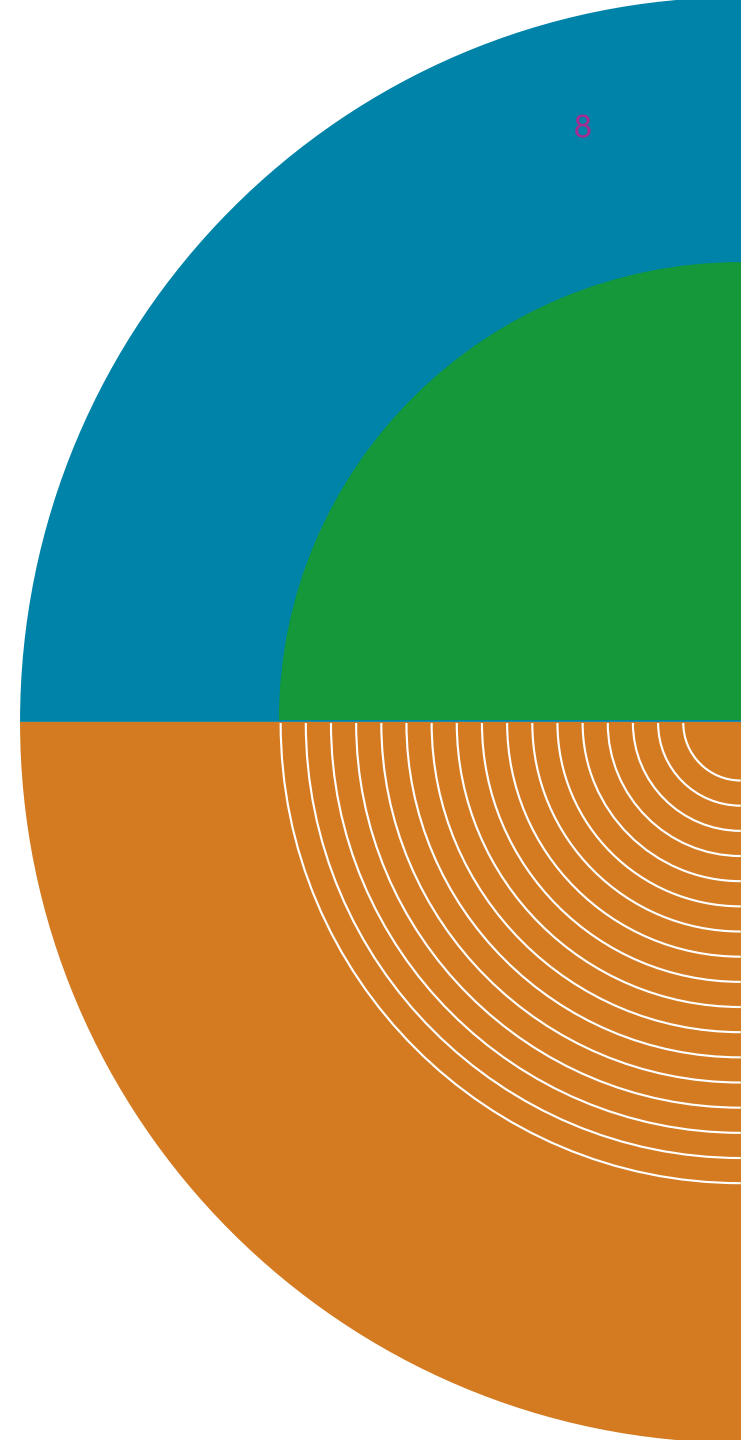
      Strategic Plan Overview

      SMART Goals

GMAS Results

SCHOOL START UPDATE

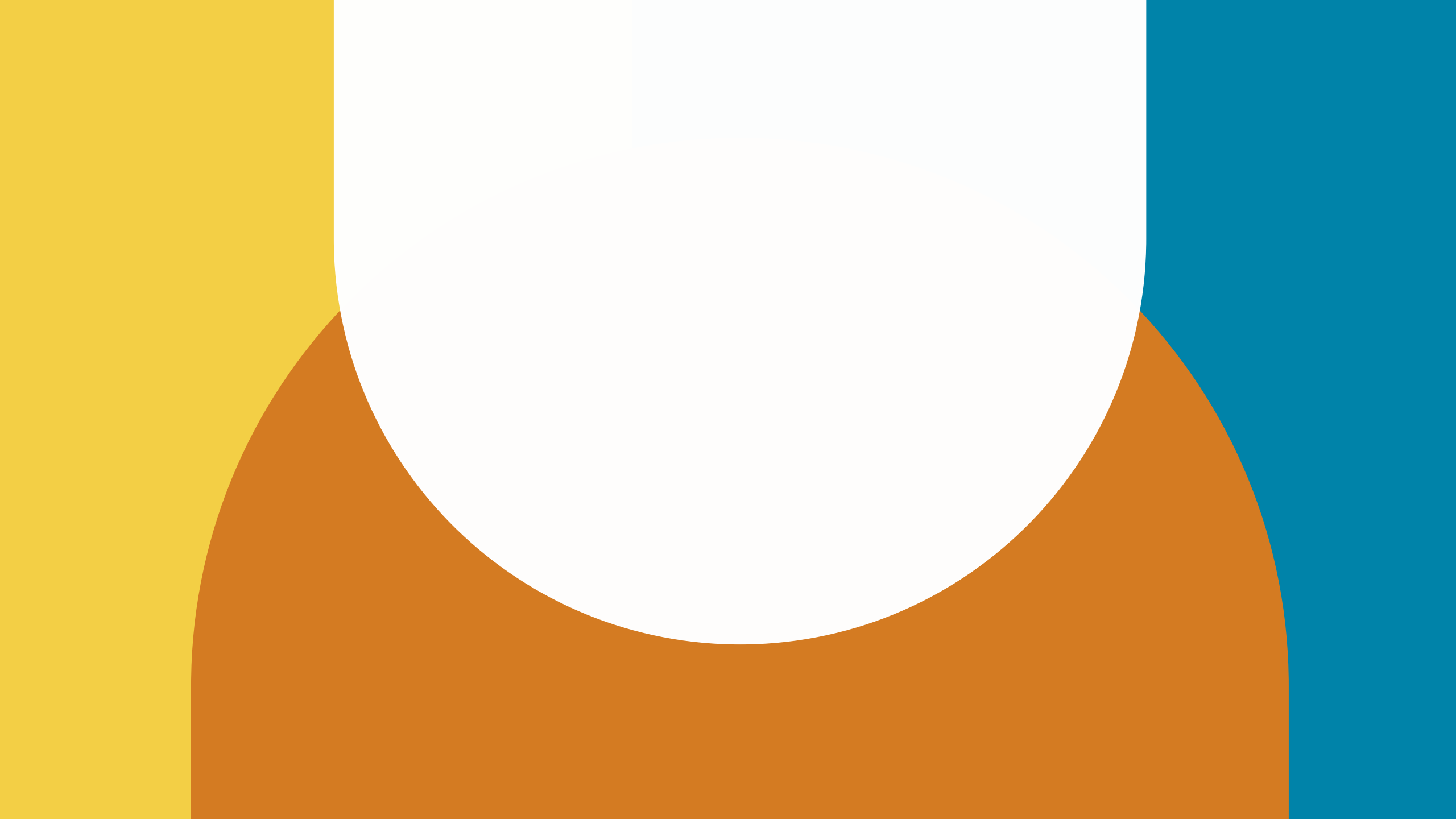# GENERAL INFORMATION ABOUT START OF SCHOOL

ENROLLMENT

Projected Enrollment	**1209**
Current Enrollment	1139
Difference	70

LEVELING

Leveling is the process the District uses to adjust school budget allocations to match student enrollment.

Budget Impact	*($-363,510)*

ACTUAL Budget Impact	*($66,248)*

Douglass High School

Mission *Together we will develop a culture of excellence that fosters the development of each student's potential to create pathways of success in a competitive 21st Century Society.*

Vision *A high-performing environment that serves as a beacon to guide and help scholars engineer their future as innovative civically engaged citizens.*

SMART Goals

Increase the % of students scoring proficient or above on the EOC assessments for ELA, MATH, & SCIENCE by 20%.	Increase the weighted suspension rate to 70.0 or higher as measured by the GA School Climate Rating.	Increase the student attendance rate to 70% or higher as measured by CCRPI.	Increase graduation rate by three percentage points or more each year (84% or higher).

| APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	1. Improve student mastery in the content areas by implementing best practices that will ensure rigor and student engagement. 2. Increase interventions for reading & math that address individual student needs. 3. Engage students in STEAM programming with fidelity and obtain school-wide STEAM certification.	1A. Increase emphasis on improving best practices through collaboration within Professional Learning Communities (PLCs), school-wide professional development, effective coaching, and ongoing monitoring. 1B. Increase the efficacy of Specially Designed Instruction (SDI) strategies implemented in daily instruction based upon the needs and strengths of SWDs 2A. Reading & Math Specialist will provide targeted evidence-based interventions within small groups for identified students 3A. Ensure time for collaboration and development of STEAM PBLs unit, develop/revise standards-based rubrics for PBLs, and to debrief and analyze student work after the execution of PBL units.
Building a Culture of Student Support Whole Child & Intervention	4. Align systems, resources and programs to effectively address the individual needs of students.	4A. Engage wrap-around service personnel to assist students & their families with emotional, mental, and psychological support. 4B. Utilize data from universal screener to accurately address individual needs of students through specified interventions. 4C. Develop & implement comprehensive academic enrichment and programming, including tutoring (peer-to-peer, college students, district funded and community volunteers).
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	5. Increase teacher efficacy and growth- mindedness amongst all staff. 6. Increase leadership capacity and opportunities for expanding leadership skills. 7. Create an educational and professional environment that will attract and retain the highest quality faculty, staff and administrators.	5A. Provide opportunities for ongoing data meetings, and increased collaboration within established PLCs. 5B. Provide multiple opportunities for professional development focused on evidence-based instructional strategies within core & extended core areas. 5C. Provide multiple opportunities for professional development focused on STEM and project-based learning . 6A. Direct training and support for building leadership. 6B. Identify and increase teacher leader roles and differentiate development opportunities. 7A. Engage in a community aligned rebrand in order to create a welcoming professional environment 7B. Provide shared leadership by creating processes and procedures to increase teacher efficiency and collaboration. 7C. Create a safe and supportive space through the lens of a teacher/staff induction program or Mentee/Mentor program.
Creating a System of School Support Collective Action, Engagement & Empowerment	8. Develop a positive, informed, and engaged school community. 9. Create a safe, nurturing, and caring culture for all students	8A. Establish Family Engagement & Communications Committee in concert with PTSA & FDHS Alumni Association 8B. Increase parent awareness and knowledge-base as valued stakeholders through fluid communication. (ie. PTSA, newsletters, website, Remind 101, email distribution, flyers, etc.) 9A. School-wide implementation of Positive Behavior Intervention Support developed around SEL principles.

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STRATEGIC PLAN SMART GOALS
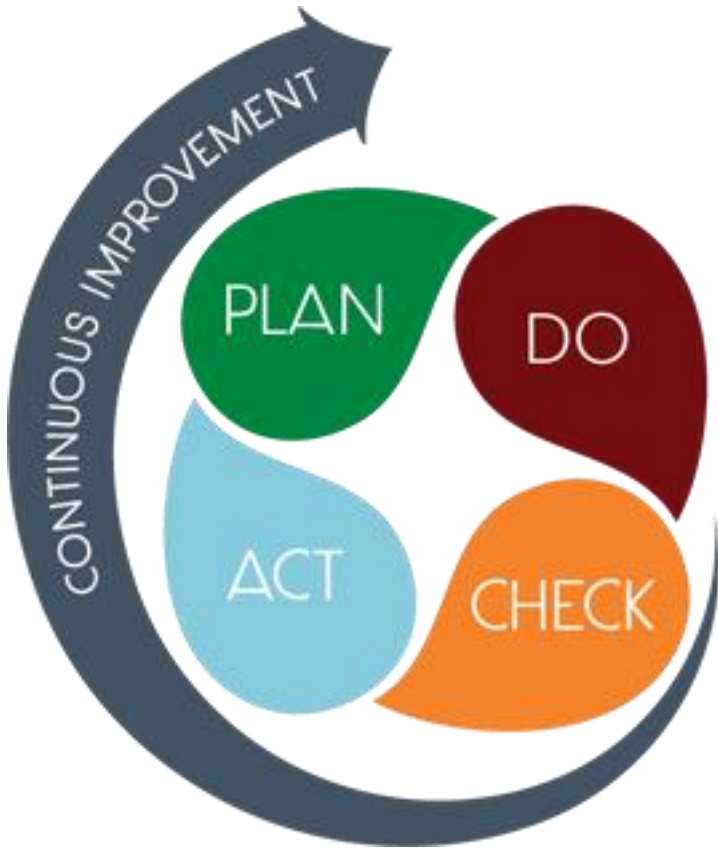
Overview

- 1. Improve student mastery in the content areas by implementing best practices that will ensure rigor and student engagement.
- 2. Increase interventions for reading & math that address individual student needs.
- 3. Engage students in STEAM programming with fidelity and obtain school-wide STEAM certification.
- 4. Align systems, resources and programs to effectively address the individual needs of students.
- 5. Increase teacher efficacy and growth- mindedness amongst all staff.
- 6. Increase leadership capacity and opportunities for expanding leadership skills.
- 7. Create an educational and professional environment that will attract and retain the highest quality faculty, staff and administrators.
- 8. Develop a positive, informed, and engaged school community.
- 9. Create a safe, nurturing, and caring culture for all students

SMART GOALS

- Increase the % of students scoring proficient or above on the EOC assessments for ELA, MATH, & SCIENCE by 20%.
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VISION

Atlanta Public Schools and the
Iovine and Young Education
Group are partnering to create

The Iovine and Young Center at

Frederick Douglass High School

2024-2025 Launch

History

When Jimmy Iovine and Andre "Dr. Dre" Young were creating BEATs technology, they reached out to professionals in the technology sector, business sector and design world and noticed a phenomenon. Each professional sector demonstrated expertise in their own unique silos. The vision of BEATs required intersectional knowledge. There was an absence of professionals with this combined knowledge and skill.

So Jimmy and Dre partnered with the University of Southern California in 2013 to create a school that fostered these interdisciplinary skills – the USC Iovine and Young Academy.

After many successful years, Jimmy and Dre noticed a lack of ethnic diversity in the IYA graduating classes and decided to extend the learning framework and opportunity to early generations, specifically targeting Black and Brown high school students in public education. The Iovine and Young Center High School was created in 2022 partnering with the Los Angeles Unified School District.
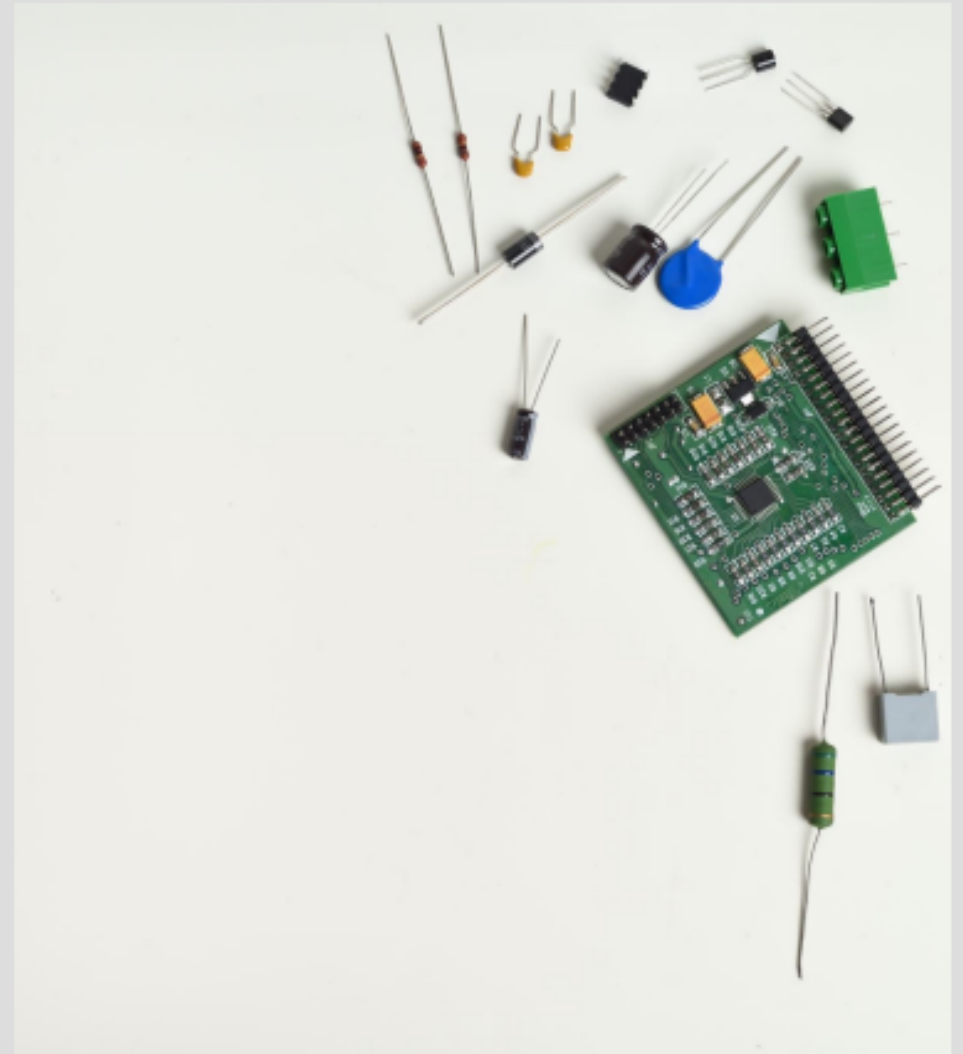
IYEG Learning Framework Principles

Interdisciplinary Courses – State Standards Aligned

Explicit Skill Development - Collaboration, Communication, Creativity, Critical Thinking

Thematic Knowledge - Design, Business, Entrepreneurship, Technology, Art

Challenge-Based Learning

WHAT IS CHALLENGE-BASED LEARNING?

Problem-Based Learning: Teacher constructs the context with one answer.

Project-Based Learning: Generally, teacher constructs the context with more complexity and a singular answer that may be nuanced.

Challenge-Based Learning: Students construct the context resulting in practical industry answers/solutions not necessarily known by the teacher. The process involves iterative modeling with an intent to act on the results.

QUESTIONS?