



August
25, 2021

State of the School Address

Frederick Douglass High School
Mr. Artesza Portee, Principal



For questions or comments, scan here
with the camera on your smartphone!



Sign In Please!



- We need to know who's here tonight!
- Please use the camera on your phone to scan the code. We will also place the link in the chat box.

Thanks again for signing in!



Meeting Norms

Let's Commit to...

- Being present and engaging meaningfully so that we can learn from each other (i.e. Cameras on)
- Refraining from using electronic devices unless required to engage in the work
- Muting your microphone and minimizing extraneous conversations
- Assuming good will
- Allowing all voices of the team to be heard
- Focusing on the day's agenda
- Starting and ending on time
- Being gracious and respectful
- Typing questions in the chat box



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Agenda



Agenda Item	Presenter
FDHS Priorities & The APS Five	Principal Portee
The Data Says...So We...	
Impact of the Pandemic	
Updates: COVID-19 & Technology	Principal Portee
Connecting with FDHS	Principal Portee



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Priorities

FDHS Priorities APS Five



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Our School's Priorities



1

Create a culture of learning with high accountability.

2

Build capacity in staff to increase student outcomes.

3

Partner with stakeholders to support scholars and their families.



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2020-2025 Atlanta Public Schools' Strategic Plan



“Fostering Academic Excellence for All”

Data

Curriculum &
Instruction

Whole Child &
Intervention

Personalized
Learning

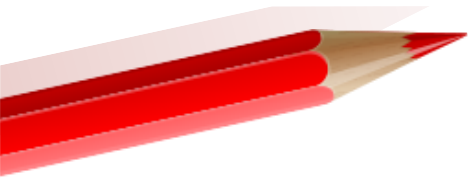
Signature
Programming



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What will *Data* look at Douglass?

- ✓ Utilize data from the new district screener (NWEA MAP), CFAs, and unit assessments to drive all instructional decisions inclusive of intervention.
- ✓ Continue with grade level data meetings within PLCs in order to intentionally plan and execute effective instruction.



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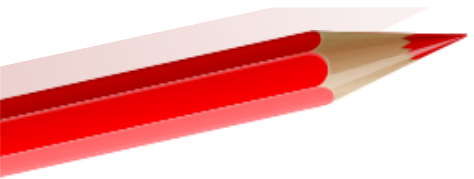




What will *Curriculum & Instruction* look like at Douglass?



- Continued emphasis on evidence/research-based instructional practices.
- Continued focus on effective lesson planning, internalization, and delivery through weekly-extended PLC meetings with the Content Instructional Leaders/Administration
- Increased exposure and opportunities for students to engage in academic competitions and exhibitions.



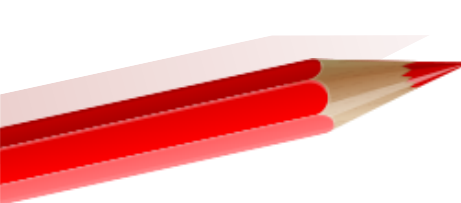

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What will *Whole Child & Intervention* look like at Douglass?

- ✓ Continued engagement with RTI/MTSS Specialist.
- ✓ Content-specific teachers as credit recovery facilitators
- ✓ Engagement and intervention with Reading/Math Specialists.
- ✓ Engagement with a full-time Behavior Specialist and implementation of restorative practices.
- ✓ Integration of SEL behavior and wellness plans with fidelity led by Behavior Specialist.
- ✓ Cluster-based Student Support Specialist
- ✓ Grant funded Transitional Coach (licensed mental health professional)
- ✓ Ongoing engagement of the Care Team PLC to ensure alignment of services and resources for our students and families.



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What will *Personalized Learning* look like at Douglass?

Utilization of the universal screener (NWEA MAP) to identify individual deficits and strengths for each student.

Continue with Gradual Release of Responsibility (GRR) instructional delivery model daily.

Implementation of revised district-wide standards of service.

Continued implementation of Reading Plus to improve students' reading.

Implementation of Read/Math 180 as tools for intervention.

Engagement of STE(A)M (project-based learning) and 3DE (case studies) for enrichment.

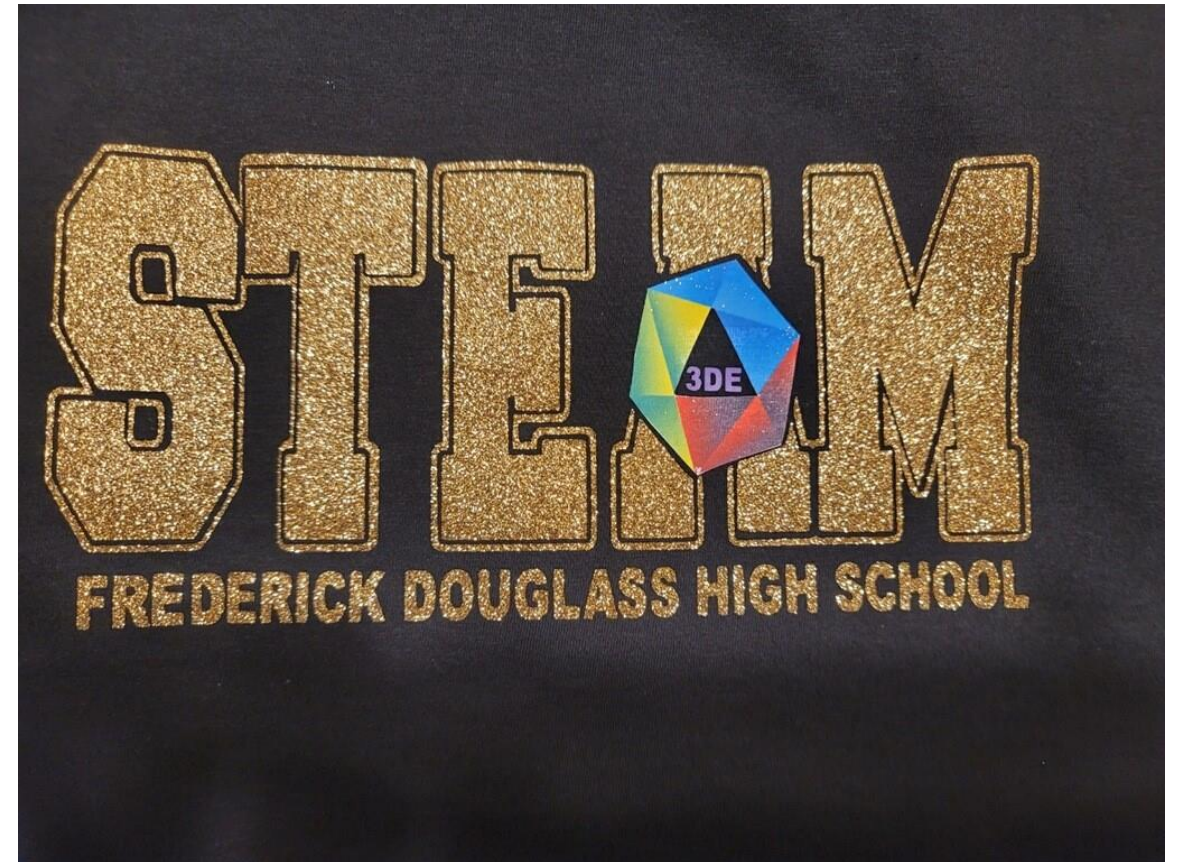


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What will *Signature Programming* look like at Douglass?

- ✓ Continued implementation of STE(A)M as our signature program model.
- ✓ Increase opportunities and exposure to STE(A)M experiences and career awareness.
- ✓ Development and incorporation of grade level STE(A)M project- based learning (PBL) units.
- ✓ Ongoing professional learning focused on STE(A)M and PBL
- ✓ Engagement in STE(A)M Endorsement
- ✓ Increased exposure and opportunities for students to engage in academic competitions and exhibitions.
- ✓ Increased exposure to real-world problem solving with corporations through 3DE.



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We're a
data-driven school!



The Data
Says...So We
Will...



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Our Current State

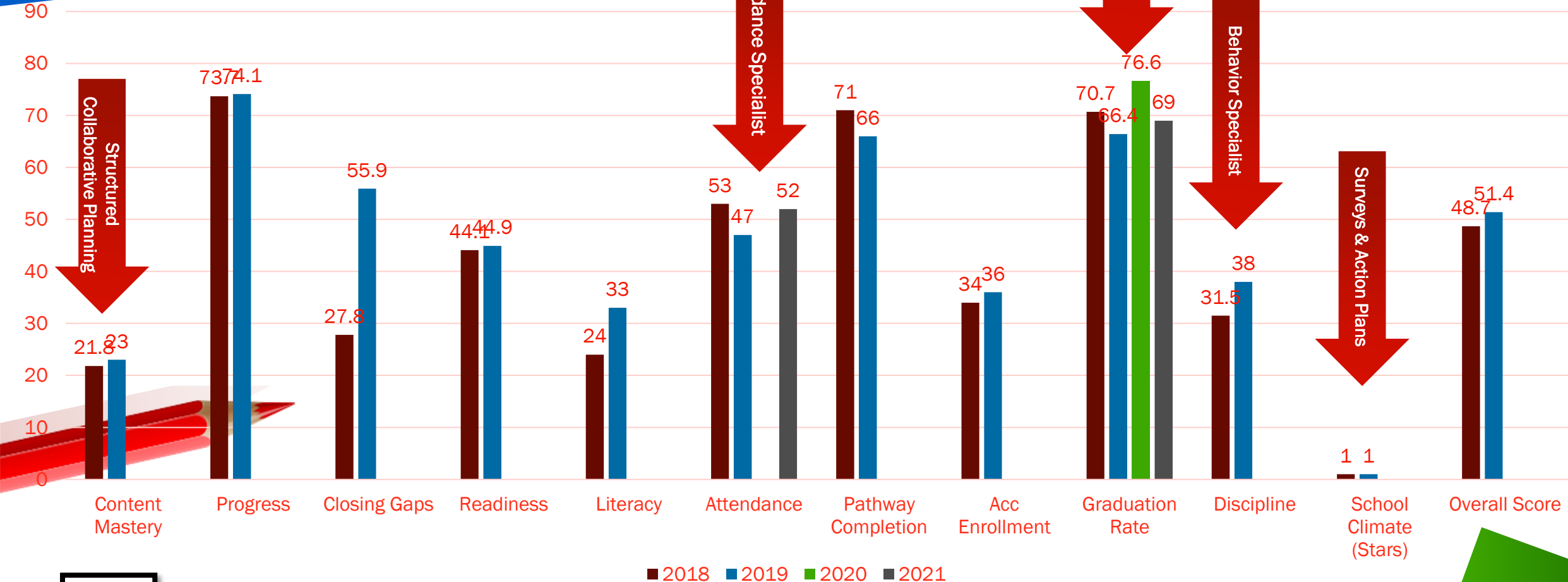
School Improvement
Specialists provide
intensive support

- Comprehensive Support & Intervention School (CSI)
 - Graduation rate below 68%
 - Bottom 5% in performance
- We receive targeted interventions from GaDOE
- We will come off “the list” if we...
- We’re almost there!
- Lots of work to do.



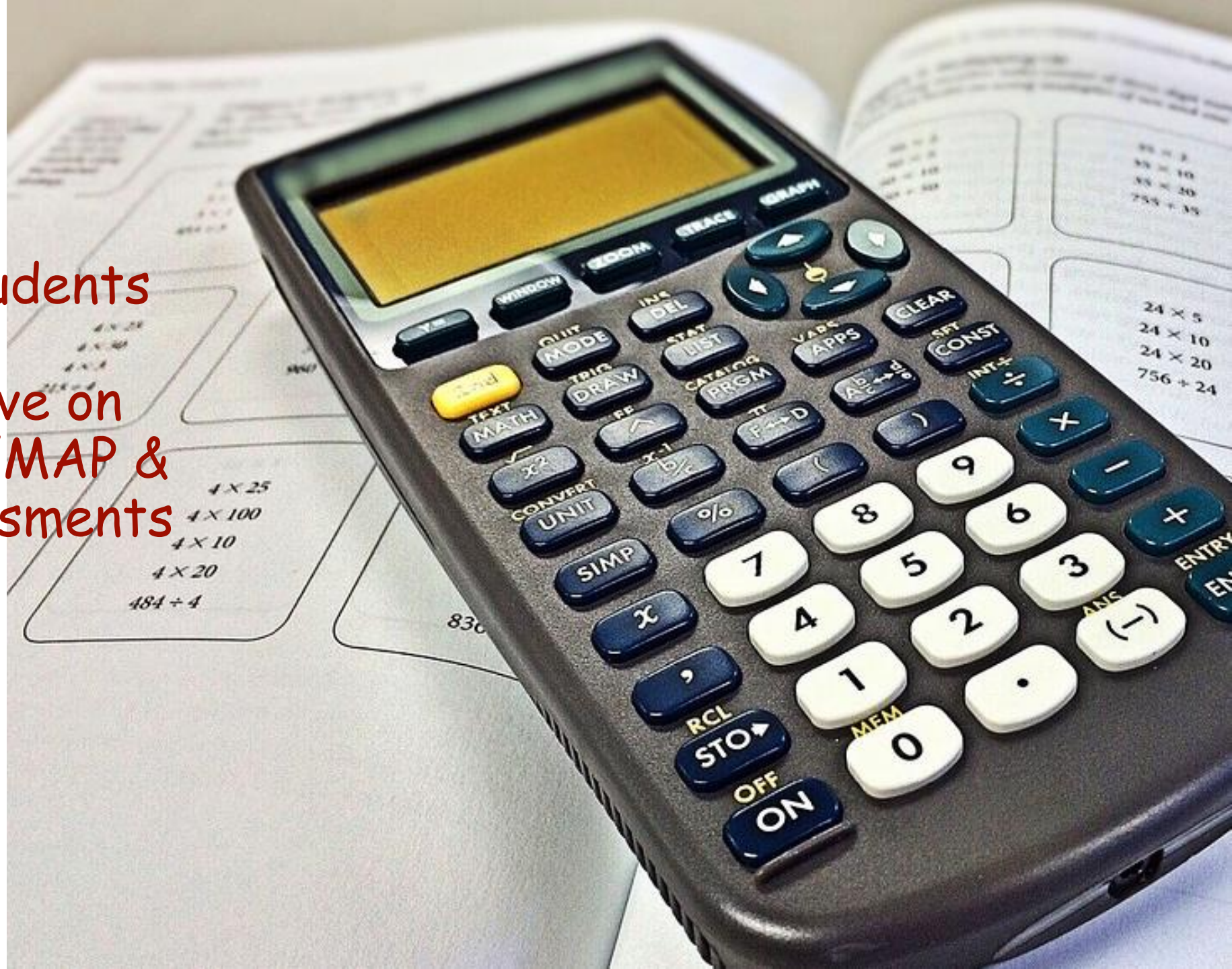
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Historical CCRPI Data



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Increase % of students
who perform at
Proficient or Above on
EOC/EOPA/Unit/MAP &
Benchmark Assessments
by 3%.



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Student Engagement

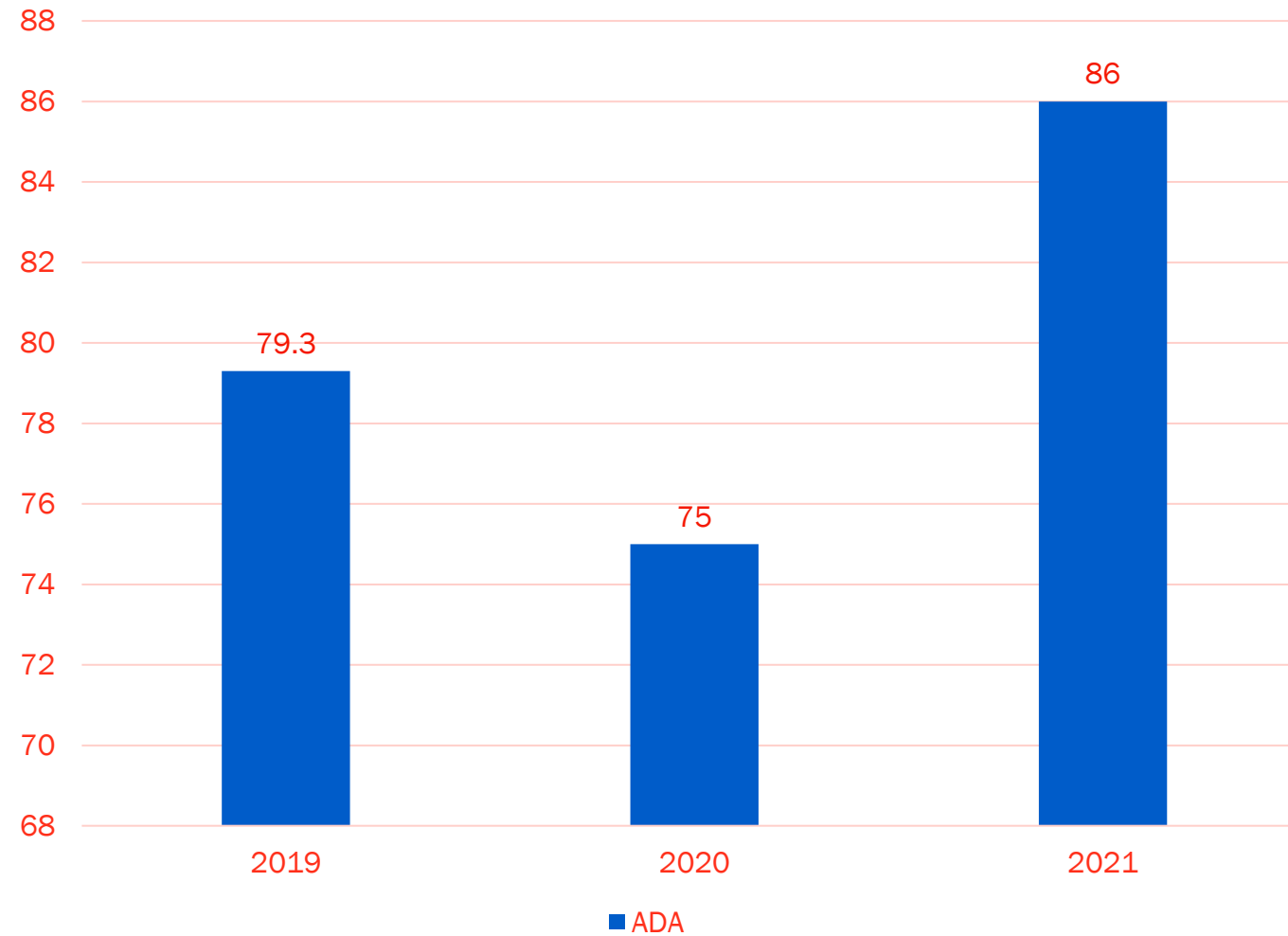
Improve Student Engagement Indicated by an
Average Daily Attendance Rate of
85% or More



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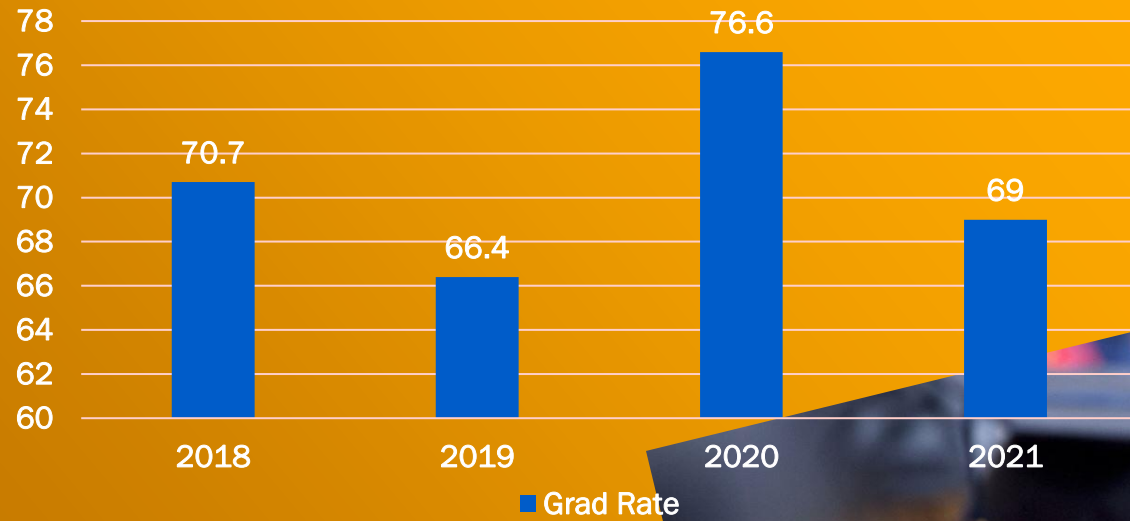
Attendance History

Average Daily Attendance



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Grad Rate



*projected SY21 grad rate

Improve our Graduation Rate by
3% or more from 69%* to 72%



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Staff Engagement



Improve Staff Engagement
Indicated by an Increase in
Positive Responses on Staff
Surveys from 74% in SY21 to 78%
in SY22



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Community Engagement

Quarterly Surveys

- We're committed to posting quarterly Community/Family Engagement Surveys to our website and all social media platforms.
- We've had 2 responses so far.
- We'd like to hear from more of you!
- [FDHS Website](#)



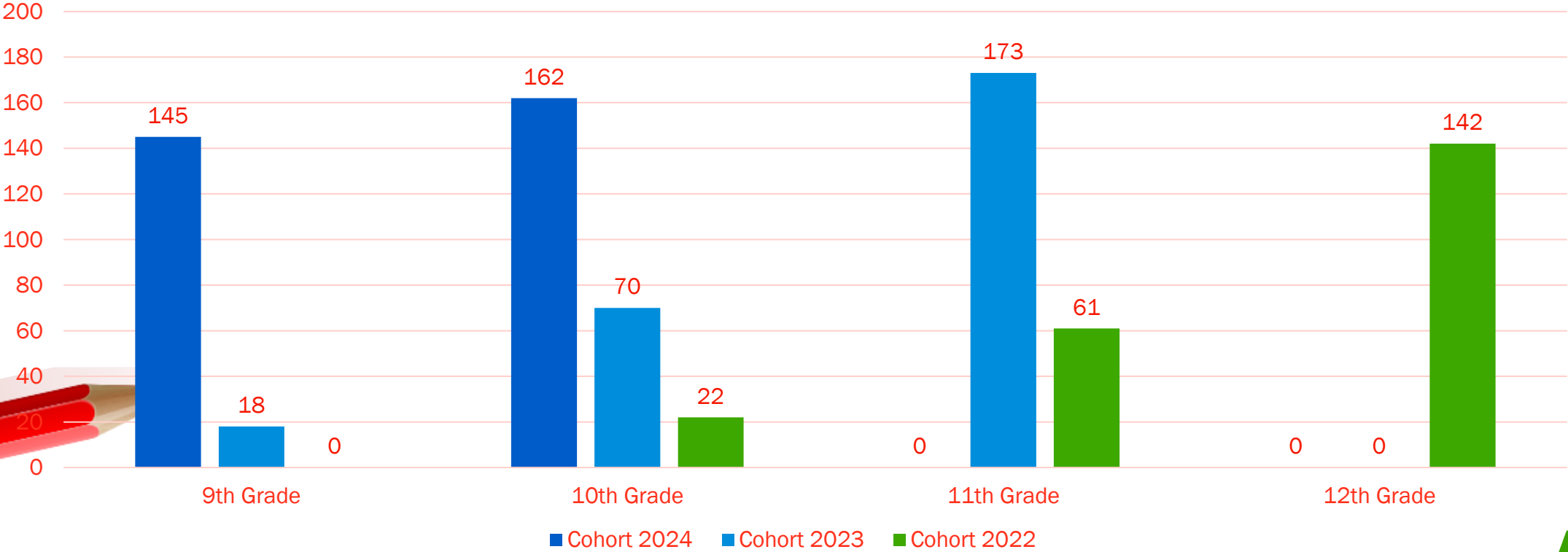
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Currently Off-Track



#Students Off-Track to Graduate with their Cohort



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Impact of the Pandemic

What We're Facing...

- 145 students are repeating the 9th grade for the 1st time; 70 students are repeating the 10th grade for the 1st time.
- Learning Loss: 360 courses need to be recovered this school year
- Students are struggling to readjust to a structured environment
- Neighborhood conflicts have followed our students to school
- Many upperclassmen are still working during the day and/or long evening shifts

Our Responses...

- Credit recovery model that support all students with one virtual teacher and one FDHS teacher as a tutor.
- Utilizing restorative practices whenever possible to help students better handle possible past trauma experienced in the pandemic and to better readjust.
- Collaborating with APD to understand what our scholars have been experiencing in the neighborhood for the past 15 months.



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Updates



COVID-19 & Technology

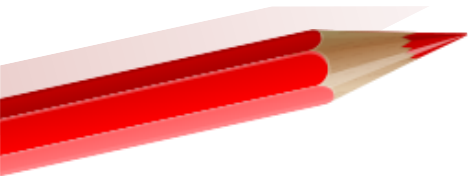


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COVID-19



- Limiting visitors to our building
- Following district guidelines for reporting, tracing, informing
- Masks must be worn at all times, including while riding the bus
- Visit our school's [Public Health](#) page on our website
 - All parents are asked to complete the Health Check screenings, daily
 - Surveillance Testing, each Monday
 - Please complete the Self-Reporting form



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Quarantining




Quarantine or Isolation: What's the difference?

Quarantine keeps someone who might have been exposed to the virus away from others.

Isolation keeps someone who is infected with the virus away from others, even in their home.

Who Needs to Quarantine After Exposure to a Positive Case?

People who are not vaccinated and have been in close contact with someone who has COVID-19.



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What Counts as Close Contact?



You were within 6 feet of someone who has COVID-19 for a total of 15 minutes or more

You provided care at home to someone who is sick with COVID-19

You had direct physical contact with the person (hugged or kissed them)

You shared eating or drinking utensils

They sneezed, coughed, or somehow got respiratory droplets on you



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Who Doesn't Need to Quarantine After Exposure?



People who are fully vaccinated and not experiencing any symptoms.

Note: Fully vaccinated people should get tested 3-5 days after their exposure, even if they do not have symptoms

People who have tested positive for COVID-19 within the past 3 months and recovered do not have to quarantine or get tested again as long as they do not develop new symptoms.

Note: Persons exposed to other persons who have been exposed do not need to quarantine.



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Who will quarantine?



In the event of an identified positive case of COVID-19, all close contacts (as identified by case investigation in collaboration with health services) must be excluded (recommended for quarantining) from the school until fourteen days after last contact 2 with case (usually last day the case attended).

If a close contact becomes ill and is diagnosed with COVID-19, they must remain excluded for their isolation period and until told they are no longer contagious.

If cohorting was practiced so that the case would have only had contact with those in the same classroom, the other teachers, staff and students in the school do not need to be quarantined.

If classes were not cohorted, the school needs to assess everyone in the school that the case may have come into contact with and exclude them for the 14-day quarantine period.

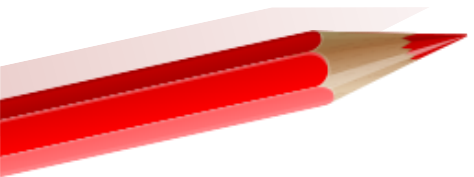


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Technology



- Students received a new Chrome Book August 18-20.
- Please return old laptops to the school as soon as possible.
- Students will receive a new device later this fall with built-in Wi-Fi.
- Students must bring their laptops and chargers, along with all other school supplies with them to school each day.



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Connect with FDHS

Our Website

FaceBook

@Frederick Douglass High School-Home of the Astros

Instagram

@FDHSASTROS

Twitter

@apsDouglassHigh

Infinite Campus Parent Portal

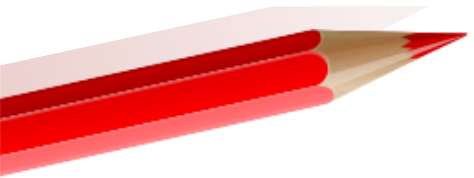


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Upcoming Events



- Clear or Mesh Book Bags: September 1
- MAP Testing: August 30-September 13
- Mandatory COVID Surveillance testing for all APS staff: Sept. 7
- Coronation: October 17
- Homecoming: October 22



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Thank You!



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