

School Performance Plan At-a-Glance

Executive Summary

SY24-25

Introduction

In alignment with the goals and priorities of Prince George's County Public Schools (PGCPS), the School Performance Plan (SPP) allows for a transparent and collaborative school improvement process with a focus on student achievement.

The School Performance Plan was developed this school year as the continuation of the detailed work and planning completed in the previous school year. The SPP focuses schools on engaging in disciplined inquiry cycles through the use of Plan, Do, Study, Act. Through the successful utilization of Plan, Do, Study, Act, schools are able to plan, assess, and study school improvement actions to impact student achievement and teacher practice.

School Profile		School Code	School Designation
School Name	FREDERICK DOUGLASS HIGH	1502	Community - No
School Address	8000 CROOM Rd, UPPER MARLBORO,MD - , UPPER MARLBORO MD 20772		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	09 - 12		ATSI - No
Principal's Name	Daisy Nichols		Sustainability -Yes
Principal's Email Address	Daisy.Nichols@pgcps.org		
School Phone Number	3019522400		
Principal Supervisor's Name	Ryans, Edward O Neal		
Principal Supervisor's Email	eryans@pgcps.org		
Vision	Frederick Douglass High School strives to be a World-Class High School.		
Mission	Frederick Douglass High School empowers our students to become effective communicators, globally-minded problem-solvers, and lifelong learners who realize their potential and become ethical, service-oriented citizens.		

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<p style="text-align: center;">SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; Measurable; Achievable; Realistic; Timebound</p>	<p style="text-align: center;">Change Idea (strategy) (A specific, actionable idea or technique that school teams will use to address the SMART Goal.)</p>
<p>1-Math By June 2025, the percentage of students who score proficient or distinguished will increase by 3 percentage points on the MCAP Mathematics from 5% to 8%. This requires 23 of our 250 students in class of 2027 or more students to score proficient or distinguished on MCAP Mathematics.</p>	<p>The teachers will facilitate and encourage discourse about real world math problems in their curriculum for both algebra I and geometry while attending to precise use of math vocabulary.</p>
<p>2-RELA/ELA By June 2025, the percentage of students who score proficient or distinguished will increase by 5 percentage points on the Spring MCAP RELA 10 Assessment from 53% to 58%. This requires that 145 or more students score proficient or distinguished on MCAP RELA 10.</p>	<p>Teachers will plan to use, refer to and explain academic vocabulary during instruction. (use of summary frames, questioning and to include its' use in class discourse) students do not know how to approach answering questions about informational text.</p>
<p>3-</p>	
<p style="text-align: center;">Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)</p>	
<p>The impact of IXL Math was examined in a cluster randomized-control trial (RCT) in Grades 3-5 in four elementary schools in Holland, Michigan during the spring of 2023. The RCT design randomly assigned teachers (classes) within grades in individual schools to implement IXL Math (n=11) or continue with business as usual (n=10). 545 students (263 treatment, 282 control) – 41% White, 42% Hispanic, 67% economically disadvantaged, 16% special education, and 14% English learners – were included in the analysis. Results of quantitative analyses showed that IXL Math had a statistically significant positive impact on student mathematics achievement after one semester, with IXL Math students outgaining control students on the EOY Renaissance Star Math by 10 points (effect size = +0.13). In addition, subgroup analyses showed additional significant positive IXL Math impacts for Grade 3, Hispanic, special education, ELL, and low-income students. Additionally, students were tested on the M-STEP, and the IXL impact was positive but not statistically significant (effect size = +0.03). Overall, the significant results from the Star Math outcome earns IXL Math a Strong ESSA rating. As an adaptive tool for remediating Algebra I, utilizing IXL as a supporting to platform will help students fill gaps in both algebra and pre algebra skills necessary for success.</p> <p>I-Ready Math is an evidence based intervention used at Frederick Douglass High School for students with disabilities. Currently, 46 students are enrolled in the intervention program. Students access the platform in their Academic Resource class.</p>	

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